

National Curriculum: How we integrate British Values across Tickford Park 2021-2022



The Department for Education published guidance on promoting British values in schools on 27th November 2014, to ensure young people leave school prepared for life in modern Britain. At Tickford Park Primary School, our aim is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of their background. We promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Below is an overview of how these values are promoted at Tickford Park:

British Values	
	<p><i>Democracy: Children develop an understanding of how citizens can influence decision making through the democratic process.</i></p>
	<ul style="list-style-type: none"> ● Democracy Themed Assembly at start of year ● Election within each class with a democratic vote to elect two school councillors – to demonstrate how democracy works through actively promoting democratic processes ● Student Council Meetings at least once every half term ● Questionnaires with pupils to ascertain their thoughts and feelings about school, so all pupils in school have a voice that is listened to. ● Children applying for various roles in school such as eco warriors (KS2) & school councillors ● Visit from the Mayor of Milton Keynes to discuss the role, and the impact a mayor has on the community (KS2) ● Visit from Kerrie Carpenter (Parliamentary Outreach session) – (Y5 & 6) ● Visit from the Mayor of Newport Pagnell to discuss the role, and the impact the mayor has on the community (FS/KS1) ● Visit to local council offices ● Visit by local councillor

- Visit to Houses of Parliament (KS2)
- Taking part in UK Parliament Week
- Age-appropriate material in the curriculum on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain compared to other forms of government in other countries
- Using opportunities, such as general or local, elections to reinforce the democratic processes
- Learn that some public bodies, such as the police and the army, can be held to account through Parliament, while others (the courts) maintain independence (Y6)

Rule of Law: Children develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

- Clear 'Relationships & behaviour' policy in school: Ready, Respectful & Safe., which feeds into the whole school use of Class Dojo.
- PSHE curriculum
- All adults in school promote expected behaviours by children, and celebrate success (Dojo points)
- Celebration assembly certificates and Dojo points – reinforcing expectations.

Individual Liberty: Children develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

- Children are given opportunities to share their individual talents, and achievements they have achieved in school or out of school. These are celebrated in assemblies and on the weekly newsletter
- PSHE lessons include discussions about the different choices children can make, with guidance to make the right choices
- Relationships & Behaviour Policy - adults discuss the choices (both the right and the wrong ones) that pupils make about their behaviour in school. Children can reflect on their choices and the effect that it has on their peers and adults. They are given opportunities to resolve conflicts effectively and fairly
- Internet Safety- the importance of keeping safe is taught, and the importance of choosing not to share personal information
- In class, pupils have the opportunity to choose the level of challenge in their maths and English learning
- Pupils have the option of choosing to complete additional homework, through Times table Rock stars and Purple Mash.

Mutual Respect and Tolerance:

Children develop an understanding 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.

Children develop an understanding of the importance of identifying and combating discrimination.

- Adults throughout the school are constant role-models for the children, demonstrating respect for children and other adults
- Bridge Builder Assemblies – led by members of the Baptist Church
- Special/key dates for different religions throughout year recognised through assemblies, and the RE curriculum coverage
- Remembrance Day recognised - remembering those who fought in World War 1, and appreciating the sacrifices made by serving servicemen and women, and those involved in different conflicts
- RE curriculum and use of 'big questions', to encourage children to question, and consider different faiths and beliefs
- PSHE lessons
- Diversity activities – 'Odd Socks day'
- Visit to the local Church at Christmas, and different places of worship

Foundation Stage:

Refer to DFE Statutory Framework for early years foundation stage: (published March 2021/effective September 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf