



### **David Ross Educational Trust and British Values:**

The Trust is very supportive of the ethos of promoting British Values, and preparing our pupils for success in a modern Britain. A heavy reliance is placed upon broadening horizons for each and every child and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self esteem. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted via our extensive house system that lends itself to cultural and sporting competition, democratic principles, social mixing, the development of greater pastoral care and enhanced PSHE.

### **British Values at Falconer's Hill Academy**

At Falconer's Hill Academy we uphold and teach pupils about the British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through our core values and integrated learning skills also in lessons in Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum, and the way we run our Academy (embodying respect, democracy and tolerance of all).

The school takes opportunities to actively promote British Values through our daily assemblies and whole school systems and structures such as selecting and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Falconer's Hill Academy, these values are reinforced regularly and in the following ways:

### **Democracy:**

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. Children recommend each other for awards which are awarded to individual children (or classes) who show they are modelling the values of respect, responsibility, perseverance or creativity. The children have worked together and have agreed Golden Rules that we at Falconer's Hill Academy actively work and live by. These codes are available in each classroom and actively used by children and adults influencing what is an agreed acceptable behaviour. In addition some assemblies follow a current affairs programme where we can teach about democracy through events such as the Arab Spring.

### **The Rule of Law:**

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our behaviour codes are clear and children are given verbal warnings. Children are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Awards /credits have been introduced to reward children for always being 'good' and living their life by the chosen set of rules. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Visits from authorities such as the police, fire service, ambulance etc. are regular parts of our calendar and help reinforce this message.

### **Individual Liberty:**

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e---Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra---curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in child led learning, e.g. planning and delivering child led assemblies and evaluating assemblies, influencing how adults deliver content in future assemblies.

### **Mutual Respect:**

Our school ethos and behaviour policy are based around our core values at school and embody Christian values such as 'respect' and 'responsibility' and these values determine how we live as a community at Falconer's Hill Academy. Assemblies are based on 'Values for Life' and are central to how we expect everyone to go about their life at our school. Anti bullying assemblies and programmes on human rights

teaching, all reflect our commitment to mutual respect. Equally our charity work and invitations to charities to come into our Academy all help in teaching mutual respect as well as reinforcing our links with the local community. Children and adults alike, including visitors, are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in posters, certificates and as part of our agreed codes.

### **Tolerance of Those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We encourage children to research and discover differences and similarities between us and our European neighbours. Likewise we use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries such as Brazil.

### **British Values across Falconer's Hill Academy**

#### **Year 3**

This year we wish to empower our pupils by encouraging them to accept responsibility for their behaviour and actions therefore contributing positively to those in our school and our society. To achieve this we will be promoting the view and understanding that other people have different beliefs and faiths, and consequently, should be accepted and tolerated. In addition to this we intend to teach an appreciation that living under the rule of law protects individual citizens, but also how this has changed throughout history. In RE we will be looking at significant Christian holidays and why Jesus is inspirational to so many people of different beliefs. Through this we hope to teach our pupils an appreciation of and respect for their own and other cultures. In PSHCE we will be teaching, through our Jigsaw scheme, how to develop self-knowledge, self-esteem and self-confidence.

#### **Year 4**

In RE, children learn about the beliefs and values of the followers of different faiths including Christians, Humanists and Muslims. They are encouraged to make comparisons with, and draw parallels between, their own lives and the lives of people of these faiths. Through PSHCE, children learn to develop respect and tolerance for other people and their feelings, whilst exploring some of the issues which affect them in their daily lives. Through the 'Jigsaw' unit, 'Good to be me', they learn about the principle of freedom of expression. Through all units they are encouraged to contribute to discussions and to express opinions clearly, effectively and with the confidence that their opinion will be listened to.

The teaching of British Values is enhanced by school-wide support for local and national charities at different times through the year.

## **Year 5**

Through our work on 'Healthy me' Year 5 are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the school locality and wider society.

The need for tolerance and harmony between different cultural traditions is explored within our RE work this term and children are acquiring an appreciation of and respect for their own and other cultures.

Our school council communication team is helping the children to understand how they as citizens can influence the decision-making through the democratic process.

## **Year 6**

Through studying the year 6 history topics: 'The changing power of the monarchs' and 'History of crime and punishment'; the children will develop an awareness of the civil and criminal law system of England. This will also teach children about different public institutions and services in England, as well as the basis of which laws are made and applied. In the different PSHE topics that will be studied this year, the children will be learning about how to develop their own self-confidence and self-esteem. They will be encouraged to think about their dreams and goals; thinking about how they can work with others to make their community a better place. This will be through getting students to acquire an appreciation for and respect for their own and other cultures. This also links with our system of 'prefects' which encourages children to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. The RE topics to be covered this academic year will research key aspects of some of the major religions in Britain today. These include: Christianity; Judaism; Sikhism and Islam. The children will draw upon several key themes, such as the similarities and differences between these religions; the importance of respecting and accepting the beliefs and values of other people and how we can work together to ensure that the society we live in is a harmonious one.