

British values

The Department for Education states that there is a 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 by the Prime Minister in 2014. At Porter Croft Primary Academy these values are reinforced regularly throughout the curriculum in the following way:

Democracy

Democracy is embedded at the Academy. Children are always listened to by adults and are taught to listen carefully to and with concern for each other, respecting the right of every individual to have their opinions and voices heard. Children also have the opportunity to air their opinions and ideas through our School Council and regular questionnaires. The elections of the Academy Council members, Road Safety Officers, Healthy Minds Champions and class Eco Warriors are based solely on children’s votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws whether they are those that govern the class, the Academy or the country, are consistently reinforced. Our Academy has a Behaviour Policy based on positive reinforcement and Restorative Practice which is deeply embedded in our work every day. Each class also discusses its own rules, rewards and sanctions that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our 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.

Individual Liberty

Within Porter Croft Academy, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As an Academy we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely; examples of this can be clearly seen in our Computing, RSHE and PSHE. lessons. Children also have a choice to participate in our numerous extra- curricular activities.

Mutual Respect

Respect is one of the core values of our Academy. The children know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of respect at Porter Croft C of E Academy underpins our work every day both in and out of the classroom.

Tolerance of Those with Different Faiths and Beliefs

Our core value of respect ensures tolerance of those who have different faiths and beliefs. Porter Croft Primary Academy enhances pupils’ understanding of different faiths and beliefs through religious education studies; PHSE, Good to be me days, Passport to Porter Croft. work, visits and participation in celebrations. We also respect those without a religious belief. We have links and welcome visitors from places both inside and outside the UK. Different beliefs, traditions and customs are studied in depth, with visitors and families being invited into our Academy to enrich and extend understanding. Through this our children gain an enhanced understanding of their place in a culturally diverse society.

Democracy – What Do We Do?

- Involve children in democratic processes through election of Academy Councillors
- Provide opportunity for children to be involved in the decision making process through Class Council meetings, which feed into regular Academy Council meetings
- Involve all children in drawing up of class rules and expectations each year
- Teach pupils how they can influence decision-making through the democratic process
- Democracy linked assemblies
- Forge links with local MPs and Councillors
- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services – IMPS (Injury Minimisation programme) visit, Junior Citizens programme
- Creating links with Police Community Support Officer
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account- Crucial Crew
- Model how perceived injustice can be peacefully challenged- art of debate
- Pupil surveys and Pupil Voice give children a chance to be heard
- Involve children in creating Porter Croft Children's Charter

The Rule of Law – What do We Do?

- Ensure Academy rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits to Crucial Crew in the curriculum -talk to Y6 on age of criminal responsibility
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative practice approaches to resolve conflicts
- Involve children in review of Academy Behaviour policy – through Academy Council and assemblies
- Provide children with opportunities to reflect on their own behaviour
- Provide children with opportunities to reflect on behaviour in the Academy through pupil surveys
- Ask all children to sign a Home/Academy Agreement

Individual Liberty - What Do We Do?

- Ensure Academy rules and expectations are clear and fair
- Support pupils to develop their self-knowledge, self-esteem and self-confidence – PHSE, Zones of Regulation
- Promote personal motivation through Zones of Regulation
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Support children to understand the impact of their actions on other people
- 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/anti-racist culture

Tolerance of those with different faiths and beliefs – What do We Do?

- Nurture inclusive Academy ethos and promote respect for individual differences – through assemblies, PHSE, RHSE and Black History Month
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life- Passport to Porter Croft
- Organise visits to places of worship
- 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
- Include stories from world faiths and cultures in assemblies and curriculum planning
- Include study of all major faiths in R.E. curriculum

- Provide opportunities for reflection in Collective Worship

Mutual Respect-What do we do?

Challenge prejudicial or discriminatory behaviour

Develop critical personal thinking skills

Forge close links with local schools – competitive sport, music, dance, workshops etc.

Exploit curricular opportunities to teach children about the diverse nature of modern Britain

- Encourage children to support the local community: Christmas Card to Care Homes,
- Encourage and model positive relationships
- Encourage children to support each other's learning through talking partners, peer assessment
- Implement a strong anti-bullying culture – Anti-Bullying Week
- Encourage older children to support younger children through pastoral group system
- Encourage children to organise their own charity fundraising events- courageous Advocacy
- Work with the local community: choir singing in Church, Harvest festival worship, Christmas choir singing at the local Care Home