

Fellgate Primary School

Achieving Success Together



British Values Statement

Document Control

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Change History

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1.0	Dec 2017	Jackie Sabatinelli	Minor to format	Headteacher Governors

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Mission Statement

Fellgate Primary School are committed to quality learning. This best takes place in a happy, secure, stimulating environment in which everyone feels valued.

Our school community accepts that each person is an individual with unique needs and aspirations.

We aim to work together to ensure that all can achieve their full potential.

We **RESPECT** ourselves, others, and our environment.

We believe in **EQUALITY OF OPPORTUNITY** for all school community members.

We promote **ACHIEVEMENT** by providing quality education for all, and continually striving to raise standards.

We **CHALLENGE** ourselves and each other, to think, reflect to move forward and to expect the best for and of everyone.

We foster **HONESTY AND FAIRNESS**, with all taking responsibility for their actions.

Signed By

Headteacher _____ Date _____

Chair of Governors _____ Date _____

Statement of Intent

Fellgate Primary School is a caring school that aims to provide a high quality education to all our pupils within a secure and safe environment. We hope that they will leave us with confidence, positive memories and a value of their time at Fellgate Primary School.

Our aims are:

To provide a secure, caring and stimulating environment in which the school and the home are partners, and in which all children will be encouraged:-

- To develop their potential as unique individuals.
- To develop an awareness of their own self-worth in order that they might become responsible and self-disciplined members of society.
- To become active and independent participants in the learning process.
- To develop self-motivation and pride in their work.

To provide education in line with national legislation and local authority guidelines

To plan and deliver a broad and balanced curriculum which will enable all our pupils to develop their social, intellectual and physical potential.

To provide equal opportunities for all our children so as to develop and extend their social, intellectual and physical potential.

To provide equal opportunities for all our children to develop and extend their moral and cultural capacities, whilst fostering an awareness of, and respect for, the beliefs and practices of other communities.

Overview

Fellgate Primary School is committed to serving its community.

It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom

It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them Recognises that pupils with asthma need immediate access to reliever inhalers at all times.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Fellgate Primary School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

The Government set out its definition of British Values in the 2011 Prevent Strategy

The Five Key British Values

- Democracy
- The rule of the law
- Individual liberty
- Mutual respect
- Tolerance

Strategies within the National Curriculum

Democracy

The children at Fellgate Primary School see democracy borne out of a whole variety of ways and see this as being an essential component of successful team work. Democracy is a school value that children meet when discussing respect and fairness.

Evidence

- RE and SMSCE planning
- SMSCE Learning Walks: monitoring evidence
- Pupil questionnaires and discussions, as part of subject monitoring (e.g. Autism Awareness Week)

- School Council: nominations, presentations and voting every year, weekly meetings, led by members of staff
- Eco-Council: planning and developing the wetlands area (staff, pupils and the Wetlands Trust)
- Food Group (pupils and staff): regular meetings to discuss and implement changes to the provision of food in school
- Voting systems during the annual Fellgate's Got Talent event
- Children discussing and establishing class rules
- Children contribute by planning at the start of topics as they are asked to make suggestions about what they would like them to learn. They also initiate ideas and pose questions to be answered throughout their learning.

The Rule of the Law

The children at Fellgate Primary School are familiar with this concept through the ethos of the school and through the school PSHCE and RE curriculum. They are confident to discuss values and understand that different religions and faiths have different guiding principles.

Evidence

- Clear structured Behaviour and Anti-Bullying policies
- Links to local authority Police and Fire Service
- Behaviour and Bullying incidents are all monitored closely and are discussed
- Regularly with staff and SLT
- Anti-Bullying activities through national and international initiatives
- PSHCE/Citizenship curriculum map
- RE curriculum
- Family Time and Assemblies – focus on British values, embedded within the PSHCE curriculum map

Individual Liberty

Evidence

- Curriculum planning and timetables, following the PSHCE curriculum map and Programme of Study
- SMSCE faculty action and monitoring plans and evaluations
- E-safely is fully embedded within all aspects of learning in school
- The Kidsafe programme is fully established in the school for all pupils.
- Our assemblies focus on the school values (Respect, Equality of Opportunity, Achievement, Challenge, Honesty and fairness) which are embedded within the PSHCE curriculum map.
- Weekly Family Time sessions focuses on British Values (embedded within the PSHCE curriculum map)
- Children have roles and responsibilities in school (e.g. registers, dinner bands, playground leaders and class monitors)
- School Council tuck shop (Fruit to Suit)
- Extra-curricular activities are available for those who choose to participate
- Children are supported to make choices safely within boundaries
- Pupils learn that they have rights and personal freedoms

- Children are given a choice of learning challenges, which includes assessing own personal risk when playing with items from the play pod.
- Where appropriate, they are given a choice of how to record their work

Mutual respect

Evidence

- Year 6 buddies with Reception children
- Reading buddies during reading weeks
- Integration between both buildings in the school
- Shine days
- Whole school events
- Learning walks to monitor behaviour and peer relationships
- Termly bullying logs are collated and reported on
- Individual and/or reciprocal integration programmes ensure that all children receive an inclusive education

Tolerance of those of different faiths and beliefs

Evidence

- This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the South Tyneside agreed syllabus for RE and have a curriculum map and Programme of Study for PSHCE. The core themes of 'Living in the Wider' and 'Relationships' are embedded within the PSHCE curriculum.
- All different faiths and beliefs are explored and celebrated through assemblies, RE sessions and a variety of visitors into school. The children are taught that people have different faiths and beliefs and that these should be accepted. Places of worship are often visited by our pupils. Children within our school with different faiths are encouraged to share their practices and special celebrations. Parents are invited to share celebrations from a range of faiths with us. Our English curriculum includes texts from a range of cultures to further raise children's awareness of different cultures, faiths and beliefs.
- Cultural diversity is reflected in the learning environments and 'Diversity' forms a key part of long and short term planning documents.