



Headteacher: Mr Julian Rose

PROMOTING BRITISH VALUES

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| Policy Status | Statutory |
| Governing Body Approval | 11 07 2018 |
| Ownership | Governing Body |
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Introduction

Using the DFE guidance (stated below), this document communicates and evidences the provision in place at West Chilton Community School for the promotion British values.

DFE guidance states that,

“Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence”;

School response:-

“Education should be at once an intensely personal and social experience. Children in the primary phase of learning are among the most creative thinkers on the planet. School must be a place where that creativity can grow and thrive. This means working with children, understanding their needs, listening to them and crafting an experience with them that will unleash talent and prepare them for all the challenges that life in the twenty first century will bring.” (School website)

“It is that sense of being an individual within a strong, supportive community that we believe makes our school a truly special place.” (School prospectus)

“It is our intention to provide a secure, stimulating and varied learning experience so that all children can develop as happy, independent learners who are well prepared for life in the Twenty-First Century.” (School prospectus)

“Making children effective, sensitive and powerful communicators is a key aim and is achieved through the provision of a range of opportunities to explore and play with language.” (School prospectus)

School must be a place where that creativity can grow and thrive. This means working with children, understanding their needs, listening to them and crafting an experience with them that will unleash talent and prepare them for all the challenges that life in the twenty first century will bring. (School values statement)

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;

School response:-

“Learning at our school is founded on a set of values that spring from the roots of our tree ... From these come our vision for the qualities and attributes that we hope will characterise the children who leave us at the age of 10. Qualities that we believe will sustain them and provide a firm foundation for them to be successful learners, confident individuals and responsible citizens.” (School values statement)

- 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;

School response:-

“We also draw on the knowledge and expertise of a very talented school community to add breadth and relevance to learning experiences. We must also look beyond the boundaries of our green and lovely surroundings to ensure that children have the opportunity to engage with the national and international communities.

We welcome ideas and thinking from all of our school community and look to it and beyond for our own inspiration and learning.” (School values statement)

“The school is concerned not only with the intellectual development of the children but also with their social and moral attitudes and their physical, emotional and personal well-being. A high standard of behaviour is expected of our children. We consider honesty, politeness, kindness and respect for each other’s work to be essential. These qualities are constantly encouraged. We do not tolerate any form of bullying and children are confident in the knowledge that, should any incident occur, they will be listened to by any member of the staffing team who will then ensure that action is taken promptly and with sensitivity. We actively promote positive behaviour with clear class and school rules to which we all adhere.

... atmosphere of self-discipline and mutual respect.” (Schools positive behaviour policy)

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

School response:-

“The **School Council** is the vehicle through which we ensure the **children have a ‘voice’** and can **contribute to school decision-making.**”

(Schools positive behaviour policy)

Police visits from PC Keeley who delivers workshops which look at:-

Personal safety

Internet safety

Work carried out by Police and other agencies

Being safe

Stranger awareness

Public figures who can be asked for help

Pants are Private campaign

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

School response:-

Partnership links with African School (Wehoya). See separate section in this document.

RE days are held across the whole school (see separate section on RE) and each year group discusses cultural elements within their curriculum (see separate sections for each class).

- encourage respect for other people;

School response:-

Please see separate sections for each class as evidence.

Outside speakers are invited in to school to challenge pupil's perceptions on disability, culture and religion. E.g. 'Just different' disability speaker

- 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 England."

School response:-

"All children are valued for their individual contribution to the school and are encouraged to develop personal responsibility for their conduct." (School positive behaviour policy)

Older/younger classes are paired up and all pupils are matched with a pupil from another class. These class partners are used as a way to encourage older and younger pupils to work together and support each other, this fosters a supportive atmosphere in school where younger pupils feel cared for and older pupils feel responsibility to look out for others.

Reception Class

| Area | Learning outcomes |
|--|---|
| (EYFS) Early Years Foundation Stage curriculum | <p>Staff plan for pupils in their care following the EYFS curriculum, which states that, “Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.” (EYFS)</p> <p>“Children learn to be strong and independent through positive relationships.” (EYFS)</p> <p>“Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.” (EYFS)</p> <p>This includes valuing all people and pupils valuing their learning.</p> <p>“Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.” (EYFS)</p> <p>“Children develop in the context of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.” (EYFS)</p> <p>Following this curriculum, the school day in reception class is built up so that the experiences gained by pupils, enable them to:-</p> <ul style="list-style-type: none"> Learn to make new friends Respect one another Begin to understand how their actions can affect others Learn independence Share the different experiences that each of them has within their own families. <p>The curriculum in this year group forms the building blocks for SMSC in other years at West Chiltington.</p> |
| Celebration topic | <p>Looking at how different families celebrate things in different ways.</p> <p>E.g. Birth celebrations.</p> <p>Christmas celebrations in different cultures.</p> <p>Work based on multi-cultural book on ‘senses’.</p> |
| Class discussions | <p>To discuss and challenge perceptions about themselves and others in order to build up an awareness of the world around them.</p> |
| Learning friends | <p>During reception class, pupils are matched up with an older learning friend from Year 5, who supports them whilst they are at school.</p> <p>Learning partners can support ‘in class’ learning, break/lunchtime play and during visits and outings.</p> |


Year 1 – Purple class

| Area | Learning outcomes |
|--------------------------------------|---|
| Friendship awareness | Learning activities which encourage pupils to get along with each other and settle in. Respect for others and their property. Appreciation of others and differences between people. |
| History topic | Looking at British history in the curriculum with a visit to Arundel Castle (local setting) Study of traditional tales linked to literacy work |
| Geography topic | Geography study looking at the physical and human features of the local area. Walk around local village to bring the learning to life. Understanding countries on the world map Continuous investigation throughout the curriculum Holidays – where people go, what they do, what the weather/food is like, differences between different people and their holiday choices. African school links – classroom discussions to talk about the differences between Wehoya and West Chiltington (see section on children’s views about the school links). |
| Visits from Police Officer PC Keeley | Sessions based on:- Being safe Stranger awareness Public figures who can be asked for help Internet safety Personal Safety Pants are Private campaign |
| Amberley museum visit | Topic based on:- History of transport British based ‘in the past’ industry |


Year 2 – Yellow Class

| Area | Learning outcomes |
|------------------------|---|
| Tudor local study | Weald and Downland museum trip. Pupils studied art/paintings and look closely at the local countryside and surrounding nature areas. |
| Dinosaur topic | Study of dinosaurs linked with History and Geography topics (1 st dinosaur fossils were found in West Sussex). (Gideon Mantell) |
| British history | A book – ‘The Last Giants, by Francois Place’ was used to study the theme ‘explorers’ within the curriculum and look back through British History. Pupils also ‘toured the world’ during this topic and discussion took place regarding the similarities and differences between countries, cultures and people. Reading groups were used to hold class discussions. |
| Symbols | Pupils studied Easter and learnt the meaning of Easter in terms of Christianity. This provoked discussion in class with pupils displaying different viewpoints and the opportunity was used to discuss tolerance and acceptance of others views and importance of listening to others. Pupils were taught that they have the ability to listen to others and change their minds on topics if they wish. |
| Open debates | Pupils have the opportunity to share ideas, listen to each other and discuss their thoughts on a variety of topics. |
| Dragons/local folklore | Pupils looked at local history and studied the local environment. |

Year 3 – Orange Class

| Area | Learning outcomes |
|------------------------------|---|
| History topic | <p>Pupils studied Roman invasion and how those invasions shaped the way that Britain is today.</p> <p>Settlements and local agricultural elements were looked at.</p> <p>Celts were researched and a drama piece was used which led to writing about Celts and making a Celtic village</p> |
| Art topic | <p>Turner was the focus of the art topic and landscapes were drawn.</p> <p>British symbols were studied in an artistic context and countryside animals were drawn.</p>  |
| Geography topic | <p>Geographical features of the UK were looked at and then compared against other countries. Flowers, flags etc. were researched and compared. British flora work was linked with Science themes.</p> <p>Pupils looked at the features which make the UK special. This included work on the Thames, Hadrian's wall, York, mountains, lakes, Sussex in detail (seaside, agriculture, historical elements, new towns in Sussex, geographical communities, e.g. Crawley).</p> <p>French region was then compared with the UK findings.</p> <p>South America was used as a case study to look at the differences between being South American or British.</p> |
| Gallery trip | Linked with curriculum work |
| Fishbourne Roman Palace trip | Linked with the above work |
| News topics | Class discussion is carried out based on relevant news topics as stories emerge, to encourage awareness of others and offer the opportunity to discuss views, offer constructive challenge, increase knowledge, and listen to others. |
| Class discussion | Regular discussions based on pupils' differences and similarities. Learning to appreciate our own and others strengths and areas of development. Encouraging teamwork. |

Year 4 – Blue Class

| Area | Learning outcomes |
|-------------------------------|--|
| Awareness of self and others | Due to the dynamics of pupils within this class, a lot of work has been carried out to help the students develop an awareness of themselves and others. This has been done with the use of team games, discussion based on communication (being kind/nice) and has supported the day-to-day function of the class. |
| Lodge Hill team building trip | Pupils take part in physical activities where they need to help one another, communicate clearly and work as a team. Activities include orienteering and low ropes course. |
| Commonwealth countries |  <p>Study of the 53 commonwealth countries and why these countries are in the commonwealth, what goals they share.</p> |
| Disability | A pupil in the class arrived part way through the year and has a physical disability. Work was done in class to prepare pupils for his arrival. This included class discussions based on awareness of disability, independence (just because someone has a disability, doesn't mean that they want everything done for them) and being supportive of one another. |
| Geography topic | Study of community (what makes a community and why). West Chilmington as a community, West Sussex and then the UK. Researching videos, photos, stories. Looking at Yorkshire as a countryside area. Bleak areas of Glasgow. Compare the differences and similarities of these areas in relation to our own area. |
| Resources | Links with African school have encouraged discussions based on use of resources and differences between the schools. E.g. use of pencils, being grateful and not wasteful when others have less. |

Year 5 – Red Class

| Area | Learning outcomes |
|--------------------------------------|--|
| History topic (linked with literacy) | World War 1 centenary project. Pupils started by reading a book which then formed class discussion about:- Indian cavalry fighting for Britain, Whose side are people on? Conditions of life for soldiers, Britain being a small island, but having a large stake in Asia, which linked to discussions about fairness/equality, Services to the crown being awarded to certain people, Kenyan links. |
| Inclusivity/Equality | A story about disfigurement was used to start the topic. Discussions then followed about:- being fair/being mean, Study of the human rights declaration with regards to children's rights, Kenyan links, Cause/effect, consequence/reaction, Bullying story was then read and was used a basis for work about racism. |
| Brit Kid project | Computer based project where pupils enter a virtual environment, choose a character and take on the cultural identity of that character. |
| Election topic | Stemming from 'News round' program. Pupils then took part in work based on:- Discussions about living in Britain (who lives in Britain?) Who can vote? What are people's rights? Immigration issues, Layers of immigration were discussed – how far back do you go before people are considered to be migrants? |
| Kenyan work | Question and answer session with African visitor, focusing on resourcefulness. |

PHSE/RE days (to be completed)

Whole school RE days are held. Timetable/curriculum is collapsed for the day and pupils work together on particular topic area.

Focus area = light/symbolism of light,

Visitors included:- Rabbi, Vicar, Mr and Mrs Perrson (Swedish culture)

Weekly RE assemblies.

Themes include:- Festivals,

SMSC content.

Religious content.

RELIGIOUS EDUCATION

“Religious education is taught based on the ‘Agreed Syllabus of Religious Education’ published by the West Sussex Education Committee. The school conforms to the Education Reform Act in providing a mainly Christian based daily act of worship, which involves all, or part of the school.

We aim to encourage children to develop a strong set of personal values and a sense of purpose to their lives within a caring environment.

The children learn about a variety of beliefs and religions to encourage an understanding of the world we live in.

Under the terms of the Education Act (1988) parents may withdraw their children from assemblies and RE lessons and should contact the Headteacher to discuss the matter.”
(School prospectus)

Links with Partner school in Africa



Introduction

West Chiltoningon has a partnership link with a school in Africa (Wehoya). This link provides the opportunity for members of the school community to visit our African partner school and for members for the African school to visit West Chiltoningon.

The visits provide the opportunity for Global citizenship. There is a strong impact from visit of the head teacher to our partner school- working with and building relationships within and beyond the immediate school community including:-

- Visiting local projects
- Talking with community leaders
- Discussing with these people ways in which we might continue to communicate and share/support developments;
- Collecting case study material of strong local leadership to bring back to the UK to contribute to local leadership development here;
- Working with the head teacher to discuss the training and development needs of staff and providing some local based training on pedagogy arising from those discussions;
- Meeting with the district director for education in Kitale to talk about the impact of school partnerships;
- Visiting other schools while in Transoia to talk about the impact of global partnership/ school partnership working

The links offer the following ways to enrich education:-

- Writing and cultural story telling work- meeting children and teachers and sharing work from English partners;
- Engaging Kenyan teacher in storytelling with children at West Chiltoningon;
- Strong impact on the quality of WC children's writing which has since been shared with younger children and with parents

- Building an equitable and sustainable environment

Head Teacher visit to local sustainability projects while in Kenya including table banking projects, diversifying agriculture projects for local women, clean water projects and bio gas projects

On return to UK- lessons from these projects have been shared with head teacher and governor groups- with a local focus on women leaders and their impact on communities.

We remain in contact with key organisers of those projects in Kenya and are using first-hand knowledge and examples picked up in Kenya as teaching material in Key stage 2 particularly focusing on clean water and agro diversity and its importance in the light of climate change.

Pupils views on the links with Wehoya

Pupils in Year 1 discussed that we have a “partnership school.” When I asked what that meant they were able to talk about the visitors who had been at school and how they now know “what it’s like in Kenya”. They felt that they have learnt a lot about African animals (“I’ve really enjoyed seeing pictures and learning about their animals”), weather/climate comparisons (being “hot/sunny” compared with us and the time differences with day/night). They could also discuss differences in medical care, water supplies, food and language/communication. One pupil was keen to share his ideas on the differences between the 2 schools. “There are lots of children in Kenya, they have 100 children in their class and I have 29”, “they have large classes, bigger assemblies, no electricity, so they use chalk boards and no toys”, they also play different games to us”.

Year 2 pupils discussed the charity work that had been carried out at school and could explain how the money raised had been used for the building project in Wehoya and how a concrete floor had been laid.



Year 3 = talked about being “good friends” with children in Wehoya and “keeping in touch by sending letters etc.”

Supporting Documentation/Guidance

Requirement within Schools (sourced from 'The Key').

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the school must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

Schools must also ensure they actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Ofsted published a revised inspection handbook in September 2014

- Paragraph 133 of the handbook explains that the social development of pupils will be shown, in part, by their acceptance of and engagement with fundamental British values, developing and demonstrating the skills and attitudes "that will allow them to participate fully in and contribute positively to life in modern Britain".
- Paragraph 152 says that inspectors should consider how well a school's leadership and management ensure that the curriculum "actively promotes fundamental British values".

The DfE has released advice for maintained schools about promoting fundamental British values as part of SMSC in schools.

In the document, the DfE states:

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- 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 England;
- 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;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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 England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.