



Fundamental British Values

The DfE have reinforced the 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 have been reiterated by the Prime Minister. At Charnwood, we encourage all children to be tolerant and respectful to those of different faiths and beliefs. This is done by providing the children with an understanding of the main festivals, the key dates in various religions and major political events, such as elections. We learn about the ethnic backgrounds of all pupils and families; we undertake a variety of events and lessons to celebrate and explore these and other cultures in our country.

At Charnwood, we value the voice of the child and promote democratic processes such as our school council, whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

Staff have contributed to a pledge wall where they have made a promise to challenge pupil’s behavior to ensure they have a willingness to listen to others, are confident to tackle prejudice, have freedom to express themselves and understand laws are to protect everyone.

These values are embedded into our ethos and promoted daily through Charnwood’s own key values, The Seven C’s: Curiosity, creativity, communication, compassion, craftsmanship, commitment and confidence.

All values are also reinforced regularly at Charnwood Primary Academy in the following ways:

THE RULE OF LAW	
Evidence	Impact
<ul style="list-style-type: none">• Class Rules/ School Rules/Learning Behaviours• Circle Time to discuss concerns/issues	<ul style="list-style-type: none">• Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these• Children are confident to discuss issues and concerns and have person feel able to talk to
<ul style="list-style-type: none">• Clear behaviour policy which all stakeholders understand and follow• Regular review of behaviour incidents and sharing these with stakeholders• Learning Walks for behaviour and behaviour for learning	<ul style="list-style-type: none">• Children show respect to expected behaviour, children help decide policy and specifically rewards and consequences• Children all know that they have a right but that with a right comes a responsibility

<ul style="list-style-type: none"> School Values 	<ul style="list-style-type: none"> Children understand the thoughts and reasons behind school values. They are able to discuss and debate philosophical issues in relation to these
<ul style="list-style-type: none"> Collective Worship 	<ul style="list-style-type: none"> Children are aware of many rules within different places
<ul style="list-style-type: none"> RE planning and work books (faith books) 	<ul style="list-style-type: none"> Children are aware of many different religions and the different rules they have.
<ul style="list-style-type: none"> Regular links with local PCSO 	<ul style="list-style-type: none"> 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. Junior Cadet sessions are included annually led by the PCSOs.

DEMOCRACY	
Evidence	Impact
<ul style="list-style-type: none"> Various democratic processes throughout the year eg: <ul style="list-style-type: none"> ~ The establishment of a School Council ~ Appointment of Team Captains – all candidates present what they would like to achieve by being captain to their team. ~ Year 6 voting for end of the year awards ~ Behaviour Policy rewards are voted for by the children. ~ Children voted towards our Mission Statement ~ Voting and decisions surrounding Academy Conversion e.g. name of school ~ School Council decide on events and questions to discuss with school ~ Voting to decide charity events/contributions 	<ul style="list-style-type: none"> Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children feel their views are listened to and considered
<ul style="list-style-type: none"> Learning Walks for behaviour and School Values (evidence from lessons recorded in SLT action file) 	<ul style="list-style-type: none"> School are aware of inclusion of values across whole school.
<ul style="list-style-type: none"> Academy Development Day – Prioritise areas for school development. (Bi-annually) 	<ul style="list-style-type: none"> All stakeholders including children are included in prioritising issues.
<ul style="list-style-type: none"> Pupil Voice questionnaires 	<ul style="list-style-type: none"> Pupils are asked opinions on a range of topics including behaviour and safety. Everyone's thoughts and opinions are valued. Children's ideas are listened to.
<ul style="list-style-type: none"> Regular assemblies are given on major political events taking place in Great Britain including BREXIT and General Elections 	<ul style="list-style-type: none"> Children are aware of all important events.

<ul style="list-style-type: none"> Local PCSOs come into school and educate about upholding British Law and the Prosecution Service 	<ul style="list-style-type: none"> Children have an awareness of law upholders in local community
<ul style="list-style-type: none"> Various topics give situations which enable class role plays and opportunities to debate eg: Ancient Greeks. 	<ul style="list-style-type: none"> Children are fully part of a democratic process

INDIVIDUAL LIBERTY	
Evidence	Impact
<ul style="list-style-type: none"> Children are able to show independence in learning and to think for themselves 	<ul style="list-style-type: none"> Children understand about the importance of accepting responsibility and of their right to be heard in school
<ul style="list-style-type: none"> Pupil choice in a safe and supportive environment 	<ul style="list-style-type: none"> They are consulted on many aspects of school life and demonstrate independence of thought and action They know they are given the freedom to make informed choices
<ul style="list-style-type: none"> E-safety / PSHE lessons encourage children to understand and exercise their rights and personal freedoms. We advise how to exercise these safely. Use of 1decision to base lessons on encouraging children to exercise their individual thoughts and beliefs. 	<ul style="list-style-type: none"> Children know they can talk freely regarding their safety in all aspects of life Children have the opportunity to demonstrate individual thoughts and actions and understand others views.
<ul style="list-style-type: none"> Academy mission statement and values 	<ul style="list-style-type: none"> All stakeholders have a shared vision and identify areas they can work together on shared values
<ul style="list-style-type: none"> Curricular clubs give children the freedom to make choices 	<ul style="list-style-type: none"> All children have the opportunity to choose various out of school activities
<ul style="list-style-type: none"> Equality Act taught through a series of books 	<ul style="list-style-type: none"> All children are made aware of topics that affect British Citizens and how to be happy with their feelings and thoughts.

MUTUAL RESPECT	
Evidence	Impact

<ul style="list-style-type: none"> • Knowledge and Understanding of the World planning in EYFS and outcomes in workbooks 	<ul style="list-style-type: none"> • Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves.
<ul style="list-style-type: none"> • PSHE Curriculum (1 decision) embodies values of mutual respect through units of learning such as relationships and being a responsible citizen 	<ul style="list-style-type: none"> • Children are aware of other cultures and how values differ from their own
<ul style="list-style-type: none"> • Respect is embedded within whole school rules (displayed in classroom) • Children are given jobs within school and trusted to respected others and their property 	<ul style="list-style-type: none"> • Children’s behaviour demonstrates their good understanding of this value in action • Younger children learn that good behaviour and respect can lead to responsibilities for them • Children in school and in KS2 particular are able to use the language of respect
<ul style="list-style-type: none"> • Learning Walks for behaviour and behaviour for learning 	<ul style="list-style-type: none"> • Evidence shows children understand how to show respect for each other and school property
<ul style="list-style-type: none"> • Sports activities promote an attitude of equality and fairness 	<ul style="list-style-type: none"> • Children show an awareness of others and can successfully follow rules.
<ul style="list-style-type: none"> • Pupil acknowledgement of all awards and achievements of the pupils gained from outside school activities • Achievement Assembly 	<ul style="list-style-type: none"> • Children recognise the success of others and share each other's achievements
<ul style="list-style-type: none"> • Twinning with a school in Germany. Meeting during July 2019. 	<ul style="list-style-type: none"> • Children are aware of how the lives/circumstances of others may be different
<ul style="list-style-type: none"> • Class Assemblies 	<ul style="list-style-type: none"> • Children are taught about differences within the world and have acceptance and tolerance of this • Children show a mutual respect for each other's achievements and appreciate how the process to achievement
<ul style="list-style-type: none"> • School awards and special awards 	<ul style="list-style-type: none"> • Children show respect towards the achievements of others. They recognise the good in others and nominate others to receive special awards

TOLERANCE OF DIFFERENT FAITHS AND BELIEFS

Evidence

Impact

<ul style="list-style-type: none"> Records of Collective Worship 	<ul style="list-style-type: none"> Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
<ul style="list-style-type: none"> RE curriculum/RE planning and workbooks offer a broad and balanced education on a range of faiths, religions and cultures 	<ul style="list-style-type: none"> Children have a good understanding of many different faiths and cultures and can talk freely about different faiths
<ul style="list-style-type: none"> Use of EAL resources to promote the learning of EAL children and their integration into our school society 	<ul style="list-style-type: none"> Children celebrate positively the achievement of all
<ul style="list-style-type: none"> Enrichment visits (these come in various forms, our children visiting places from different beliefs and cultures and visiting guests who are from various backgrounds, faiths and cultures). 	<ul style="list-style-type: none"> Children understand others may speak different languages and support them in their learning
<ul style="list-style-type: none"> Twinning with a school in Germany. 	<ul style="list-style-type: none"> Children form a bond with children who have a different background and beliefs to themselves Children have first hand experience of other cultures and are able to make comparisons to their beliefs
<ul style="list-style-type: none"> Person of the month – an in depth look at famous people from all walks of life and corners of the world (display) 	<ul style="list-style-type: none"> Children show respect to other people and understand reasons behind their actions e.g. Nelson Mandela
<ul style="list-style-type: none"> FBV lessons 	<ul style="list-style-type: none"> Children understand the fundamental British Values Heightened awareness of the world around them
<ul style="list-style-type: none"> Equality Act Books 	<ul style="list-style-type: none"> Awareness of differences within the World around us. Tolerance of others beliefs