



Together we grow



Emmaville Primary School – SMSC & Great British Values



In June 2014, the Education Secretary at the time, Michael Gove, set out plans for all school children to be taught 'British values'. The DfE then reinforced the plans and said that there was the need, *"to create and enforce a clear and rigorous expectation on all schools to promote fundamental British values."*

The Department of Education's definition of fundamental British values is:

- Democracy;
- The rule of Law;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

We believe British values are best defined as set out above, however these values are not actually unique to Britain alone.

At Emmaville Primary School, the above values and attitudes are promoted by all of the staff, who provide a model of behaviour for our pupils. The principles will be taught to the children in a variety of ways and they will encounter these principles in everyday school life. We have a very strong commitment to developing the Spiritual, Moral, Social and Cultural attitudes of the children at Emmaville, we want the children to be excellent citizens and this is developed throughout all aspects of the curriculum.



At times it is explicitly taught, for example through 'Tolerance and Diversity' Collapsed Curriculum weeks and SEAL lessons; however at other times, it is discretely embedded into the school's curriculum.



Learning about diversity in 'Is it Fair?' Week

Promoting British Values

Date	Review Date	Coordinator	Nominated Governor
Sept 2020	Sept 2023	Avril Armstrong	Helen Horan

We believe this policy relates to the following legislation:

- Education Act 2002
- Education and Inspections Act 2006
- Equalities Act 2010
- Children Act 2011
- Education Act 2011

The following documentation is also related to this policy:

- Citizenship and Belonging: What is Britishness? (Commission for Racial Equality)
- Diversity and Citizenship (DES)
- Equality Act 2010: Advice for Schools (DfE)
- Prevent Strategy 2011
- Promoting British values as part of SMSC (DES)
- Teachers' Standards (DfE)

We support the rule of English and criminal law and we will not teach anything that undermines it.

We have a duty to actively promote and embed these values and to challenge pupils, school personnel or parents who express extremist views contrary to fundamental British

values. We want to ensure pupils are prepared for life in modern Britain by the active promotion of and respect of British values.

We believe these values are reinforced regularly through a broad and balanced curriculum and through:

- the school council, pupil questionnaires, school councillor elections, class charters (**Democracy**)
- school rules, playground rules, safety rules, visits from the Police, visits to a council chamber and to meet local councillors (**Rule of Law**)
- e-Safety, PSHE, extra-curricular activities (**Individual Liberty**)
- Golden Rules, behaviour policy (**Mutual Respect**)
- RE, PSHE, celebration of different faiths and cultures, visit to places of worship of world faiths, promoting languages of EAL pupils, links with schools in other countries (**Tolerance of those of Different Faiths and Beliefs**)

We give pupils 'first-hand experience of the diverse make-up of modern British society' by teaching them respect for other faiths and developing their awareness and knowledge of communities different than their own. We value the diverse ethnic backgrounds of all our pupils and throughout the year we hold a variety of events to celebrate these.

We 'expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school' and 'not to undermine fundamental British values'.

We aim to be judged at least good in all school inspections by ensuring that pupils understand the importance of British values and leave school ready to play their full part in British society.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To actively promote and embed British values.
- To give pupils first-hand experience of the diverse make-up of modern British society.
- To challenge pupils, school personnel or parents who express extremist views contrary to fundamental British values.
- To keep our pupils safe and ensure they are prepared for life in modern Britain by the active promotion of and respect of British values.
- To share good practice within the school and with other schools.

- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- plan and deliver good to outstanding lessons;
- have expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behaviour;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Teaching British Values

Democracy

The ability to communicate is a very important area of learning. In school we encourage respect for democracy and support for participation in the democratic processes.

Through the School Council the children have a voice. The School Council is elected by the children after a process of nomination and a school ballot. It empowers our pupils by giving them opportunities to make choices, to vote on matters that they believe to be important, helping our school to be a good place to learn. As we listen to, and value each 'voice', we are teaching children to respect opinions and beliefs of others, demonstrating respect for the basis on which the law is made and applied in England.



Emmaville School Council

Pupil questionnaires, class discussions and the agreement of class charters at the beginning of each academic year, also give the children an opportunity to have a greater understanding of democracy and liberty. Gillian Bell from the Parliament Education Service, is a regular visitor to the school. Through Gillian's visits, the children have gained a greater insight into the history of Parliament, they have gained knowledge about the House of Commons and the House of Lords and the democratic voting processes.



Every year we offer the Year 5 children an opportunity to spend three days visiting our capital city. During the London visit, the children have the opportunity to visit famous historical buildings such as the Houses of Parliament, Downing Street, and Winston Churchill's War Rooms. Visitors to the school also enrich the children's learning, visits by the Lord Mayor and the local MP Dave Anderson have given the children the opportunity to ask questions and to raise local issues that concern them. The School Council have also had the opportunity to visit the Mayor of Gateshead's Chambers.



Churchill War Rooms



Lord Mayor's visit

The Rule of Law and understanding right and wrong

Through our teaching, we enable children to distinguish between right from wrong. We want them to respect the civil and criminal law of England. The children will encounter rules and laws throughout all of their lives. Through explanations and real life stories they will come to understand that these laws are set for good reasons and must be adhered to at all times. The understanding of the importance of rules will be constantly reinforced through assemblies, during lessons and in all aspects of the curriculum.



Rewards, Consequences and Star Charts

Regular visits from the local Police and from services such as the Fire Brigade, Armed Forces, the Ambulance service, E-safety officers and members of the Criminal Justice Society will emphasise the importance of the rule of law for our pupils. The children are encouraged to manage their behaviour, to take responsibility for their actions, and to understand the connections between actions and consequences.



Through our approach to a Creative Curriculum, the children have the opportunity to learn through drama productions the importance of rules and applying the letter of the law. The children have had the opportunity to understand a Court of Law by their involvement in a Bigfoot Theatre performance of, 'Wolf on Trial' and through E-safety performances such as, 'Where are you Johnny James?'



Wolf on Trial performance

The staff at Emmaville are committed to providing a consistent and predictable environment within the school and beyond. This type of environment will enable pupils to feel safe and secure and will provide the optimum conditions for learning to take place.

Individual Liberty

We believe that it is very important that children of all ages are able to make choices. The curriculum that we provide for the pupils offers them a wealth of opportunities to learn from first-hand experiences in a safe and supportive environment. Work on Rights Respecting helps children fully understand their rights and their importance. We believe that learning to do things independently is an important way of learning to understand yourself. We also give the children the opportunity to choose tasks that will challenge their thinking and offer them the chance to determine their own learning. In school, pupils are taught to take responsibility for their belongings and for their actions; they know that with certain rights comes a level of responsibility. We also ask the children to consider the needs and rights of others.

Through the exploration of historical events the children learn to understand the importance of civil liberties; these are explored through such events as 'Black Friday' when the children learn about the slave trade. At Emmaville, the children are always encouraged to consider the needs of others.



The classroom Information Stations allow the children to reflect and discuss current affairs, locally, nationally and world-wide. We encourage the children to offer support to others by raising funds for charities. Throughout each academic year, we contribute to many charities such as: the NSPCC, St. Oswald's Hospice, Clic Sargent, Red Nose Day, Children in Need, RSPCA, The People's Kitchen and the Blaydon Food Bank. The children respond very quickly to disasters and appeals, and have raised

huge amounts of money to help others less fortunate than themselves. The School Council are often the inspiration behind fund raising events, which are often varied and innovative, such as Harvest Soup Sales using produce from the school's allotments. The school's Fair Trade Committee regularly meet to organise events and to promote awareness through a weekly Fair Trade tuck shop.



Fundraising for the NSPCC

The children entertain local residents in Nursing Homes, perform with other school choirs in seasonal events and participate in the Blaydon Race; they also take an interest in their local community by involving themselves in environmental projects and litter picks. As a result of the close links that we have with members of the Holy Spirit Church, the children now support a village in Malawi. When we changed the school uniform in 2015, the old school uniform was taken to Malawi and was given to the children of the village.



Addison Court Nursing Home



Kunkhongo School, Malawi

Mutual Respect

We teach children that there is always a choice about what they are going to do; everyone is responsible for the choices they make. That is why the school's Management of Behaviour policy is referred to as *CHOICES*. In the school's *CHOICES* policy we stress that we want to create a pleasant, caring, responsible atmosphere where children and adults are treated with respect, kindness and understanding. It is our belief that good behaviour and mutual respect occurs in an environment where all people are valued for their contribution and where everyone has a sense of responsibility and shared values.

At Emmaville we recognise the importance of creating a secure and stimulating environment, where there are clear, agreed expectations of behaviour. The development of an accepted school culture is important for the achievement of all the schools' aims, especially if the school is to play a major role in the preparation of pupils for the responsibilities, opportunities and experiences of adult life.

Tolerance of those of different Faiths and Beliefs

We teach children that they live in a culturally diverse society. Cultural appreciation forms an important aspect of the school's curriculum. Through visits and visitors to the school we give them first hand opportunities to experience and appreciate diversity. Workshops led by the Barnabas Team, allow the children to explore different faiths and beliefs.



Barnabas Workshop

The Prayer Space Stations that members of the Holy Spirit Church provide for the pupils each term give the children the opportunity to reflect upon world affairs and to consider how actions both at home and abroad can affect themselves and others. Show Racism the Red Card workshops highlight to the children the need for tolerance and teach them to appreciate the rich, cultural society that we live in. Tolerance and diversity is explored further and in greater detail during collapsed curriculum weeks, such as 'Is it Fair?'. In the summer term 2017, the Year 4 pupils will participate in a Gateshead event, 'My neighbour and Me', which is an intercultural day for the children.



Prayer Space Stations

The Y6 pupils visit Belgium and France during the summer term, allowing them the opportunity to experience different cultures. During history lessons the children are taught about significant periods in British history. They learn about chronology but also these periods in British history are linked to world events at the same period of time. When visiting Ypres in Belgium and the Menin Gate Bridge, the children not only reflect upon the causes and consequences of the First World War to the people of Britain but also consider the impact the war had upon those from other countries and cultures.



Menin Gate Memorial



Remembrance Tea

The children remember significant events in British history through events such as Red, White and Blue Day to mark the anniversary of the Battle of Britain, a community tea party to celebrate the end of the Second World War and a garden party to mark Queen Elizabeth's Diamond Jubilee.



Jubilee Celebrations



Rt Revd Paul Butler, Bishop of Durham

These are but a few examples of the way in which we broaden all pupils' experiences and awareness of others. School assemblies such as Open the Book, RE and PSHE lessons help all pupils to find out about themselves and others, linking their lives to the communities in which they belong. The school follows the Gateshead curriculum for RE, therefore ensuring that children learn about the many different faiths and beliefs. Through lessons and assemblies, the pupils also learn traditional values of empathy, respect and tolerance; in fact these values are upheld in all that we do.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website;
- the Staff Handbook;
- school events;
- collapsed curriculum weeks;
- communications with home such as weekly newsletters;
- information displays in the school.

Training

All school personnel:

- receive training on induction which specifically covers:
 - All aspects of this policy
 - Ethos
 - Spiritual, Moral, Social and Cultural
 - Dealing with Extremism and Radicalisation
 - PSHE
 - RE
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

▪ Curriculum	▪ Education for Sustainable Development & Global Citizenship
▪ Equality	▪ E-Safety
▪ Ethos	▪ Inclusion
▪ Spiritual, Moral, Social and Cultural	▪ Dealing with Extremism and Radicalisation