

British Values

<p>Responsibility and Liberty At Harriers, we encourage students to accept responsibility for their behaviour. Our behaviour policy allows children to make choices and understand the consequences of their actions. Harriers' pupils are supported to 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.</p>	<p>Democracy We encourage respect for democracy and support for participation in the democratic processes: Aspiration Council, helping design and create the school's vision and mission statements and pupil voice. Children in Year 6 experience several opportunities (Junior Citizen's Day, IMPs and a police visit) to understand how respect is the basis on which the law is made and applied in England. Our pupils understand how citizens can influence decision-making through the democratic process;</p>	<p>Mutual Respect We enable all our students to develop their self-knowledge, self-esteem and self-confidence: through rewards, through different teaching approaches that enable children to work together and reflect on their own development and to celebrate differences and - at the same time - have a keen sense of belonging within our school community. Harriers' Students get a broad general knowledge of and respect for public institutions and services in England - through visits and trips and raising money for the local hospital. Respect for other people and their belongings is the fundamental basis for all we do, and forms our 3 Golden Rules.</p>	<p>Tolerance Through our Aspirations and our curriculum, and reflecting our own school community, we develop children's understanding of tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. Our children have 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. Through our behaviour policy and our ethos, children have an understanding of the importance of identifying and combatting discrimination.</p>	<p>Rule of Law At Harriers, we enable students to distinguish right from wrong and to respect the civil and criminal law of England. Throughout their school career, children gain an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. By Year 6, children have 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. Our children also have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law - and should be respected through tolerance and understanding.</p>
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<p>Where can it be found? Understanding responsibility in school in terms of behaviour and learning attitudes Pupils' roles in school School values Visits from Police & Fire Brigade Year 6 Junior Citizenship and IMPs Eco-Committee Local/National charity fundraising Behaviour policy - warning, choice, time out, yellow card, red card Tuck Shop Posters Own campaigns: bracelets (Race for Life) Own clubs: Swap Shop Children in Need Anti-Bullying Week School Council Respect Leaders and Playground Leaders Pupil Voice - children arranging own initiatives (eg, making loom band bracelets for race for life and selling books / cakes for Lion King)</p>	<p>Where can it be found? Children involved in Democratic processes: Aspiration councillors, class rewards Democracy linked assemblies Eco council and Year 6 Headboy/girls Democracy taught within curriculum Voting for Aspiration Council Voting for class rewards Discussing and planning learning with the children</p>	<p>Where can it be found? Aspiration Families, Aspiration focus each term Positive relationships encouraged and modelled Playground Leaders Respect Leaders Inclusive ethos R.E curriculum: visits to religious buildings and visits from local religious people Classroom practice Anti-bullying week Aspiration Council Assemblies and presentations / visitors / trips PTFA Assessment for Learning Buddy reading / peer support Sports links with local schools House competitions within school Serving the local community: Morrisons High Flyers Reading awards House Point trophies Dojos Celebrating achievements outside of school Newsletter</p>	<p>Where can it be found? European Languages Day Links with local schools Stories from world faiths and cultures R.E. curriculum - follows the locally agreed syllabus that includes study of all major faiths. Pupil / Teacher conversations Reflection opportunities in Assemblies Visits to a range of places of worship & visitors Equalities Policy and Accessibility Plan Term 3 - sharing work Black History Month St George's Day Children leading assemblies on their religion Aspiration Families Belonging Aspiration - same yet different Literacy: traditional tales from around the world Chinese New Year Religious festivals marked by KS assemblies</p>	<p>Where can it be found? School Behaviour policy - children involved in review through Pupil Voice / Aspirations Council Pupils have regular opportunities to reflect on their learning and behaviour during assemblies / lessons Parent/carers questionnaires relating to behaviour, safety etc. Year 6 :Police visits - age of criminal responsibility Assemblies with a focus linked to the law e.g. school rules Class rules Year 6 - police visit (Term 5/6) Junior Citizen Day (Yr 6) Internet Safety Year 6 - trip to Magistrates Court, Banbury (linked to literacy project)</p>
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trip)
Point to action: contribute positively to the lives of those living and working in the locality of the school and to society more widely

Tuck Shop
Aspiration Council
Eco-Committee
Year 6 jobs
Quality Marking / AfL /
Quality First Teaching /
Peer Work / Paired Talking
Pupil Premium conversations
Strong relationship between teachers and pupils
Pupil Voice
KS1 fire engine, heroes topic
Careers Day / L&R topic
Junior Citizens Day and IMPs
Topic planning: Year 6
Natural Disasters
Pupil: teacher dialogue
Playground behaviour
Classroom expectations
Year 6 jobs / responsibilities
Pupil Voice

BRITISH VALUES IN THE CURRICULUM INCLUDES:

*History / Geography (where appropriate) are a platform for discussing advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;

*Our strong teacher : pupil relationships, our Aspiration Council, Eco-Council and Anti-Bullying Councils as well as Pupil Voice and pupil interviews, are all used regularly to ensure pupils have a voice. Children are always welcomed and encouraged to initiate their own ideas such as: Year 6 selling cakes and books to raise money for a trip, children making loom bands to raise money for Cancer Research, teachers wearing high-viz jackets on the playground so children can easily find them and pupils running a Swap Shop at lunchtimes.

*Democracy is seen at Harriers: actively promoting democratic processes such as a school council whose members are voted for by the pupils;

*Our school is used as a Polling Station. Such occasions are used to discuss democracy and local / national issues surrounding the election. Before Brexit, some classes held debates and mock voting to promote the idea of democracy. British Values were discussed and children learned to argue / defend points of view as well as listen and change their minds.

*British Values are discussed at different points in the academic year depending on: age of pupils, current affairs / issues, national events, link to subject/ topic

*We have, and continue to build, a bank of teaching resources from a wide variety of sources to help pupils understand a range of faiths. We also use Blooms Taxonomy to help children access different levels of questioning and understanding.

*Fundamental British Values are promoted in after school clubs including democratically voting for activity choices / game choices; being fair; being tolerant of others and respecting each other.