

# **Anchorsholme Academy**



## **British Values Policy**



**At Anchorsholme Academy we want to engage and motivate all learners to recognise and achieve their full potential and become valued members of society.**

At Anchorsholme Academy, we encourage children to be responsible citizens and have confidence and independence which will enable them to live a full and engaging life. In pursuit of this aim we believe that children should have a range of experiences and be fully active in their community. They are supported in this within a wide range of topic material and also after school curricular activities. 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, of which parents are aware of, supports the rule of English civil and criminal law and our school does not teach anything that undermines it.

**Objectives:**

- Children will develop a capacity to convey meaning to a range of audiences e.g. self, other pupils, teacher and family;
- Children will become familiar with collective worship;
- Children will learn to regard people of other faiths, races and cultures with respect and tolerance;
- Children will follow a curriculum that develops an understanding of respect for the laws and rules of our country;
- Children will use a scheme of knowledge and understanding that is built on each year;
- Children will learn the conventions of moral behaviour and appropriate attitudes;
- Children will have a sense of the community they live in and the wider community around them;
- Children will develop a level of self- confidence and self-esteem that allows them to rise to the challenges in everyday life;
- Children will want to achieve the very best they can in all areas of their lives;
- Children will be able to distinguish right from wrong and to respect the civil and criminal law of England;
- Children will acquire a broad general knowledge of and respect for public institutions and services in England.

## **Expectations**

The list below describes the understanding and knowledge expected of children at Anchorsholme Academy when 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;
- An understanding of the importance of identifying and combatting discrimination.

All children and parents are expected to sign a whole school agreement that sets out standards we expect of our children which is reinforced by our school code of behaviour, ANCHORS code. This is a system whereby children are rewarded for demonstrating appropriate values and behaviours. High achievement is rewarded through our merit badge system and a weekly celebratory award assembly.

The children all participate in school assemblies that take a range of formats:

- Whole school
- Class assemblies
- Celebration assemblies
- Singing for Fun

## **Approaches to teaching British values**

At Anchorsholme Academy we believe that there should be access to the following:

- Suitable parts of the curriculum, as appropriate for the age of pupils, that includes 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;
- All pupils within the school will have a voice that is listened to, and demonstrates how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- 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.

Children at Anchorsholme Academy are given the opportunity to be part of a School Council which consists of a number of children from all ages in Key Stage Two. The School Council meets on a weekly basis to discuss a range of issues linked to pupil interests and welfare and they plan a number of events.

## **School Council Events**

- Friendship Club
- School quizzes
- Information for parents
- Suggestion box
- Devising a pupil questionnaire
- Organisation of charity events
- Visit to Parliament

## **Examples of the inclusion of British Values and Citizenship within the curriculum**

In the Foundation Stage at Anchorsholme Academy, our many, varied and differentiated continuous provision activities and our open learning environment recognises and celebrates diversity. We ensure that the environment is reflective of the children as individuals and we adapt it in line with their specific needs. Child-led learning links to choices, an understanding of each other, personal responsibility, and a recognition of the impact of their actions. The children are encouraged to take part in a wide range of activities based upon a variety of topics and many of these promote British Values. These may take the form of circle time, local area based topics, visits from people in the community, after school clubs, class activities and celebration days. (see Appendix 1 for more details). Respect features highly to support integrations of many children from any different pre-school environments. Appropriate behaviour is consistently modelled and we encourage mutual respect at all times. We ensure that all our children are listened to, conflicts are resolved peacefully and that the children have a clear understanding of when and why their behaviour was inappropriate and how they could manage it differently in the future. In the Foundation Stage, we firmly believe that British Values are basic fundamental human rights which we actively promote along with our school “Anchors” values.

Throughout Key Stage One and Key Stage Two, children will be given access to PSHE sessions that use the SEAL range of activities and a variety of religions, races and cultures through the SACRE curriculum for RE. They will participate in various whole school activities that allow access to people in the local community, raising funds for charity and participating in creative performances. The topics, delivered across the school, will include a variety of references to British culture and values and encourage mutual respect and good behaviour at all times. All children are expected to aim high and demonstrate our “Anchors” values. At Anchorsholme, we see all members of staff as role models and as such they will be expected to comply with codes set out in the staff handbook and in the Teachers Standards. (See Appendix 2 for topic details)

## Activities taking place

- Visits from the local emergency services-Fire, Police, local health experts;
- Visits from and to local religious organisations-All Saints Church, Rabbi, BSWY;
- Participation in Children's University-commitment to developing their own skills in areas outside academia;
- Magistrate court representatives visit to talk about processes;
- Parliament visit;
- Connections with local community through various charities-Brian House Hospice, RSPCA, McMillan Nurses;
- Trips to local venues-Lancaster Museum, Fleetwood Museum, Lifeboat association, parks, Blackpool Zoo, Waste Recycling Centre;
- Participation in local competitions-Maths quiz, Top of the Form, a range of team sporting events including football, tag-rugby, athletics, high five;
- A range of healthy living and eco initiatives-school dinners, zero waste packed lunches, gardening club, growing and selling produce, recycling water bottles;
- Various performances-Schools Alive, Choir of the Year, Musical Extravaganza, Pop Idol;
- Chinese culture and language.

## **Appendix 1 Promoting British Values in Foundation Stage:**

- **Democracy**

- Lots of circle time discussions where each child's voice is heard.
- Each night two children in each class take home "Busy Bee" and the next morning they tell the class all about what Busy Bee did at their house.
- The children talk about their role in "hot seating" question and answer games.
- Lots of people visit and talk about their roles in our community: The Local Council visits (Recycling topic), The Police visit (Being British day), the School Nurse visits twice (Being Healthy topic), a paramedic visits (Superheroes topic) and the local vet visits (Animals topic).
- Looking at the voting process and learning how to cast a ballot paper to make a choice (Being British Day).
- The children work together on many group projects and learn how to listen to one another's ideas and work as a team.
- The children have targets and goals to reach. They are aware of their goals and strive to achieve them. Their targets or "next steps" are discussed verbally at the time of marking. (Also see PHSE programme for Spring 1).
- The children learn about what is "fair" and "unfair" (PHSE programme Summer 1).

- **The Rule of Law**

- The children help us to make the class and year group rules.
- Board Games Club helps the children to take turns.
- The children take part in Sports Day and they also have a weekly PE lesson where they have to follow rules to be safe on the equipment. The continuous provision activities help the children learn to share the resources.
- The Police visit and talk about the importance of rules and the consequences of breaking them.
- The children learn about how to look after their environment and living things.
- The children visit the zoo (Animals topic) and the Theatre (Christmas) and for both have to follow rules on appropriate behaviour.

- **Individual Liberty**

- The children choose which continuous provision activities they engage in.
- The children choose whether they want to play outside or not.
- The children are free to go to the toilet & choose a drink/snack whenever they wish.
- The children choose which school meal to have at lunchtime.
- Discussion of our right to be safe from harm, told through stories. Also, various activities in Anti-Bullying week.
- The children make and taste food and are encouraged to say what they like and don't like. The children choose the materials and resources that they need for particular craft projects eg building a waterproof boat (Pirates topic). They do this daily in the Art Room especially in the workshop.
- The children learn about different feelings and how to express them. They also learn that they have the right to express these feelings. The children are encouraged to express themselves freely through dance and movement whilst listening to music. The children choose their own instruments during music sessions.

- **Mutual Respect**

- The children go into assemblies in the Summer Term and listen to the messages given such as how to be kind to one another. The children discuss what they have learnt with their "talk partners" during plenary sessions.
- The reading, discussion and acting out of various stories that promote the importance of working together as an effective team. Reading stories which help the children understand that we must respect everybody even if they are different from ourselves.
- Learning to respect and care for our world through recycling (making a recycling centre), learning about the different Patron Saints eg St George (Castles and knights topic), observing the two minutes silence for Remembrance Day, anti-bullying week activities (PHSE programme Autumn 2) and learning to pull together to work as a team for the Nativity shows and also the class assemblies.

- **Tolerance of those of Different Faiths**

- We follow a Community programme in PHSE time (in addition to our PHSE work programme).
- The children have a fortnightly Chinese lesson and learn the language and songs as well as about the culture. We celebrate Chinese New Year.
- We take part in various Comenius projects involving many different countries.
- Looking at the similarities and differences between a British and an African farm (virtual tour during harvest topic).
- The children listen to, discuss and sequence pictures for the Easter story and the Nativity story.
- The children learn about “who is our neighbour” and how we should treat them. (RE programme Spring 2).
- The children learn about the “special places” in the community.

## Appendix 2

Year Group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	Autumn Harvest Aliens	Space Superheroes Christmas	Winter Castles Travel and Transport	Traditional Tales Healthy Bodies Easter	Spring Recycling Toys	Animals Under the Sea Pirates
Y1	All about Me	All at Sea	Explorers and journeys	Best of British	All Creatures Great and Small	How does your Garden Grow?
Y2	Food Glorious Food	Light up the World-Fire and Light	Kings and Queens	Home Sweet Home	Animals	In the Parks
Y3	Light and Shadow	Electricity	Rocks, Fossils and the Stone Age	Rotten Romans	Our Wonderful World	Plants, Habitats and Rainforest
Y4	Healthy Living and Growing Anglo Saxons	Other Cultures	Tudors Magnets and Forces	Manchester and Lowry	Rivers and Locational Knowledge	Summer
Y5	World War Two	Solar System	Shakespeare	Ancient Egypt	The Piano	
Y6	Globetrotters Foodimals	History of Blackpool Hot and Cold	The Eye Light and Shadow Dr Who Romeo and Juliet Granny	Ancient Greece		Lunar Park