

# Western Road Community Primary School

## British Values

We at Western Road Community Primary School take opportunities to actively promote British Values, defined by the Government as the following:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and belief

Actively promoting also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values. At Western Road Community Primary School, values of tolerance and respect permeate all areas of school life. This creates a climate within which pupils feel safe and secure and facilitates the fulfilment of potential.

Pupil Voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved. The following are a selection of activities and external accreditations that are evidence of our commitment to British values.

We offer a broad and balanced curriculum that teaches elements of democracy, civic responsibility, rules and laws, the monarchy, equality, values and virtues, environmental awareness and understanding of other faiths.

As a whole school, we celebrate Black History Month, focussing on musicians, singers and artists both internationally and from this country.

Our positive behaviour policy, and the strategies we use encourages tolerance and mutual respect between adults and children.

On a more general level, the school undertakes daily assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE and RE lessons and on an informal nature throughout the school days.

### **Year Six:**

- Pupils learn about World War II, followed by a country focus upon Germany and the impact of prejudice upon others and lack of democracy.
- Pupils learn about moral issues and acceptance of different cultures and faiths with the development of trade and the British Empire, touching upon slavery, religions being shared throughout the world and embracing different cultural practices.
- Pupils are taught the responsibility of being role models for their peers and the younger children and wider school community.

**Year Five:**

- Pupils learn about the need for democracy and explore different cultures through many cross-curricular opportunities whilst studying the Mayan and Egyptian civilisations and making comparisons with the Anglo-Saxons and modern society.
- Pupils learn about Christian values through the Christmas and Easter stories, as well as many other religious ideas and beliefs, as part of the concepts overview delivered under the LEA / SACRE Breadth of Study.
- Pupils learn moral values through the development of self-confidence and pupil voice activities, during PSHE and Circle Time.
- In addition, pupils experience a variety of opportunities that arise through the study of literature, poetry and music. For example in A Christmas Carol: pupils explore social conscience and moral responsibility. Through the poetry of William Blake, pupils debate their own views on education and learning. Whilst studying Private Peaceful, pupils consider viewpoints on warfare, civic duty in addition to mental health awareness and social responsibility.

**Year Four:**

- Pupils learn about the development of democracy by learning about Ancient Greeks and Ancient Romans. This will move on to them thinking about Democracy in Britain today and considering different news stories and how they affect children.
- They are taught about the British Empire and how invasion affected cultural development and beliefs.
- As part of Black history month, pupils are taught about Rosa Parks and think about whether she did the right thing to stand up for what she believed in. Pupils will learn about freedom of speech and what this means for them and their own thoughts.
- Pupils learn about co-operation and working as a small community with different opinions and ideas.
- Pupils learn an appreciation and understanding of different faiths and cultures, both modern and ancient.

**Year Three:**

- Pupils consider British Values through the Stone Age to the Anglo-Saxons, through to 1066 and how culture has evolved, in comparison to life then and now.
- Pupils learn how Christianity has developed from Paganism to include values.
- Pupils learn about different religions, including Bible stories, Passover and the Ten Commandments to help them learn about values across society.
- Pupils develop an understanding of democracy through the use of PupilVoice.
- Pupils develop understanding of friendship, differences and how to co-operate with self-confidence.

**Year Two:**

- Pupils consider how significant people in history, like Samuel Pepys, impacted on life today Pupils

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- Pupils consider how an understanding of different faiths, in particular, Christianity and Judaism, foster a climate of tolerance and understanding of people who are different.
- Through visitors, children learn to appreciate the world around them.

#### **Year One:**

- Pupils consider how significant events and people in history, like Florence Nightingale impacted on life today.
- Through a range of visits and visitors to the school, children learn to appreciate the world around them.
- Pupils name the different countries which make up the United Kingdom and how they work together to make our country unique.
- Pupils consider how an understanding of different faiths, in particular, Christianity and Judaism, foster a climate of tolerance and understanding of people who are different.

#### **EYFS:**

- Through a range of visits and visitors to the school, children learn to appreciate the world around them
- Pupils learn to understand how they are special and how they belong to the school community as well as their family.