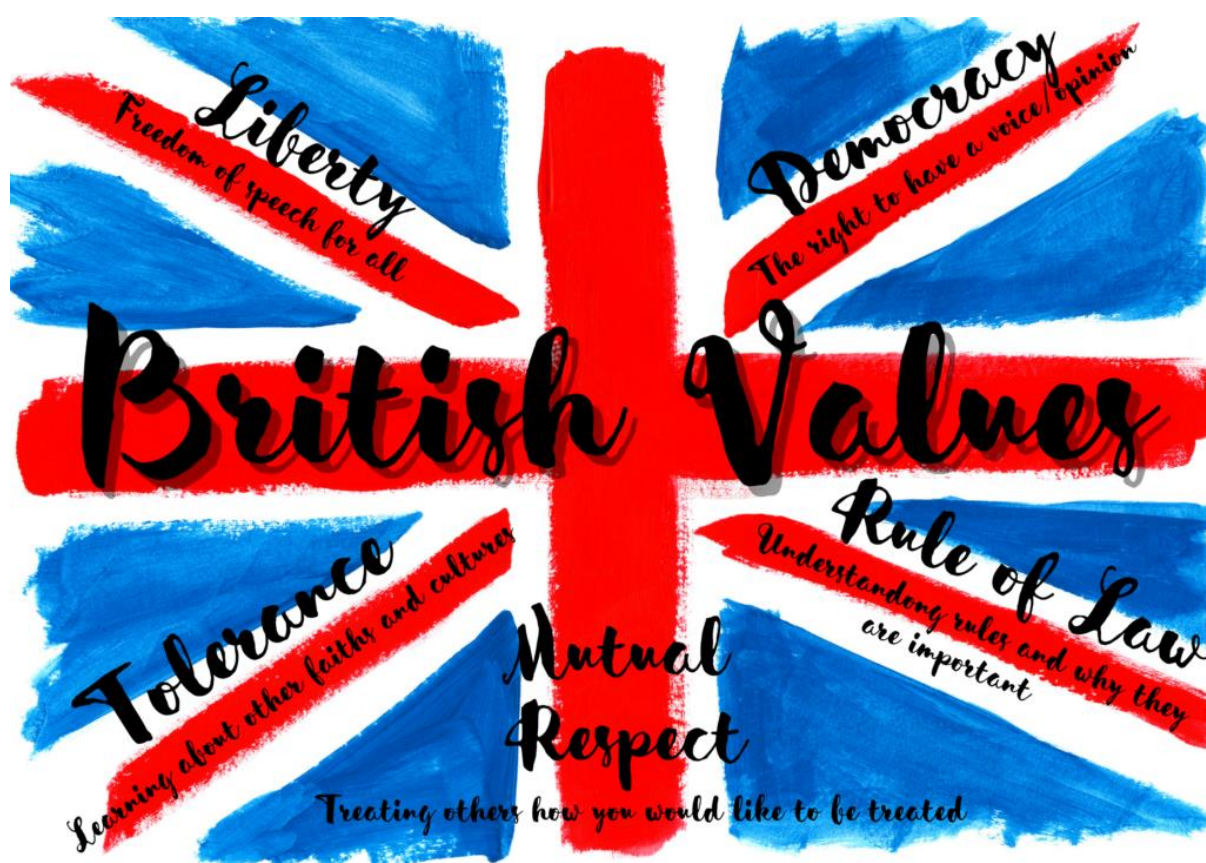


Fernwood Primary and Nursery School



British Values

2022-23

British Values



According to the DfE, British Values are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs, and for those without faith.

The Department for Education (DfE) places a duty on EYFS providers, schools, colleges and training providers to prepare pupils for life in modern Britain by developing their understanding of 'fundamental British values'.

At Fernwood Primary and Nursery School, we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of Britain
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (*age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex*).

Our School - a summary:

At Fernwood Primary and Nursery School, we uphold British Values in all we do. We represent a rich and varied community of over 16 ethnicities and 49 languages.

Throughout the school, the children are taught about world faiths and celebrate many different religious festivals often using their own experience and knowledge to inform others. Tolerance and respect are key words and concepts which are emphasised throughout the curriculum, assemblies and everyday life e.g. Faith and Culture Day, celebrations for different religious events (Eid, Diwali, Christmas, Easter, Hanukkah etc), themed assemblies planned by SLT which focus on key character traits (e.g. empathy).

Alongside this ethos is a structure which support fairness, equality, freedom and democracy. This begins with School/Pupil Council members representing their classes from Year 1 to Year 6, similarly Eco/Green Teams throughout the school. As the children mature, there are increasing opportunities for them to be involved in debates and lessons where we encourage challenging stereotypes.

We pride ourselves on our community contributions advocating good citizenship and belonging. At Christmas, the children perform in celebration events e.g. Bramcote Lane Carol Singing, St Leonard's Rotary Concert whilst at other times of year we visit Wollaton Park or participate in local competitions - Nottingham in Bloom, Primary Parliament, sporting competitions, chess competition etc. At all times, there is a focus on community, team work, respect and social awareness. We also regularly donate to local food banks - children donated food items to school which we donate to local food banks or families in school who we know are in need.

The children's behaviour is usually exemplary. They respond positively and maturely to difference - this is a direct result of the inclusive and diverse ethos of our school. The children know right from wrong and see this modelled by older peers and staff members - we have playground buddies who help our youngest children to play co-operatively and fairly. We actively promote self-confidence and resilience within the children.

Throughout the school whether in lessons, on the playground, in the school office or in Senior Leadership Team meetings, we ensure that there are equal opportunities for all of our staff and children. We ensure children have individual liberty by allowing them to have a voice by sharing their thoughts, feelings, understanding and beliefs. We encourage children to be themselves, be true to themselves and be the best version of themselves.

Finally, although we are extremely proud of our achievements in promoting British Values, we continue to look for additional/different opportunities to reinforce such principles and qualities and attempt to respond spontaneously to a prominent national or international event.

Examples of British Values at Fernwood Primary School - Whole School Approach:

Rule of Law:

- Our children follow school rules which are integral to our learning and ethos every day
- School rules and expectations are clear, fair and regularly promoted.
- Pupils are always helped to distinguish right from wrong, in the classroom, during assemblies and on the playground
- Pupils are regularly reminded about their 'Rights and Responsibilities' and about how these are linked
- Pupils are encouraged to respect the law and we enjoy visits from authorities such as the Police to help reinforce this message
- Our behaviour policy states a zero-tolerance baseline for any form of aggression, abuse, sexual harassment or violence, which extends to pupils, staff and parents/carers
- The children undertake lessons on drugs, alcohol, smoking, crime and gangs, radicalisation and homophobia and the laws surrounding these areas (age and stage appropriate).

Democracy:

- We have an elected School Council/Eco representative for each class from Y1-6. All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils. Children also have the opportunity to have their voices heard through pupil questionnaires and pupil surveys
- The principle of democracy is explored in the curriculum as well as during assemblies and special days
- The children are asked to vote for rewards in school - ensuring fairness and transparency.

Individual liberty:

- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. E.g. by signing up for extra-curricular clubs, sharing their thoughts, feelings and beliefs etc
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence
- Pupils are encouraged to take responsibility for their behaviour and our pastoral support reinforces the importance of making the right choices
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and RHSE lessons
- Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents
- Pupils have key roles and responsibilities in school e.g. Year 6 jobs, playground, school council representatives in each class, eco team reps in each class.

Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith:

- Respect is one of the core values of our school. Pupils know and understand that it is expected that respect is shown to everyone: adults and children
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Staff and pupils are encouraged to challenge prejudice or discriminatory behaviour
- Links and visits are promoted with local faith communities and places of worship. e.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class. Children also visit places of worship: F2 visit St Leonard's Church; Y1 visit St Leonard's Church, Radford Road Mosque and Nottingham Road Gurdwara; Y2 visit Carlton Road Hindu Temple; Y4 visit York Minster; Y5 visit St Leonard's Church and Y6 Beth Shalom (Jewish Holocaust Centre)
- Through the RSHE and RE curriculums pupils are encouraged to discuss and respect differences between people such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations
- We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work is embedded in many of our humanities topics and discrete language lessons (French). These curriculum topics offer children the chance to reflect on our core values and British values
- We aim to celebrate our differences through our annual Faith and Culture Day
- We are also working hard on a diverse rich curriculum which focuses on equality, acceptance and understanding e.g. reading books which reflect our multi-cultural society, SEND, LGBTQ+ etc.

Explicit examples of teaching of British Values:

	Foundation Stage
Democracy	Every day choosing a story. Free choice of activity in continuous provision Green Day Summer 1 - learning about King Charles
Rule of Law	Autumn 1 topic - class rules and expectations. Choosing stories they would like to read. Barnabus book, school vision. PE - following instructions Spring 1 -E-safety Summer 1 Pants - rule of law (respect) Summer 1 - learning about King Charles
Individual Liberty	Continuous provision, able to choose their own activities. Careers week Autumn Term - all about me Spring 2- PSED- setting personal goals Spring 2- Literacy - world book day Green Day
Tolerance	This little artist History day - diversity focus Faith and culture day Diwali celebrations Spring 2 - UTW-Easter/ and Easter breakfast Christmas Autumn 2- UTW -Visits to church Autumn 2 UTW/ Literacy- Nativity Spring 1- PSED - how to be a good friend, play cooperatively/ recognising unkind behaviour. Spring 1- Faith and culture day Spring 1 - UTW - Chinese New Year Spring 2 -PSED
Respect	PE - working as a team, working in pairs Faith and Culture Day Diwali/Christmas/Easter Visit to St Leonard's Church Nativity Summer 2- PD- Sports Day Green Day - Respecting the environment

	Year 1
Democracy	English - Autumn 2 - What Pet to Get Topic- Autumn 2- Careers Week Topic- Spring 1- Faith and Culture Day
Rule of Law	Topic - Autumn 2 - Animals/Pets Topic- Autumn 2- Careers Week RSHE - Autumn 2 - People who look after us Topic- Spring 1- Faith and Culture Day RSHE - Spring 1- what we put into and onto our bodies Topic- Spring 1 - Scooter Day Topic - Spring 1- the UK Topic- Spring 2 - Landmarks

	RSHE- Spring 2 - responsibilities English- Summer 1- fruit kebab instructions English- Summer 2- Goldilocks
Individual Liberty	English - Autumn 1- The Colour Monster Topic- Autumn 2- Careers Week Topic- Spring 1- Faith and Culture Day English - Spring 1 - Mrs Armitage on Wheels RSHE- Spring 2 - what makes me special English- Summer 2- Robin Hood and the Silver Arrow RSHE- Summer 2- PANTS lesson
Tolerance	English - autumn 1- The Colour Monster English- autumn 1 - The Gotcha Smile Topic - autumn 1 - Christianity Day Topic- autumn 2- Careers Week Elf walk -autumn 2 Topic- spring 1- Faith and Culture Day English- spring 1- The Princess and the Frog English - summer 1- The Boggart Story RSHE- summer 1- Feelings RSHE- summer 2- Different types of families
Respect	English - autumn 1- The Colour Monster English- autumn 1 - The Gotcha Smile Topic - autumn 1 - Christianity Day Topic- autumn 2- Careers Week Topic- autumn 2 - Christmas Topic- spring 1- Faith and Culture Day Topic - spring 2 - Polar Lands English - summer 1- The Enormous Turnip English- summer 2 - The Three Little Pigs Topic- summer 2- Sikhism

	Year 2
Democracy	History - Autumn 1 - Black History
Rule of Law	RHSE - Spring 2 - medicines and me History - Autumn 1 - Black History History - Autumn 2 - The Great Fire of London English - Summer 1 - What the Ladybird Heard on Holiday
Individual Liberty	English - Spring 1 - The Day the Crayons Quit History - Spring 1 - Florence Nightingale and Edith Cavell English - Autumn 1 - Amazing Grace History - Autumn 1 - Black History Careers Week English - Autumn 1 - Greta and the Giants
Tolerance	History - Autumn 1 - Black History English - Spring 1 - The Magic Paintbrush Geography - Spring 1 - China as a contrasting location Careers Week English - Summer 1 - Eric
Respect	Geography - Spring 1 - China as a contrasting location RE - Autumn 1 - Judaism History - Autumn 1 - Black History RE - Autumn 2 - Hinduism and Christianity Careers Week English - Summer 1 - The Tin Forest

	Year 3
Democracy	History- Spring 1- Neolithic Hunter Gatherers (Living together in community) History- Summer 2- Ancient Greece democracy RE- Summer 1- Religious leaders
Rule of Law	RSHE- Autumn 1 - Harmful drugs RSHE- Autumn 2- To understand what to do if I witness bullying History- Spring 2- Iron Age hillforts and tribal kingdoms law discussions PE- All sessions- Following rules
Individual Liberty	RE- Autumn 1- Understanding Christianity RE- Autumn 2- To know what a Muslim is English- Autumn 2- Links with Egyptian Cinderella RSHE- Spring 1- Celebrating skills, strengths and attributes and positive ways to deal with setbacks RE- Spring 2- To look at Sikhism RSHE- Spring 2- Community and belonging SRE- Summer 2- appropriate touch SRE- Summer 2- Exploring different types of families RSHE- Summer 1- Looking after your physical health and wellbeing
Tolerance	RSHE- Autumn 2- To understand what bullying is History- Summer 2- Ancient Greek religious beliefs linking to own beliefs RE- Spring 2- Study of Gurdwara (Welcoming everyone) RSHE- Spring 2- Accepting differences SRE- Summer 2- appropriate touch
Respect	RE- Autumn 1- Understanding the challenges of being a Christian Geography- Summer 1- Differences between different countries RSHE- Autumn 2- Are bullies bad people? RSHE- Spring 2- Accepting differences SRE- Summer 2- appropriate touch RE- Summer 1- Religious leaders

	Year 4
Democracy	Autumn - RHSE - To know that Britain is a democratic society Autumn - History - To know about Julius Caesar's attempted invasion of Britain Autumn - RHSE - To learn about local councils and their role;
Rule of Law	Autumn - RHSE - To know how laws are made Career's Week
Individual Liberty	Autumn - RE - To describe my life as a journey Autumn - English - Boudicca newspapers Autumn - RHSE - To know why people eat certain foods;
Tolerance	Autumn - RE - To know that there are different denominations within Christianity; To know what Hinduism is and who they worship; To explore my knowledge of Islam; To understand how different religions mark the birth of a baby; To know how Christians, Hindus and Muslims celebrate marriage; To understand funeral rituals in different religions. Spring - RE - To understand the importance of pilgrimage to different religions

Respect	Autumn - PE - To send ball to an opponent; Children in Need Autumn - History - To investigate the impact of the Romans on early Britain; Autumn -Geography - To identify and explain different views of people including themselves (farmers)
----------------	---

	Year 5
Democracy	History - Autumn 1 - Anglo-Saxon and Viking legal systems Whole year group teaching session RE - Autumn 2 - Malala Yousaifzai / Taliban
Rule of Law	RHSE - Spring 2 - Smoking drugs
Individual Liberty	RHSE - Spring 2 - GREAT project RE - Summer 1 - Beliefs Whole year group teaching session
Tolerance	RE - Autumn 1 - Christianity, Islam and Humanism comparison RHSE - Autumn 2 - Prejudice Class text - A Kind of Spark
Respect	RE - Summer 1 - Beliefs RHSE - Autumn 2 - Discrimination

	Year 6
Democracy	History - Summer - Monarchy - changing power - royalist and parliamentarians RHSE - Spring 1 - Importance of mental health. RE - Spring 2 - Justice, fairness and charity mean to me RE - Spring 2 - Should religious people do more to help the poor or is it everyone's task History - Autumn 1 & 2 - World war 2
Rule of Law	RSHE - Autumn 1 - Drugs and illegal substances RE - Autumn 2 - Prejudice and persecution RSHE - Autumn 2 - radicalisation Computing - Spring 1 - Copyright law RSHE - Spring 2 - Qualities in the work place History - Autumn 1 & 2 - World war 2
Individual Liberty	RE - Autumn 1 - reflect what religion means to me RE - Autumn 2 - Prejudice and persecution RE - Spring 1 - Faith and culture day RHSE - Spring 1 - Role of supporting someone else with their own mental health. RE - Spring 2 - Should religious people do more to help the poor or is it everyone's task History - Autumn 1 & 2 - World war 2
Tolerance	PE - All terms - Teamwork History - Autumn 1 - Diversity day RHSE - Autumn 2 - To understand different sexualities RE - Spring 1 - To know what is meant by tolerance and community RHSE - Spring 1 - To know about the importance of mental health and to look after one's self.

	<p>Science - Spring 1 - To understand scientific beliefs</p> <p>RE - Spring 1 - To compare religions in our local area, nations and world</p> <p>RE - Spring 2 - Differences and similarities in different communities</p> <p>RE - Spring 2 - Should religious people do more to help the poor or is it everyone's task</p> <p>History - Autumn 1 & 2 - World war 2</p>
Respect	<p>History/RE - Autumn 2 - Beth Shalom visit</p> <p>RE - Autumn 2 - To reflect on what harmony, respect and goodness means to me.</p> <p>PE - All terms - Teamwork</p> <p>Science - Spring 1 - To respect scientific beliefs</p> <p>RE - Spring 2 - Should religious people do more to help the poor or is it everyone's task</p> <p>History - Autumn 1 & 2 - World war 2</p>