

## British Values Coverage at Hugglescote Primary School

This is a coverage map of everything we do at Hugglescote Primary School to promote British Values. In 2015 we held a British Values Week in which all year groups took part in activities to make them aware of the four key values. For example, Yr 5/6 joined together to do the following: Look at discrimination and Woman's Rights, voted and elected party leaders, wrote manifestoes and presented their work to other year groups, campaigned, and held a British after party with British games, food and activities. The children also celebrated the Queens 90<sup>th</sup> Birthday dressing in red, white and blue and taking part in a variety of Royal games and classroom activities. This day ended with a British Tea Party.

British Values	How is it covered at Hugglescote Primary School
<b>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</b>	
<ul style="list-style-type: none"> <li>• <i>Promote respect for individual differences</i></li> <li>• <i>Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life</i></li> <li>• <i>Challenge prejudicial or discriminatory behaviour</i></li> <li>• <i>Organise visits to places of worship</i></li> <li>• <i>Develop links with communities</i></li> <li>• <i>Develop critical personal thinking skills</i></li> <li>• <i>Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Respect for each other is modelled by all staff towards the pupils and each other</li> <li>• Respect is discussed during daily reflection, assemblies, RE lessons and in everyday conversations</li> <li>• Respect covers: self-respect, respect for family, friends, and other groups; the school, the locality and the environment</li> <li>• See Equality Policy and Anti-Bullying Policy</li> <li>• Children's behaviours around the school demonstrate their understanding of respect</li> <li>• We launched a new RE syllabus. Our RE lessons cover a range of religions and cultures, looking at diversity and acceptance of others. We have a 'your beliefs are your own' attitude to teaching and learning in RE. Acknowledging that everyone is different and some people have different beliefs to us which is okay.</li> <li>• Respect for each other is modelled and encouraged from an early age through activities such as 'Show and Tell'</li> <li>• Our RE Curriculum reinforces the importance of understanding and respecting different faiths &amp; beliefs. This relates to later life i.e in the work place.</li> <li>• Cultural celebrations are discussed in class and assemblies. We celebrate different festivals in other cultures e.g. Year 3 visit Leicester to see the Diwali festivals.</li> <li>• Different types of family structure are discussed in PSHE</li> <li>• We have introduced 'peer assessment' in some of our Literacy and Maths lessons</li> </ul>

- In KS2 there are spelling buddies and children help one another with their work
- We have reading ambassadors in school
- KS2 Play Coaches to support children who find lunch times difficult. Children also mentor our younger children with how to play at lunch times.
- KS2 pupils support KS1 pupils with reading
- We have introduced Digital leaders in KS2
- We go to Church at Harvest, Christmas and Easter time
- We invite a representative for the Marlene Reid Centre to talk to the children about our local food bank
- We gave shoeboxes to the elderly members in our community for Christmas.
- Reverend Woolcock visits our school and delivers year group assemblies
- We have Open Book Assemblies in which varying stories from the Bible are re-told
- We have a yearly remembrance assembly lead by Mr Driver. Children also take part in classroom activities relating to this.
- Our PSE Curriculum covers differences in people and tolerance of others.
- Samba and African drumming workshops in EYFS & Yr2
- We provide a Spanish and French Club for children where they learn differences in cultures
- We learn about British cultures –London and where the Queen lives. Children learn about British food and the parts of the flag that make up the UK. This includes looking at the map of the UK countries and capital cities.
- Olympics celebrations including visits from Olympians. All children learn the National Anthem.
- Town mouse and country mouse – looking at cultural/people differences
- Class helpers promote respect
- We rotate talk partners to give children opportunities to work with children with different strengths, opinions and beliefs
- Our Unit pupils are integrated in to lessons
- Our school menu has special ‘international days’ in which children taste food originating from different countries

- *Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services*
- *Teach pupils how they can influence decision-making through the democratic process*
- *Encourage pupils to become involved in decision-making processes and ensure they are listened to in school*
- *Organise visits to the local council and Parliament*
- *Hold 'mock elections' so pupils learn how to argue and defend points of view*
- *Help pupils to express their views*
- *Teach pupils how public services operate and how they are held to account*
- *Model how perceived injustice can be peacefully challenged*

- We hold a yearly ballot for electing our new School Council Representatives and Eco Warriors. For example Year 2 had speeches, voting & ballot boxes. Children are encouraged to plan a speech about why they would make a good school councillor to represent the class.
- School Council members discuss current issues within school and get ideas from their class members. They feedback results from meetings and make plans on how to spend school money e.g. for playground markings etc. They also come up with ideas for charities e.g. they plan activities for Children in Need Day.
- 'Fairness' is taught, discussed and modelled throughout the school. Children understand the term and abide by it in their daily lives.
- Children work co-operatively in pairs and small groups. They are taught turn taking from a young age. Older children can articulate respect for each other's opinions.
- Disagreements are handled carefully, with pupils being encouraged to listen to each other and agree a mutual resolution
- We talk about why we donate food for Harvest Festival and the role of foodbanks
- We have a Church Harvest Festival and donate food yearly
- We take part in days such as Sport Relief, Comic Relief and Children in Need and learn that money can be used to help those less fortunate than ourselves –
- We take part in Christmas Jumper Day every year to support Save the Children
- Visit from a local politician in Year 4
- We discussed and debated The USA Presidential election
- Debates in most subjects are actively encouraged
- Year 3 look at the Greeks – origins of democracy
- Year groups decide on their own class rules and sign a written agreement
- Every year group takes part in Anti-bullying Week
- Club board - children request and give opinions on clubs e.g. they wanted a gymnastic and dodgeball club so Mr Hall is running them
- A LAC is running a mindfulness club in Year 5 at lunchtimes
- Conversations are being had to give children more of a voice into how our learning walls are being used in the classroom
- Year 1 have has a themed day involving a tea party for the Queen. They have

	<p>researched the Queen and looked at the House of Commons and its purpose.</p> <ul style="list-style-type: none"> <li>• All the school took part in the Queens 90<sup>th</sup> Birthday Celebrations.</li> <li>• We sell poppies and make poppies for Armistice Day to raise awareness of the injustice</li> <li>• We discussed Brexit in classes and debated the pros and cons</li> <li>• Year 6 take part in 'Enterprise Day'</li> </ul>
<b>Rule of Law</b>	
<ul style="list-style-type: none"> <li>• <i>Ensure school rules and expectations are clear and fair</i></li> <li>• <i>Help pupils to distinguish right from wrong</i></li> <li>• <i>Help pupils to respect the law and the basis on which it is made</i></li> <li>• <i>Help pupils to understand that living under the rule of law protects individuals</i></li> <li>• <i>Include visits from the police in the Curriculum</i></li> <li>• <i>Teach pupils aspects of law and discuss how this might differ from some religious law</i></li> <li>• <i>Develop restorative justice approaches to resolve conflicts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children are taught to abide by the school rules. These are put together in collaboration with the pupils and they agree to abide by them. Some individual classes have their own rewards and incentives towards their class rules e.g. Class mascots</li> <li>• The Home-School Agreement is discussed with pupils and they agree to follow it</li> <li>• Use a behaviour continuum as a family of schools for those children who may be at risk of exclusion</li> <li>• Internet safety rules are taught and discussed with pupils</li> <li>• Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these</li> <li>• Year groups are visited by our local Fire Brigade and Police officers to learn about acceptable social behaviour and abiding by rules. Police have also lead assemblies about firework safety/Halloween safety. The consequences of Guy Fawkes actions was discussed in assembly.</li> <li>• Use of 'social stories' for SEN children – explaining consequences of behaviour</li> <li>• There are worry box's in some classrooms</li> <li>• Constant discussions and reiteration of the result and impact of actions on others</li> <li>• We look at rules in the society and the consequences</li> <li>• We have been visited by the 'Litter sniffer'</li> <li>• We have nurture groups led by adults in school including Circle of Friends where the peers lead the discussions with the aim being to improve self-esteem and behaviour of the child with difficulties.</li> <li>• Wall of Fames – Children's work is displayed in these frames to encourage children's motivation</li> </ul>

- The Great Fire of London is taught in Year 1 – law and rules of the services.
- All year groups are taught about Stranger Danger
- The whole school visited the health mobile for a session
- Bike Ability – Year 5

## Individual Liberty

- *Supports pupils to develop their self-knowledge, self-esteem and self-confidence*
- *Encourage pupils to take responsibility for their behavior, as well as knowing their rights*
- *Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence*
- *Challenge stereotypes*
- *Implement a strong anti-bullying culture*

- Daily reflection covers discussions about self-respect and self-worth and the importance of individuals so that children see that they are each important in their own right
- Children are strongly encouraged to develop independence in learning and think for themselves
- Pupils are encouraged to look after each other's wellbeing
- PSHE topics promote self-awareness and responsibility
- We encourage as much positive praise as possible
- Children are consulted on many aspects of school life and via the school council
- Behaviour policy encourages children to reflect on their wrong-doings and consider alternatives to their behaviour
- Children are invited to Parent Consultation Evenings to take ownership of their own learning
- We have a weekly 'Show and tell' session where children can bring in achievements from home (Swimming certificates etc)
- We learn about the differences and similarities between religions and that the key values are based around peace, love and respect
- Anti-Bullying Week – Classroom activities and discussions
- All staff attended an Extremism Signs and Protection Training - 2015
- We run a mindfulness Club teaching children breathing techniques and different ways to cope in different situations
- Children are invited to make a 'Send a Smile' Shoe Box for the Elderly members of our Community
- We have nurture groups from a Support Worker
- We had an E Safety Day with lots of tips on how to stay safe
- Pupil interviews take place with their views on certain subjects in school

## What Next?

- Pupil Voice questionnaires given to children to give their opinions on school.
- Worry Boxes to be introduced in all classrooms to give children a voice – Restorative Justice approach
- Look in to introducing the Global Learning Programme across the school.
- Look in to becoming a school with a UNICEF UK Rights Respecting School Award.
- Introduce 'Acts of Kindness' for staff and then to children to encourage modelling respect
- Safer Internet Day celebrated and endorsed
- Debating more in every day lessons. Would someone like to set up a debating club for year 5/6 children?
- Create a page on the school website outlining what we do in our school and showcase pictures.
- Celebrate Black History Month – October 2017
- In classes we need more:
  - Visits to local places of Worship
  - Speakers including local MPs, journalists, lawyers, police, human rights workers and war veterans
  - Challenging stereotypes where opportunities arise
  - Voting in everyday lessons
  - More awareness of well-being for the children e.g. Well-Being Champions in school
  - Detailed insights in to injustices in British history
  - Opportunities to compare Modern Britain with Britain of the past