



Linton Heights Junior School Promoting British Values

At Linton Heights, everything we do, including the curriculum is underpinned by the school's values (respect, resilience, ambition, kindness, responsibility, and honesty), British Values, SMSC and how passionately we believe in high quality education for all learners.

We take our responsibility to prepare children for life in modern Britain very seriously. 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. We 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.

As a **Values Based School** our whole school community actively promotes these values through:

- our six school values: **respect, ambition, honesty, responsibility, resilience, kindness**
- our curriculum offer for all pupils
- our community activities on and off our school site
- our enrichment activities on and off the school site
- our engagement with local industry and voluntary sectors

The table below gives examples of how our school Values align to the British Values and the United Nations Convention on the Rights of the Child.

British Value	Examples of how we in promote this value
<p>Democracy</p> <p>Links to our school Values: Respect Honesty Responsibility Kindness Resilience Ambition</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • Our history curriculum includes different forms of democracy which have shaped and influenced the way that Britain is run (eg year 3: Anglo-Saxons, year 4: Ancient Greece, year 5: Victorians, Year 6: Silk and Spice: journeys of the Silk Road). • Forest School enables all children to share in decision making • PSHE Curriculum and assemblies include election of government with a mock election being held in 2015 to reflect what was happening in the country at the time. Each child entered the 'voting booth' to vote before casting their vote. • Residential opportunities allow children to interact in different situations (Year 4: school sleepover, Year 5: 2 night residential, Year 6: whole week residential in Norfolk) • Children vote for House Captains and for the school council, with prospective candidates explaining why they would be effective if elected. • Children are encouraged to vote the way they want to and not to be influenced by other thus ensuring a 'fair and free' election. Thus process is also encouraged where other choices are available. • School council runs in a democratic way with everyone respecting views. • Democracy is promoted through the six school Values, PSHE lessons and assemblies • As part of the curriculum monitoring process children are asked their opinion of their learning, what went well and what could be improved • The Junior Leadership Team (JLT) contribute to change and improvement eg views on homelearning, views on Forest School • Children have the opportunity to volunteer both in and out of school: pupil jobs for year 6, class responsibilities, play leaders, sports leaders, technology support, lunch helpers, and also raising money for local and national charities. • Restorative justice is used to sort out problems between children. Children discuss a suitable solution that fits all parties. • The parent led School Fundraising Committee and Parent Forum gives parents to have a say in what the school environment is like • There are links with the parish council and pupils are aware how democracy works in the local area • Lucy Frazer, our local MP visited and spoke about her role
<p>The Rule Of Law</p> <p>Links to school Values: Respect Honesty</p>	<ul style="list-style-type: none"> • Our history curriculum includes different forms of rule of law including Year 3: Comparison of our way of life to that of Egyptians and Anglo Saxon children, Year 4: Compare the world of Harry Potter, Year 5: Victorians, Year 6: Silk and Spice: journeys of the Silk Road

<p>Responsibility Kindness</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • In PSHE in every year group children learn about Personal Safety and e-safety • During PE lessons children across the school learn about rules of the game and consequences of not following rules. • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Through our school values, assemblies & PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • The local PCSO visits the school to talk to the children and explain about their role in society. • During the Careers Fair two police officers explained their role • GenR8 discuss with children their responsibilities and highlight the age of criminal responsibility being 10 years old. • All children contributed to the Golden Values which are the fundamental expectations of children within the school.. These are displayed in every classroom. • Children contribute to class expectations
<p>Individual liberty Links to school Values: Respect Ambition Honesty Responsibility Resilience Kindness</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights. Parents should guide their children on these matters</p>	<ul style="list-style-type: none"> • Our history curriculum includes different forms of individual liberty including how role models fought for equality and freedom including Year 3: Comparison of our way of life to that of Egyptians and Anglo Saxon children, Year 4: Compare the world of Harry Potter, Year 5: Victorians, Year 6: Silk and Spice: journeys of the Silk Road • In all class discussions children are encouraged to talk freely, without worry of consequence or peer pressure • Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration • Children are encouraged to take opportunities to follow their interests in art, music, sport through enrichment days and extra-curricular clubs. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the police, NSPCC, as well as through the PSHE curriculum. Additional parent e-safety workshops and staff e-safety training has been run with Linton Infants. • As part of 2018 CPD, current research and good practice of gender equality and equal rights were promoted. This practice has been incorporated into the day to day running of the school. • Children can regularly been seen freely expressing themselves in art, singing, drama and sport at breaktime.

<p>Mutual respect Links to school Values: Respect Honesty Responsibility Resilience Kindness</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> • Respect is the core value within our school and is embedded in all aspect of school life. Through our school's values, assemblies and PSHE lessons, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Our history curriculum includes different forms of mutual respect including Year 3: Comparison of our way of life to that of Egyptians and Anglo Saxon children, Year 4: Compare the world of Harry Potter, Year 5: Victorians, Year 6: Silk and Spice: journeys of the Silk Road • In geography, pupils learn how different cultures live and work in different parts of the world eg Year4: Rainforest • Across the school in weekly French lessons children learn about life in France which culminates in a day trip to France in Year 6. • Taking part in Forest School allows all children to work responsibly together on different projects including den building and witting • The use of talk partners is used across the curriculum and in assemblies. Children listen to the opinions of others and take their opinions into considerations • Children regularly work in different groups giving an opportunity to work with and respect the opinions of people beyond their friendship group • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy • Children are taught, in Year 6, about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • In sports and competitive events, children are taught to respect the opposition: be good winners and good losers. They shake hands with the opponent and thank the umpire / referee. • There is a great awareness of the needs of the wider world from: books chosen for lessons eg Chengli and the Silk Road Caravan by Hildi Kang in Year 6, enrichment events such as Commonwealth Day with all children taking part in activities inspired by countries of the Commonwealth and also charity work which includes fundraising for and visits by Bridges to Belarus team. • Children are encouraged to share their home language and customs with others. Parents are welcomed to talk about their home countries and customs. • As part of Assessment for Learning children regularly Peer Assess each other's work highlighting what went well and what could be improved upon. • Staff model treating all people with respect no matter what.

<p>Tolerance of different faiths and beliefs</p> <p>Links to school Values: Respect Ambition Honesty Responsibility Resilience Kindness</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> • The English curriculum includes a range of books from different cultures and beliefs eg Year 5: Wolf Brother by Michelle Paver, Chengli and the Silk Road Caravan by Hildi Kang • Our history curriculum includes different forms of tolerance Year 3: Comparison of our way of life to that of Egyptians and Anglo Saxon children, Year 4: Compare the world of Harry Potter, Year 5: Victorians, Year 6: Silk and Spice: journeys of the Silk Road • Tolerance of different faiths and beliefs is promoted through the Cambridgeshire syllabus for religious education and resultant visits eg Year 4 practice of the Passover meal. Children's learning includes finding out about different religions, their beliefs, places of worship and festivals. • The Science curriculum ensures there is opportunity for children to discuss views of others eg Year 5: Earth and Space, Year 6: Evolution and Inheritance • Enrichment opportunities enable children to experience the ideas and beliefs of others eg 2018 Y4 performed a play entitled Darwin Rocks which featured debate about the theory of evolution and its compatibility with religious belief. • Our policies clearly our high expectations on respect for all and tolerance for different views. We have high expectations about pupil conduct and this is reflected in all aspects of school life both on and off site. • All our staff are PREVENT trained
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Useful references:

UK Government (Home Office): Prevent Strategy p65 to p71

UK Government (Department for Education): Promoting fundamental British Values (

United Nations: Convention on the Rights of the Child