

British Values at Linton Heights Junior School

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Linton Heights Junior School we take our responsibility to prepare children for life in modern Britain very seriously . We value the ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country. We ensure that the fundamental British values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children. The schools make considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

At Linton Heights we value the voice of the child and promote democratic processes such as our school councils 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.

Children are given responsibility to run their own clubs and lead other children in games and activities so that they are fully involved in all aspects of school life. For instance, our older children are play leaders, House Captains and sports leaders and help to promote our core values. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

Fundamental British Values

| Statement | Evidence | Impact |
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| <p>The children at Linton Heights Junior School see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working</p> <p>Democracy</p> | <p>The establishment of a new School Council each year models the democratic process</p> <p>The elections for House Captains models the democratic process</p> <p>Learning Walks for behaviour and behaviour for learning School Values.</p> <p>Enrichment visits to places of British historical significance and democratic significance such as the local council chambers and meeting the local MP</p> <p>Links to the local PCSOs who come into school to educate the children about upholding British law and the prosecution service.</p> | <p>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.</p> <p>Children in school are able to use the language of respect.</p> <p>The children understand the election process.</p> <p>The pupils have respect for the rights of others and understand consequences of their actions.</p> |

Fundamental British Values

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| <p>The children at Linton Heights are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles</p> <p>Children are used to debating and discussing laws/rules and their application. Children are familiar with the local police who visit to talk to them, and take part in Crucial Crew to help understand their rights and responsibilities as a citizen.</p> <p>Rule of Law</p> | <p>Class Rules School Rules/Learning Behaviours</p> <p>Clearly structured behaviour policy which all stakeholders understand and follow.</p> <p>School Values</p> <p>lessons on the role of law and School Council meetings</p> <p>Collective Worship - RE planning and work books</p> <p>Assemblies are delivered with a focus on the law e.g. Safety Awareness and E-safety Awareness.</p> <p>Learning Walks for behaviour and behaviour for learning</p> | <p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these</p> <p>Children all know that they have a right but that with a right comes a responsibility</p> <p>They are able to discuss and debate philosophical issues in relation to these</p> |

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| <p>Our Values based discussions and acts of worship begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views</p> <p>Children are strongly encouraged to develop independence in learning and to think for themselves</p> <p>Individual Liberty</p> | <p>Children are able to show independence in learning and to think for themselves</p> <p>Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.</p> | <p>Children understand about the importance of accepting responsibility and of their right to be heard in school</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action</p> <p>As a school we educate and provide boundaries for children to make choices safely.</p> <p>Through our curricular clubs and opportunities, children are given the freedom to make choices.</p> |

Fundamental British Values

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| <p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people and the environment.</p> <p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p> | <p>Records of Collective Worship</p> <p>RE curriculum RE planning and workbooks</p> <p>PSHE planning and outcomes in workbooks</p> <p>Learning Walks for behaviour and behaviour for learning School Values</p> <p>Enrichment visits</p> | <p>Our R.E curriculum provides a broad and balanced education on a range of faiths, religions and cultures. At Linton Heights there is a strong focus on the Christian values.</p> <p>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</p> <p>Children's behaviour demonstrates their good understanding of this value in action</p> <p>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 and for those with no faith.</p> <p>We have staff from other countries and visitors from other faiths who share their language and culture with our pupils.</p> |