British Values at Bolsover Infant and Nursery

The DfE have recently reinforced the need "*to create and enforce a clear and rigorous expectation on all schools to 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.*" The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). At Bolsover these values are reinforced regularly

Meeting the needs of Children through the new curriculum

Preparing for life in Modern Britain…

Our PSHE, RE and wider curriculum fully encompasses the fundamental British values that allow our children to participate and contribute positively to life in modern Britain. Through a wide range of activities the staff and governors ensure children are able to develop and demonstrate the skills, knowledge and attributes needed to do this. This involves covering aspects of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and Beliefs. As our children are very young, we obviously cover all of these aspects in a age appropriate manner. Using a range of activities, such as:

- Circle time
- Planned lessons
- Assemblies
- Termly topic work
- Wide range of visits and visitors (e.g.Mast Assemblies)
- Visits by the police, fire service and other local service personnel
- Visits to the local places of worship including the local church, the Church in the local town and other places of worship e.g. a Mosque)
- School and Class rules
- Appropriate learning role model inc' Learning hero's
- Work around the 4 Thinking habits
- Developing a collective responsibility wherever possible
- Our cultural diversity policy
- International Award work
- Curriculum week
- E-safety
- Sports Crew
- School Council – The A Team

Democracy
Each year the children decide upon their class rules. All the children contribute to the drawing up of these rules. Every child has a say about their class rules and all children sign up to say they will uphold these rules. All children in school are also offered an opportunity to have a say in how their school is run, through ' The A Team'. They get to share what they like and don't like about the school and what needs to change. Regular opportunities are offered for children to have an opinion and vote to gain a consensus. These opportunities are also followed through in their lessons, through our teaching and learning policy.

The Rule of Law
The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Bolsover. Pupils are taught from an early age the rules of the school. These are our Golden Rules, Playground Rules and Safety Rules. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty
At Bolsover, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our eSafety and PSHE lessons.

Mutual Respect
Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs
Here at Bolsover we undertake daily assemblies which uphold traditional values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE and RE lessons and on an informal nature throughout the school days. At Bolsover we actively promote diversity through our celebrations of different faiths and cultures and our involvement in the work around the International Award. We have a very close link with our Partner school in India and children in Year 2 inparticular work closely with them to share differences in our cultures. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

<u>British Values and the Early Years Foundation Stage</u>

Democracy: making decisions together
As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate we also demonstrate democracy in action, voting on a range of topics and share views.

- Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development
As part of the focus on managing feelings and behaviour:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all
As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children are supported in developing a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated
As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

If you would like further information about this or have questions about provision in our school please address these with someone at the school or email headteacher@bolsover-inf.derbyshire.sch.uk

Thank You