# British values at Kisharon School

Kisharon School is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare children for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to, for the good of themselves and others.

We work alongside our local community and recognise the variety of religious beliefs within it. We take pupils outside the school to meet different members of the community to appreciate the valuable contributions they make.

We take opportunities to:

* acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain’s past
* learn about international sporting events and find out more about the countries that host them
* support a number of charities that are selected by the children and arrange fundraising events
* invite members of the local community to our school events.

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view recognising Britain’s place within it. The four British values are:

* democracy
* the rule of law
* individual liberty
* mutual respect and tolerance of those with different faiths and beliefs.

The level of understanding will obviously be affected by the cognitive abilities of individual students.

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| **British value** | **Statement** | **In practice** |
| Democracy | Many of our school routines are built upon the concept of democracy. All pupils have the opportunity as an individual, as a member of a group and a member of a class, to influence decision making and to have a voice. They understand that they must use this voice responsibly.  Pupils are regularly consulted both formally and informally about how their school might be improved. They see the example that is set with staff working cooperatively with parents, governors and each other to make the school the best it can be. | Pupils within the school have key roles and responsibilities in the school council. Classes vote for the people they would like to take on these responsibilities and we discuss the importance of this.  The school council applies the democratic process and information is fed to and from the council throughout the year.  During national and local elections we hold our own mock elections and discuss what it means to represent a political party and how a voting system works. |
| The rule of law | Pupils in our school understand the need for rules to make ours a happy and safe environment. Our behaviour policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.  In different subjects we have specific ground rules for safety and comfort. Pupils are helped to understand the reasons for these. | We have contact with the local community police officer.  When establishing the code of conduct in each classroom we discuss the need for rules and look at the code in the context of the school rules and the country’s laws.  Issues to do with the rules we apply in school and how they appear in practice are discussed in circle time. |
| Individual liberty | The rights of every pupil are at the centre of our ethos. However, pupil also recognise the boundaries there must be too.  Independent thinking and learning are encouraged and there are frequent opportunities for children to make their own choices.  We place an emphasis on respecting difference and valuing indivuality. | The curriculum includes the study of an individual biography of someone who has had a particular impact on world history and who the pupils can empathise with.  There are options throughout the day that give pupils the opportunity to choose independently from a range of activities. |
| Mutual respect and tolerance of those with different faiths and beliefs | Respect is one of our school values. We recognise the importance of not only respecting one another but self-respect too.  We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.  Our welcome for visitors is part of the school ethos.  Every individual is respected in our school and our actions towards one another reflect this.  We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.  We aim to do more than ‘tolerate’ those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring. | Our PSHE curriculum includes topics on ‘friendship’ and what it means to be a good friend. We talk about relationships and our place within the family, the community and society.  Our enrichment activities focus on building self-esteem and self-respect. They also include team-building activities. For example, secondary age pupils work towards Duke of Edinburgh Bronze and Silver awards.  The staff code of conduct ensures that staff behave towards each other in an exemplary way, setting a good example for the children.  Our RE curriculum teaches about a range of faiths and cultures.  Pupils are familiar with the principles which different religions hold and where appropriate explore the main world religions.  During topic work we take the opportunity to find out more about different cultures we encounter through research and discussion.  We encourage those in our school who hold different faiths and beliefs to share their experience and provide us with insight. |