



Promoting British Values.

The curriculum should actively promote the fundamental British values. British values are defined as follows:

Ofsted	Department for Education
<ul style="list-style-type: none"> • Democracy 	<ul style="list-style-type: none"> • Respect for democracy and support for participation in the democratic process
<ul style="list-style-type: none"> • The rule of law 	<ul style="list-style-type: none"> • Respect for the basis on which the law is made and applies in England
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Support for equality of opportunity for all
<ul style="list-style-type: none"> • Individual liberty 	<ul style="list-style-type: none"> • Support and respect for the liberties of all within the law
<ul style="list-style-type: none"> • mutual respect and tolerance of those with different faiths and beliefs 	<ul style="list-style-type: none"> • Respect for and tolerance of different faiths and religious and other beliefs

This document is intended to show how we at Fairhaven Primary School actively promote the fundamental British values. The list of examples is not exclusive and is not intended to be a 'tick list.' Many of these values are promoted on a regular basis through our curriculum and not necessarily through specific lessons. However, there may be subjects (such as PSHE) where lessons are specifically planned to explore the meaning of 'Britishness'. This is because schools have been asked to develop (through their own inquiry) learning through the process of exploring 'what it means to be British'.

Democracy.

Children across the whole school take part in annual elections to elect class representatives for the school council and Eco-council. In addition, a voting system is operated for the election of chair, secretary and treasurer for the school council.

Children in years 5 and 6 learn about democracy and parliament in P.S.H.E.

The Youth Parliament is actively promoted in year 6.

Within Literacy, debates are organised as part of the year 5 and year 6 curriculum. Children plan and carry out these debates with support from teaching staff.

Pupils are, within Literacy, taught about arguments, writing for or against on specific foci, for example graffiti. This is also covered further through persuasive writing, discursive writing and forming balanced arguments.

The school council have previously visited the local council house.

The school council played an instrumental part in appointing the current Deputy Head Teacher.

Pupil Power Parties are held weekly by the Senior Leadership Team where children are given the opportunity to freely express their views on a range of school issues.

The Rule of Law.

School rules and expectations are clear and fair. The school's behaviour policy is followed by all staff and enforced.

The school rules were developed with the school council and are to be reviewed again this academic year by the school council.

Visits from the police are included within the curriculum.

To further promote the rule of law and build relationships with the police, a local police officer is one of the school's governors.

Restorative justice is used to resolve conflicts and is a major part of the school's bullying policy which was developed by the school council.

Children are taught right from wrong, specifically within PSHE lessons, but also on a daily basis.

Individual Liberty.

Through PSHE lessons and circle time, children are supported to develop their self-knowledge, self-esteem and self-confidence.

For certain children who have been identified as needing specific and more involved support for developing their self-esteem and self-confidence additional strategies are put in place, such as social groups.

All children participate in self-assessment in every lesson, every day. This develops their self-knowledge and self-confidence.

An anti-bullying policy, written by the school council, is in place. This is reinforced through regular assemblies, with children when bullying or potential bullying is identified, and with classes through PSHE.

Years 5 and 6 have had input this academic year from the local authority's anti-bullying co-ordinator.

Stereotypes are challenged with children and parents, for example the stereotypes that boys do not like to read and that girls cannot do mathematics.

Freedom of speech is promoted, in particular through Pupil Power Parties. The Head and Deputy Head Teacher are approachable and are often approached by children from Reception to Year 6 to discuss issues.

Our behaviour policy promotes pupils taking responsibility for their own behaviour.

Safeguarding procedures in school are strong and this was recognised in our previous Ofsted inspection where the inspector responsible for inspecting safeguarding reported that 'procedures are exemplary.'

Respect and Tolerance.

At the heart of the school's ethos is promoting respect for individual differences and that everyone is unique.

Children are encouraged to develop independence in a number of ways, including decision-making, educational risk taking and having their own voice and opinion.

Racist incidents in school are extremely rare. However, when they do occur children are spoken to by the Head Teacher, their thinking or words challenged and the incident is reported to parents at a meeting with the Head Teacher.

Homophobic behaviour is challenged and dealt with in the same way (and with the same level of seriousness) as racist behaviour.

Racism is taught and actively challenged through the PSHE curriculum and through Literacy in year 6. Examples used include Rosa Parks, Martin Luther King and Nelson Mandela.

Links with Merridale Primary School in Wolverhampton provide the opportunity for our children to mix with children from a diverse range of religions, cultures and backgrounds.

The school has strong links with the local Church and the Reverend is a member of the school's governing body. Links with other faith communities also exist and representatives occasionally lead assemblies.

The R.E. curriculum focuses on two main religions: Christianity and Islam. The purpose of this is to provide the children with in-depth learning about these two religions so that they develop a deeper understanding, rather than trying to cover all religions and just skim the surface of learning. However, within the R.E. curriculum parallels are drawn between Christianity and Islam and other religions.

In previous years, visits have taken place to local places of worship for a range of different faiths and faith communities.

Bi-annually the whole school celebrates Diwali.

Harvest parcels are distributed each year to local pensioners who are in need of support. The parcels are delivered by year 6 children. In addition, for the past two years the school has supported the Black Country Foodbank.

At Fairhaven we are proud of our local area and local heritage. This is promoted through our curriculum, particularly through Geography and History topics.

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