



Inspiring All to Excellence



Edge Hill Academy

British Values Policy

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How We Promote British Values at Edge Hill

At Edge Hill we are committed to teaching fundamental British values and develop in all pupils the 'acceptance and engagement with the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to life in modern Britain.'

Children learn about typical British values, such as democracy, and study inspirational figures in British history like Winston Churchill. This prepares pupils very well for life in modern Britain. (OfSTED Report April 2016)

At Edge Hill Academy, these important aspects of learning are threaded throughout our curriculum and embedded throughout our school community and the activities and culture of the school. They are essential in developing appropriate learning behaviours which include: teamwork, resilience, independence, empathy, tolerance and respect.

From September 2021, The Discovery RSE Curriculum has been part of the curriculum and focuses on the following:

- Healthy and Happy Friendships: Getting along and understanding changing friendships
- Similarities and Differences: What makes each one of use unique and special
- Caring and Responsibility: Looking after each other in school, at home and in the community
- Families and Committed Relationships: Different types of Families and healthy relationships
- Healthy Bodies and Healthy Minds: Looking after your physical and mental health
- Coping with Change: How we change as we grow older and set goals for ourselves

Democracy

School Council: Each of the classes in the school has two elected school council members and they represent their classmates during the year of office. As the pupils progress through the school, they are able to adopt a more influential role in the decision making. The school council make significant contributions to the organisation of fundraising activities such as Children In Need and Red Nose Day and the annual summer fayre. Some council members are involved in pupil learning conversations and walks in the school and contribute to improving health and safety. They are consulted by PTA in terms of purchase of resources. School council members are often asked by their electors to bring issues or ideas to the SLT. House Captains are also elected by their houses after presentations at the beginning of each year.

The School Sports Council has been running for 5 years and meets to organise sporting activities in order to raise its profile in school.

An online safety Committee to help improve children's understanding of online safety and provide help when necessary.

Circle Time: In each year group, circle time and similar strategies are used to discuss issues, enable a democratic voice and resolve problems.

PSHE (Personal Social and Health Education) is taught in every year group and follows the school curriculum incorporating a variety of resources including SEAL (Social and Emotional Aspects of learning) and the RSE Curriculum.

School Assemblies: School assemblies include all aspects of the British Values Agenda, including democracy where applicable. There is a list of Assembly Themes for each term that are topical including festivals and significant events and cover Spiritual, Moral, Social and Cultural issues

School Vision Statement: The school vision statement: Everyone will feel valued and believe they can achieve their full potential within a happy, purposeful and safe learning community. Pupils have respect for others; are honest, and have a sense of right and wrong and develop well balanced and views and opinions.

Rule of Law

School Rules: The school rules (Our 5 Shing Rules) are constantly displayed and referred to, along with the school vision. The rules are kept to a minimum and agreed with all school members. These rules, along with our behaviour policy and rewards and sanctions, remind us every day of the rules that we have devised to maintain a fair and safe environment for everyone in school.

PSHE: In assemblies, and in PSHE the importance of rules is emphasised through the units of work, 'New Beginnings' in term 1 and in the unit of 'Being Responsible'.

PE: In all our PE lessons and in our Intra and Inter school competitions, the importance of rules and fair play are highlighted and enable the children to understand the need for rules as well as the importance of exercise as a healthy activity.

RE: Our RE medium and short term plans of work enable pupils to learn about the fundamental rules and beliefs of all the major religions and we look to understand the common areas that overlap in these, in addition to looking at the diverse differences and an understanding of them.

History: Our history curriculum enables us to understand the way rules and laws were developed at specific times in history and how they reflected the values of the period. For example year 6 study Crime and Punishment as part of their history topics

Individual Liberty

PSHE: The PSHE curriculum incorporates resources from a variety of sources including SEAL (Social and Emotional Aspects of learning) and the Difference and Diversity Project.

Home School Agreement: The Home School Agreement clarifies the expectations and the responsibility that is linked to the liberty and the rights they can expect as learners and as class members. These are then linked to the rights and responsibilities of the school and the local community.

School Assemblies: Assemblies are used to celebrate the corporate community of Edge Hill Academy and reflects the pride that can be felt in being a part of each differing community, class, House team and friendship communities that makes up our diverse cultural community within the school. Assembly themes can also cover themes that focus on rights and responsibilities, Inspirational people and difference and diversity as well as NSPCA and Barnados and Lepra. The weekly Singing for Pleasure Assembly develops pupil's self-esteem, enjoyment and empathy for others. Class Assemblies enable children to develop confidence, express themselves and celebrate their achievements.

Community Links: The school have strong links with groups in our local community including the Fire Service, Police service and charity groups and perform for community groups. (Sycamore Court – Care Home).

Running Clubs: Children regularly take responsibility for organising and running clubs for other children in school, setting up fund raising schemes/event for a variety of charities including NSPCC, RSPCA, etc. children also organise and run stalls during PTA summer fayres and events.

Mutual respect and tolerance

The school has detailed and comprehensive policies regarding equalities and these are available on the school website and from school. In addition, the positive ways in which the school promotes respect and tolerance amongst the school community is as follows:

Classroom ethos: In developing our positive learning behaviours, the school and class rules embrace the expectation of respect and tolerance. Any incidents of intolerance based upon perceived discrimination are dealt with and addressed in PSHE (Circle Time) and by senior member of staff as appropriate. The Governing Board and Trust monitor any reported racist or homophobic incidents.

Good Work Assemblies /Celebrations etc.: The school works hard to engage the parents and carers of our entire community through the celebration of work and activities that can assist in the breaking down of potential cultural barriers. Each year the school performs play/musical to parents and the community and all year 6 children are invited to be involved in some form.

Assembly: Assembly themes are developed to reflect the diverse nature of our school and the community we live in and we celebrate the wealth of cultures that we have. Themes of tolerance and respect are embedded in our school vision and ethos. Specific assemblies celebrating major religious festivals are organised and presented by the pupils.

Self-Evaluation: School monitoring and evaluating procedures provide regular opportunities for children to talk about their learning and express their opinions and attitudes within the classroom and as part of PLC (Pupil Learning Conversation) groups.

School Monitors and Playground Friends discuss and write their own 'code of conduct'

Forest Schools: All children are involved in Forest Schools and care of animals that helps to develop their social and personal qualities, working together and an appreciation, understanding and respect for animals the environment. Pupils study and care for animals in school (including the school dog, pygmy goats, chickens and ducks)

RE: As all the major religions are studied during the key stage, where possible parents and carers are invited to share their personal understanding of particular faiths by speaking to classes or groups of pupils and as part of the curriculum children visit places of worship. For example. Year 5 Faith trail and Difference and Diversity curriculum.

Nurture: The school also runs a nurture group each week, run by qualified staff for vulnerable children to help develop their personal and social skills.