

Promoting British Values

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. At Moulton, the following values are reinforced explicitly and implicitly throughout school life:

- ✓ Democracy
- ✓ Rule of law
- ✓ Individual Liberty
- ✓ Mutual Respect
- ✓ Tolerance of those of different faiths and beliefs

Our school reflects these British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, responsible and tolerant adults who make a positive difference to British Society and to the world. Our aim is to produce good British citizens.

Democracy

Democracy plays an important role within Moulton Primary School. Pupils have the opportunity to have their voices heard in a variety of situations. We have an active School Council which has representatives from Y2 to Y6. The children present their ideas about how they would best represent their class and their peers vote for their member. The representatives listen to the thoughts of their class and voice any concerns at regular meetings. They hold assemblies to inform the school of particular projects or issues, and raise money to buy equipment or for school initiatives. They also have an important role in recruitment of staff and were on a panel to appoint the head teacher.

Children share their views in an annual pupil questionnaire and through specific surveys which help to assess the impact of new initiatives – e.g. behaviour system, library changes.

Children enjoy taking on additional responsibilities around the school including Play Leaders, Y6 monitors, Assembly Managers, PAs, Sport Leaders and House Captains.

Rule of Law

The importance of law and justice runs centrally throughout the school day. It is vital that rules are clear and consistent and that the children’s voice is heard in their development.

The “Good to be Gold” behaviour policy is based on positive reinforcement for good behaviour which follows our school’s five “Golden Rules”. All children are fully aware of the rules and each year PSHE lessons are structured which revise and remind the children of their importance.

Every Friday during “Golden Assembly” the children’s golden behaviour is rewarded; as individuals, as a class, and ultimately, the whole school. Being a Golden School is clear acknowledgement and awareness that the rules are being adhered to.

Children’s rewards for following the Golden Rules are most evident in the weekly assembly but are also shown in each class’s behaviour chart. These are consistent throughout the school.

Their achievements are also celebrated in weekly key stage achievement assemblies and recorded in the weekly newsletter.

If a child does break a school rule they are asked to reflect on this and consider the alternative way they could have behaved. This is more formalised in a Think Sheet if the child has found it a challenge to follow the golden rules consistently.

Guided Reading sessions in KS2 have focussed around the use of the booklet “Parliament, Laws and You” which outlines how our government works and the role of the monarchy.

Individual Liberty

At Moulton Primary School, pupils are actively encouraged to make choices knowing they are in a safe and supportive environment. In lessons, children often make choices about the level of challenge within a lesson to ensure that they are moving on and selecting appropriate activities. The 'Express' part of our topics allow children freedom to choose the way they present their work and show their learning.

Mutual Respect

Our school ethos and vision is based upon the **Rainbow of Responsibility** which is highly evident in each class and the main school corridor. Each class contributed to the development of this colourful display and heightens the awareness and understanding of its values. Each year, the rainbow's elements are revisited, both in class and in assemblies. Regular rewards of rainbow cards for good behaviour are a daily part of school life.

Respect is shown between parents, staff and children and the results of the annual questionnaires show that the children are listened to by adults.

Assemblies are based on Christian values which are closely linked to those of the Rainbow of Responsibility. A number of Visitor assemblies are lead by people of different faiths as well as regular assemblies from the local parish church. Members of the SLT regularly lead assemblies which recognise important faith days for non-Christian religions.

Visitor assemblies have also been taken to increase the children's understanding of disability – e.g. autism awareness and dyslexia awareness.

The manner in which staff treat children and each other models the values to the children and is set out in the school's Code of Conduct.

Tolerance of those of different faiths and beliefs

Our school is predominantly White British and we work hard to ensure that the children understand they live in a culturally diverse society. There are many ways in which this is achieved. Some topics in our curriculum are based on different countries which enhance the children's understanding of the life outside the school. Children learn about other religions in RE. They are taught to respect other faiths and to enjoy finding similarities and differences between faiths. This is reinforced in visitor assemblies and class visits from people of other faiths e.g. Jewish and Sikh religions. Part of the RE curriculum also enables the children to visit the local Baptist and C of E churches and special events are organised for Easter times. The KS2 children perform carol concerts in the church at Christmas.