

## **Promoting British Values**

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.'

We support the values of democracy, rules of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values identified by the children as respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness and responsibility. ( SMART)

We plan assemblies and lessons, particularly in PSHE , to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school's curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development. Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as music, a variety of sports, the arts and outdoor learning. Visits are planned linking with the class topic to provide children with further understanding of the world they live in. We also link with other schools to take part in singing and sporting events. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision making and understanding rules and fairness.

As well as promoting British values we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles.

### **Overview**

#### **Being part of Britain**

As a school, we value and celebrate being part of the local community, part of Britain and the global community as well. We also value and commemorate national events such as Remembrance Day.

## **British values**

### **Democracy**

Democracy is embedded in the school. Pupils are listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. The Student Council provides a more formal platform for class representatives to raise issues such as improvements to the school, new initiatives such as recycling bins in each classes and so on. The Prefects help set up the hall for assemblies, remind the younger children for good behaviour on the stairs and walk the younger reception children from the gate to the playground in the summer term. They also more recently have a display board showing their interests We also have Tzedekah monitors who collect the money for charity, House captains who collect the house points. We believe that encouraging our children to take on responsibilities and to work together for the good of the school creates positive relationships and is a valuable preparation for future life in our democratic society.

Parents' opinions are welcomed at Sacks Morasha JPS through methods such as questionnaires, feedback at parents' evenings and regular liaison with the PTA and Class Reps.

### **The rule of law**

In order to help children, understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The class rules are agreed by the children and are displayed in classrooms. We help children to distinguish right from wrong and the importance of laws and rules – whether they are those that govern the class, the school or the country – are consistently reinforced throughout regular school days. Our behaviour system in both the school and in the playground is clear to all children.

Pupils are taught the values and reasons behind laws and rules: that they govern and protect us both in our school and in our country. Pupils also learn about the responsibilities they have as citizens, both of our school and our country, as well as the consequences when rules and laws are broken. Visits from authorities such as the police and the fire service are a regular part of our curriculum and help reinforce this message.

To encourage and promote good behaviour, attitude and work, we have devised a reward system that is consistently followed throughout the school.

We are committed to praising children's efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and in front of the whole school.

Rewards are given in the form of 'Dojo' points, house points, and 'SMART of the week' certificates.

### Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school, we provide boundaries for our children to make these choices safely, through the provision of a secure environment and a well-planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised how to exercise these safely.

Our e-Safety programme encourages children to be safe and savvy users of technology. Pupils are also given the freedom to make choices such as signing up for extra-curricular clubs they might enjoy. Children can also select their food at lunchtime and can choose healthy options.

### Mutual respect and tolerance of those with different faiths and beliefs

Our school ethos and behaviour policy are based around core Jewish (and British) values such as respect and responsibility, and these values determine how we function as a community at Sacks Morasha.

#### **Tolerance of those of different faiths and beliefs**

This is achieved through enhancing pupils' understanding of different ethnic groups that make up our culturally diverse society. We also teach respect and tolerance of different people and different faiths. We use opportunities such as the Olympics and the World Cup to study and learn about life and culture in other countries. We work with agencies such as Three Faiths Forum, which aims to build understanding and positive relationships between people of all faiths and beliefs. We have a close relationship with one of our Cluster Schools and the different year groups enjoy meeting one another and having shared experiences. More recently the School Councils of both schools met and discussed the impact of the Councils on the schools they belong to.

We aim to prepare children for the future, to ensure that our pupils are able to live and work alongside people from all backgrounds and cultures

### Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff are aware of the need to alert the Senior Leadership Team and Governing Body if they have any concerns of this nature. Our overriding aim is to teach children to be resilient to such attitudes. This involves pupils being taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.