

British values at Much Woolton



In June 2014, [David Cameron emphasised](#) the important role that British values can play in education. Further, how well a school promotes such values is an aspect of [Ofsted's inspection process](#).

Although in 2014-15 this is something which is developing in its significance for schools, it is not something new at our school. British values are promoted in so much of what we do, not least during our school assemblies, Religious Education lessons and Social and Emotional aspects of Learning (SEAL) sessions. The values are the integral to our long-standing visual ethos statement complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world - they differ in no way from the values of most western European countries, for example.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everyone at Much Woolton. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn term, and what could be more British than events such as Christmas Dinner and Nativity plays! We also value and celebrate national events, a recent example being World War 1 centenary in 2014.

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically and Historically: Our Humanities curriculum develops our children's knowledge of Britain's place in the world, significant regions and cities

within the UK and abroad, as well as children's knowledge of important figures and events in our history such as Florence Nightingale, the Great Fire of London and Henry V111.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Much Woolton. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The Council are actively involved in recruitment and in providing teachers with feedback, such as providing a review of themed weeks.

Other examples of 'pupil voice' are:

- children agree their Class Rules and the rights associated with these; all children contribute to the drawing up of the charter
- children have the opportunity to nominate and vote for others to receive a certificate for great learning or choices
- children nominate various charities, then within their own class, select two to go forward to the School Council, who then vote to decide two school charities which we support over the course of two years

Pupils are always 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.

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Rules a set of principles that are clearly

understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules - in a sports lesson, for example

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and SEAL lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Much Woolton is in an area which is not greatly culturally diverse, but lies within a city that is, and we are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is at the heart of our [aims and ethos](#) - *To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life* - and it's one of our three school rules: *We respect everyone and everything.*

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn

that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Much Woolton enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, SEAL and other lessons where we might develop awareness and appreciation of other cultures - in English through fiction and in Art by considering culture from other parts of the world, for example
- enjoying a depth of study during Themed Weeks, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Much Woolton, such instances are extremely rare. They are treated seriously in line with our Behaviour Policy.