

Blue Gate Fields Junior School



British Values and how we promote them:

In November 2014 the DfE produced guidance for schools on actively promoting British values as part of the requirement to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils.

The guidance says:

Schools should 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.

It says that, through their provision of SMSC, schools should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students 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
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Blue Gate Fields Junior School takes a holistic approach to the teaching of British values. We believe that British values are not easily 'taught'. Instead they are lived through the culture, ethos and values of our school. We aim to nurture our children so that they can grow into safe, caring, democratic and responsible adults who make a positive difference to British society and to the world. We encourage our children to be open-minded, critical thinking, creative, unique and independent individuals, respectful of themselves and of others in the school, our local community and the wider world. Our school is built on an ethos of mutual respect.

Our curriculum provides many opportunities to discuss and promote values, in particular through SMSC and PHSCE. We enjoy assemblies that address issues that are relevant to all pupils and are character building. Our aim is for British values to permeate throughout the school and become embedded in all that we do.

At Blue Gate Fields Junior School, pupils develop a world-view that reflects the true diversity of Britain and the world we live in. By ensuring that our curriculum is carefully and purposefully designed to promote diverse and accurate narratives, pupils foster an understanding of the varied identities and experiences that encompass the global human experience.

The principle of visibility and promotion of diverse narratives is woven through our curriculum, supporting pupils to develop a deep and nuanced understanding of different cultures and identities.

Pupils are provided with windows and mirrors: pupils are given windows into the differing experiences of other people in order to foster tolerance and understanding, but are also provided with learning opportunities that mirror their own lives and experiences in order to receive the message that they and their identities are valued and seen as part of the larger human experience (after Rudine Sims Bishop).

By seeing their own experiences and the experiences of many others valued, pupils are provided with a curriculum that develops their sense of belonging. They are able to build confidence and self-belief in themselves and in particular their ability and responsibility to ensure a fairer and more equal world- to invest in their communities as local, national and global citizens.

Examples of ways in which we promote British Values:

<p>Criminal and Civil Law</p>	<ul style="list-style-type: none"> • Our <i>school behaviour expectations</i> are clear, fair and constantly promoted. • We discuss <i>right and wrong</i> in the classroom, playground and during assemblies. • P.E. – pupils learn to <i>respect rules that keep them safe</i>. • Pupils are encouraged to become independent learners within <i>a safe and supportive environment</i>. • The School Council and Anti-bullying ambassadors have collaborated to write and publish a <i>Kindness Charter</i>. • Our <i>Behaviour Policy</i> and recently reviewed (September 2021) <i>Anti-bullying Policies</i> (Anti-bullying Alliance informed) set out a zero tolerance baseline for any forms of aggression, abuse or violence, which extends to pupils, staff and parents and carers. We joined the All Together Programme to audit and improve our teaching and monitoring of the <i>anti-bullying messages</i> we promote and have completed staff CPD and planned parent sessions to ensure consistency in understanding and tackling of issues. These messages are disseminated and reinforced through assemblies which reinforce expectations, explore ideas and analyse scenarios. The school has achieved a Gold Award through the Programme for its impact on the school wide anti-bullying understanding. • Our <i>‘working’ behaviour policy</i> is written and reviewed annually by members of the <i>School Council</i>. • The local police visit to have lunch with pupils and to talk informally as well as to deliver important messages. Pupils are encouraged and supported to join the Tower Hamlets Police Cadets. <ul style="list-style-type: none"> ○ We promote <i>respect for public institutions</i> such as the police and fire service so that pupils understand that these authorities are essential to public well-being and safety. ○ <i>Citizenship Day</i> for Year 6 brings pupils together with the fire, ambulance and police services for a day of citizenship and safety learning. ○ We use the St Giles’ Trust charity, community police and fire services for young people needing specific advice. E.g. <i>knife crime, gangs and criminal law</i>. Workshops for both parents and pupils provide space to discuss issues.
<p>Democracy and democratic values</p>	<ul style="list-style-type: none"> • <i>School Council</i> elections and meetings to enable pupils to understand that they can influence decision making through <i>the democratic process</i> • <i>Arts Council</i> encourages pupil voice and evaluative thinking • <i>Pupil voice</i> is encouraged through surveys which are given high status and reported publically.

	<ul style="list-style-type: none"> • <i>Pupils vote</i> to decide book winners for the Tower Hamlets Book Awards, Greenaway Award and Royal Society book awards. Children vote for the World Book Day book choices. • Many of the topics give <i>opportunities for complex, sensitive discussion</i>, in particular History – Romans: Empire and slavery • <i>Debating</i> in Year 6 – pupils visit the MP Chambers • Oracy development is a school wide priority: we have joined the Tower Hamlets Oracy Hub <i>to teach pupils to have a voice and to share opinions</i> • <i>'Time to Talk'</i> provides timetables opportunities to discuss opinions and issues.
Individual liberty	<ul style="list-style-type: none"> • Aspiration Day encourages <i>pupils to recognise the positive contributions that others make through their work</i>; it allows pupils to <i>explore choices</i> for their futures. • <i>Pupils are encouraged to make choices</i> e.g. to join sports clubs, become library assistants, anti-bullying ambassadors, sports leaders and school councillors. • Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of <i>making the right choices</i>. • Educational visits develop <i>critical thinkers</i> that can make independent life choices. • Online safety learning advises pupils on <i>making safe choices</i>. The school has an annual Online Safety Day which brings together learning for both pupils and parents • PHSE and RSE teaches children to make safe choices. • The Tower Hamlets Creative Writing competition is usually linked to <i>human rights and the UN Charter</i>. • Pupils are supported to develop <i>self-knowledge, self-esteem and self-confidence</i>. • Growth Mindset promotes <i>self-belief and high personal expectations</i>. • P4C within R.E. and PHSCE promotes critical and philosophical thinking. • School Journey for Year 6, and day trips for other year groups to Gorsefield Rural Learning Centre develops self-knowledge, confidence, esteem and <i>team building</i> • Equaliteach lessons and workshops <i>tackle views based on stereotypes</i>
Respect and tolerance of multi-faith society	<ul style="list-style-type: none"> • Jigsaw curriculum: themes such as <i>diversity and identity</i> are explored to support pupils to identify and combat discrimination. • Black History and the celebration of black culture is taught through much of the curriculum. • The history of migration is taught. • RE curriculum teaches about <i>the major religions</i> and visits support learning beyond the classroom e.g. to St Paul's cathedral and Westminster Abbey • Our resident Storyteller explores <i>different cultural traditions</i> as well as the pupils' own.

	<ul style="list-style-type: none"> • Year 6 culminates in a performance that centres around <i>themes of identity, belonging and place in the wider community.</i> • The school aims to invite key religious people to visit the school for question and answer sessions • Our curriculum avoids '<i>The Single Story</i>' (Chimamanda Ngozi Adichie) and offers pupils '<i>windows</i>' and '<i>mirrors</i>' (after Rudine Sims Bishop); our resourcing of the curriculum reflects these aims.
<p>Controversial issues and safe space for debate</p>	<ul style="list-style-type: none"> • The counselling team work with groups and individuals to provide a <i>safe space for talk around controversial issues.</i> • <i>Thank yous, sorrys and concerns</i> are a feature of classroom talk. • Relationships between staff and pupils allow pupils the <i>confidence to discuss issues openly</i> in a safe environment. • We take the <i>mental health</i> of our pupils seriously and use the counselling team to address issues that may impact on <i>pupils' sense of personal value.</i> • <i>Nurture Groups</i> are an opportunity to target individuals for specific support. • P4C allows opportunities for philosophical reflection. • Class novel time and <i>literature choices</i> are opportunities to explore issues • The Library is a safe space to <i>explore issues through our extensive range of fiction and non-fiction.</i> • We teach pupils language structures to <i>enable them to frame discussion and debate.</i> • History lessons look at sources of information and <i>question reliability.</i> • Newsround is used to inform <i>talk around issues.</i> • First News children newspaper is delivered to Year 6. • Year 6 have a transition day which allows pupils to explore thoughts and feelings through drama therapy. These sessions are also run for parents. • We use 'Time to Talk' as a timetabled opportunity to discuss, talk and explore difficult issues, make connections and establish relationships.