



# Pilgrims School

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Promoting Fundamental British Values at Pilgrims

July 2022

Next review date: July 2023



**Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.**

Pilgrims seeks to actively 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**'

Taking into account the government's definition of British values as set out in the 2011 Prevent Strategy, and reiterated in the revised standards in 2014 Pilgrims define Fundamental British Values as:

**Democracy: making decision together**

*An understanding of how citizens can influence decision-making through the democratic process:*

- Encouraging children to see their role within the wider context of their class, school, and community
- Valuing their views and those of others.
- Demonstrating democracy in action.
- Explaining how children's decisions are supported;
- Providing opportunities for children to ask questions, be inquisitive in an atmosphere where questions are valued

EYFS link: Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships and Understanding the World – People Culture and Communities

**Rule of Law: understand rules matter**

*An appreciation that living under the rule of law protects individual citizens and is essential for their well-being 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:*

- Discussions of appropriate behaviour
- Providing opportunities to discuss and learn about right and wrong
- Developing children's understanding of consequences
- Involving children in creating rules and codes of behaviour
- Encouraging children to:
  - accept responsibility for their behaviour,
  - show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- Promoting a love of learning
- Encouraging children to acquire a broad general knowledge of and respect for public institutions and services in England

EYFS link: Personal, Social and Emotional Development - Self Regulation, Managing Self and Building Relationships and Understanding the World – People Culture and Communities

**Individual Liberty: freedom for all**

*An understanding that the freedom to hold other faiths and beliefs is protected in law;*

- Developing a respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England is encouraged
  - Developing a positive sense of themselves
  - Providing opportunities to develop self-esteem and increased confidence e.g. allowing children to take risks, to talk about their experiences and learning
  - Allowing children to explore and experience the language of feelings and responsibility
  - Providing time to reflect on their differences and understand that they are able to have different opinions
  - Pupil voice – children can openly voice opinions e.g. in school council meetings
- EYFS link: Personal, Social and Emotional Development - Self Regulation, Managing Self and Building Relationships and Understanding the World – People Culture and Communities

**Mutual respect and tolerance: treat others as they want to be treated**

*An acceptance that 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*

- Discuss and share similarities and differences e.g. celebrations
  - Encourage an appreciation of and respect for each other's culture, faith, view and race
  - Provide opportunities for the children to experience aspects of their own or others cultures
  - Engaging with the wider community
  - Encourage tolerance – sharing and respecting others
  - Promotion of diverse attitudes and challenge stereotypes e.g. resources and activities that challenge gender, culture and racial stereotyping
  - Promote traditions within the community, key events and figures in British History promoted
  - Encourage the support of others in need through charity and community work
- EYFS link: Personal, Social and Emotional Development - Self Regulation, Managing Self and Building Relationships and Understanding the World – People Culture and Communities

## **We actively teach and promote the Fundamental British Values at Pilgrims through:**

- The Schools Vision, Aims and Values (Curiosity, Kindness and Respect)
- Our creative curriculum which includes RE and PSHCEE (Personal, Social, Health, Cultural and Economic Education) 1 Decision Scheme, On-line Safety lessons using the cross-curricular framework 'Education for a connected World -2020 Education from UK CCIS
- Themes and concepts covered during assemblies
- School council elections
- Providing a pupil voice through the school council
- Reinforcement of the school's positive behaviour policy

### **Positive relationships**

- Knowing each child well
- Making children aware of others' needs
- The importance of listening to and encouraging others
- Role modelling
- Playtime Pals
- Growth Mindset focus - encouraging each child to 'have a go' – 'challenge themselves', celebrate and refer to Growth Mindset learning Powers
- Social stories
- Family boxes
- Supporting and organising charity events linked to school community, Children in Need, Genes for Jeans and other local charities
- Visiting professionals such as the Fire services, Nurses, Dentist
- Linking with other school and professionals – PSG groups, Sports partnerships

### **Teaching strategies**

- Consistent and clear expectations – i.e. what is good sitting and listening
- Establishing routines
- Circle time – discussions
- Working together – pairs and groups
- Talking partners
- Beginning of topic discussion to determine what we already know
- Planned time for Q & A
- TASC (Thinking Actively in a Social Context) activities
- Class targets

### **Curriculum links**

- Taking on board children's ideas e.g. role play, In The Moment Planning in Little Pilgrims
- PSHCEE lessons
- RE – Faith walks, Diwali, Easter, Eid, Hanukkah, Christmas and other festivals linked to the school community
- On-line Safety
- Forest school
- French – learning about traditions and culture
- Speech and Drama festival, Harvest Festival, Choir & orchestra performances,
- Termly curriculum themes e.g. The Victorians, The environment, Africa, Healthy Heart, London

- Parental information evenings
- Using a range of books and stories based on various cultures and traditions
- Celebrating national events – Remembrance day, Mothers & Fathers' Day, VE Day
- Learning about key figures from history – Queen Victoria, William Morris, Dr Barnardo, Mary Seacole, Brunel
- Learning about national Saints i.e. St George, St Andrew, St David and St Patrick
- Themed whole school days such as National Book day,

### **Enabling environments**

- Show and tell
- School council
- ECO warriors
- Playtime Pals
- Playtime Helpers
- Class experts, helper, monitor
- Assembly topics linked to school values and traditions

### **Recognition and reward**

- Praise and rewards
- Agreeing the class targets or reward
- Discussing and explaining consequences
- House points
- Growth Mindset raffle and rewards
- Behaviour plans
- Class responsibilities – litter picking, recycling
- Recognise and acknowledge children's interests and strengths including extra-curricular
- Encourage and invite children to participate in projects and activities

This approach provides a range of opportunities for all pupils. It encourages the development and demonstration of skills, attitudes and behaviours which support participation and positive contributions towards life in modern Britain.

### **MANAGEMENT AND CO-ORDINATION**

The Curriculum Co-ordinators and Coordinators for PSHCEE and RE will liaise regularly to monitor and evaluate the planning and delivery British Values to ensure continuity and progression through lesson observations and liaison with staff where appropriate. An assembly rota will be agreed to cover a range of topics and represent a range of themes and coverage. Support, help and guidance is offered to colleagues in specific areas when and where necessary. An audit of skills and key areas covered is included in Appendix A and will be updated biannually. Provision for internal and external INSET is made available when appropriate. Resource requirements are linked to Year group and curriculum budget and monitored by the relevant coordinators.

### **PRESENTATION**

The children present understanding through behaviours and attitudes displayed along with feedback and participation in discussions, circle games, class work and extra-curricular activities.

### **SEN PROVISION**

SEN provision is in accordance with the school SEN policy. In this area of the curriculum, children with SEN will be supported as appropriate.

### **ABLE, GIFTED AND TALENTED**

Children who display particular interests or talents when participating in activities linked with the promotion of British Fundamental Values will be given the opportunity to further develop their skills through differentiation and may be invited to take on additional responsibilities outside the class room.

This policy should be read in conjunction with the following policies:

PSHCEE

RE

Inclusion statement

Able, Gifted and Talented

The Teaching and Learning Policy

Equal Opportunities

Behaviour Management Policy

Prevent Risk Assessment

On-line Safety Policy

Safeguarding Children Policy

### **APPENDIX A**

<b>Fundamental British Values in the Early Years</b>	
<b>Democracy: making decision together</b> Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships and Understanding the World -People, Culture and Communities	
<b>How children are encouraged to see their role in the bigger picture.</b> <b>Encouraging children to know their view counts.</b> <b>How we value the views and values of others and talk about their feelings e.g. when they do or do not need help.</b> <b>How we demonstrate democracy in action e.g. sharing views on the same theme – hands up if ...</b>	Knowing child well enough to notice changes in mood/behaviour Making children aware of other's needs and listen and encourage others Class votes for Golden Time Circle time – discussions Talking partners Children – ideas for role play
<b>How children's decisions are supported?</b> <b>What activities involve turn taking, sharing and collaboration?</b> <b>What opportunities are available for children to ask questions, be inquisitive?</b> <b>How are questions valued?</b>	Spoken pair work/group work activities in French Plan time for questions Listen, ask further questions Within curriculum discussions Rewards for showing values Class targets
<b>Rule of Law: understand rules matter</b> Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships and Understanding the World -People, Culture and Communities	
<b>How are children encouraged to understand about behaviour?</b> <b>Opportunities to discuss and learn about right and wrong.</b> <b>What do the children understand about consequences?</b>	Modelling Posters Rewarding good behaviour Behaviour card Circle time discussions Assemblies – values Music for tidy up time. Class routines, carpet places etc.

<p><b>How are children involved in creating rules and codes of behaviour?</b>  <b>What methods are used to ensure children understand who they apply to?</b></p>	<p>Explaining consequences  Re-teaching rules and consequences  Start of year class discussions  Posters displayed re consequences, rewards etc.  House tokens</p>
<p><b>Individual Liberty: freedom for all – Choice and Speech</b>  Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships and Understanding the World -People, Culture and Communities</p>	
<p><b>How are children encouraged to have a positive sense of themselves?</b>  <b>What opportunities are provided to develop self-esteem and increased confidence? e.g. allowing children to take risks, to talk about their experiences and learning.</b></p>	<p>Routine activities  Specific positive feedback on contributions/effort  Acknowledge strengths  Sharing news, celebrate achievements and WOW moments, experts board  Forest school choices.  Encourage children to choose different resources</p>
<p><b>What experiences are available to allow children to explore the language of feelings and responsibility?</b>  <b>When are they able to reflect on their differences and understand that they are able to have different opinions?</b></p>	<p>Skills to cope with being in 1:1  Understanding there is no right/wrong answer sometimes  Special helper, ECO monitor  Incidental discussions  Circle time, PSHE</p>
<p><b>Mutual respect and tolerance: treat others as they want to be treated</b>  Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships and Understanding the World -People, Culture and Communities</p>	
<p><b>How are other faiths, cultures, views and races promoted and valued?</b>  <b>How do the children engage with the wider community ?</b></p>	<p>Brought into music planning and concerts  Choir and orchestra activities  In French children learn about French culture, traditions and festivals and compare with British ones  Theme days, parent visitors, creative curriculum.</p>
<p>What opportunities do children have to experience aspects of their own or others cultures? How are similarities and differences discussed and shared? e.g. celebrations.</p>	<p>CNY food tasting, Eid, Diwali – visitors and activities  Books and stories  Role play – e.g. dressing up, dancer</p>
<p>How do staff encourage tolerance – sharing and respecting others?</p>	<p>Class targets  Social stories</p>
<p>How are diverse attitudes promoted and stereotypes challenged? e.g. resources and activities that challenge gender, culture and racial stereotyping.</p>	<p>Situations discussed as they arise</p>
<p>Tradition and Community  Learning about key events and figures in British History.  Community links.</p>	<p>Royal events – e.g. Jubilee, Remembrance  Family boxes</p>
<p>Charity Work  Pupils help raise money to support others.</p>	<p>Red Nose Day, Down Syndrome Day, Children in Need, Marie Curie, Jeans for Genes, local/school charities</p>
<p>The minimum approach would be having multi- faith books on a shelf – it is how you actively promote! Books within class story time and used as teaching stimulus should promote a range of positive role models from a range of faiths, races and genders and other demographic groups.</p>	

**Fundamental British Values – KS1 – Year 1 and Year 2**

<p><b>Democracy: making decision together</b></p> <ul style="list-style-type: none"> <li>An understanding of how citizens can influence decision-making through the democratic process;</li> </ul>	
<p><b>How children are encouraged to see their role in the bigger picture.</b>  <b>Encouraging children to know their view counts</b>  <b>How we value the views and values of others and talk about their feelings.</b>  <b>How we demonstrate democracy in action.</b></p>	<p>Eco Warriors School council, circle times, Year group assemblies, voting for Golden Time, votes for school council/ECO warrior, class experts, PSHEE lessons, Celebration assemblies.                  ECO warriors/School Council. Trips – faith walk, sustainability. Hindleap. Charitable work. Fundraising. Dr Barnardo, Fire Brigade. PSG events, PSHEE lessons, Class votes for Golden Time. Celebration assemblies</p>
<p><b>How children’s decisions are supported.</b>  <b>What activities involve turn taking, sharing and collaboration.</b>  <b>What opportunities are available for children to ask questions, be inquisitive?</b>  <b>How are questions valued?</b></p>	<p>Circle time, TASC, talk partners. Time to ask questions and quality resources.                  Beginning of topic discussion → responses, what do they know?                  Talking partners. Group work.                  At beginning of topic. Think of questions. Show and tell.                  Questions generated during lessons and displayed.</p>
<p><b>Rule of Law: understand rules matter</b></p> <ul style="list-style-type: none"> <li>An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;</li> <li>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</li> </ul>	
<p><b>How are children encouraged to:</b></p> <ul style="list-style-type: none"> <li>accept responsibility for their behaviour?</li> <li>show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely?</li> </ul>	<p>School values, consequences and rewards.                  Harvest festival, Speech and Drama festival, church visit, litter picking, recycling, choir visits                  Playground Pals Behaviour plans. Choir – community visits.                  Litter picking – in school and park. PHSCEE lessons/assemblies. House points. Class Golden Time.                  Awards tidy classrooms. Guidance – good sitting, listening etc. Year 2 jobs across year group and in class.</p>
<p><b>How are children encouraged to acquire a broad general knowledge of and respect for public institutions and services in England?</b></p>	<p>Learning about the Royal Family, assembly topics – e.g. election topics, visits from fire-fighters, nurse                  Fire Service, Dr Barnardo. In London: Houses of Parliament, The Mayor of London, Bikes. Doctors – Healthy Heart Week</p>
<p><b>Individual Liberty: freedom for all – Choice and speech</b></p> <ul style="list-style-type: none"> <li>An understanding that the freedom to hold other faiths and beliefs is protected in law;</li> </ul>	
<p><b>How do we encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England?</b></p>	<p>School council, Golden Time vote, Everyone entitled to House points.                  Understanding that their actions have and consequences (consequences and rewards)                  Class votes – Golden Time. Process of applying for servants jobs – everyone participates. Numeracy tally charts. Class rules discussion. Everyone entitled to House points.</p>
<p><b>What experiences are available to allow children to explore the language of feelings and responsibility?</b>  <b>When are they able to reflect on their differences and understand that they are able to have different opinions?</b></p>	<p>Country code, Highway code, circles, all assemblies, explore vocab for feelings e.g. (sad), dealing with individual issues regarding differences as and when they occur. PSHCEE – Kipsy Caterpillar feelings flowers, Internet-Safety                  Talking partners                  Bag of worries before Hindleap                  E-safety. Victorian topic – learn about workhouses</p>
<p><b>Mutual respect and tolerance: treat others as you want to be treated</b></p> <ul style="list-style-type: none"> <li>An acceptance that 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;</li> <li>An understanding of the importance of identifying and combatting discrimination.</li> </ul>	



<p><b>How is an appreciation of and respect for each other's culture, faith, view and race promoted and valued?</b>  <b>What opportunities do children have to experience aspects of their own or others cultures?</b>  <b>How are similarities and differences discussed and shared? e.g. celebrations</b></p>	<p>RE lessons (topic based – e.g. Diwali, Easter). Assemblies.  World Afro Day focus  Faith walk. British traditions – Mothers', Fathers' Day, Poppy Day.  Hanukkah, Christmas/Easter. E-twinning – French school.  Country dancing, World Afro Day focus</p>
<p><b>How do the children engage with the wider community?</b></p>	<p>Church visiting  PSG events. Choir. Litter picking in park</p>
<p><b>How do staff encourage tolerance – sharing and respecting others?</b></p>	<p>Model. Values. Ethos.  Role modelling</p>
<p><b>How are diverse attitudes promoted and stereotypes challenged? e.g. resources and activities that challenge gender, culture and racial stereotyping.</b></p>	<p>Africa,  Genes for Jeans, Downs Syndrome Day, Signing, Mary Seacole focus</p>
<p><b>Tradition and Community</b>  <b>Learning about key events and figures in British History.</b>  <b>Community links.</b></p>	<p>St Georges, St Andrews, St David, St Patrick   Queen Victoria, William Morris, Dr Barnardo, Brunel, Mary Seacole</p>
<p><b>Charity Work</b>  <b>Pupils help raise money to support others.</b></p>	<p>School council choose charities e.g. Australian Bushfire , Water Aid  School council choose charities e.g. Australian Bushfire Dr Barnardo  Fire Service</p>
<p>The minimum approach would be having multi- faith books on a shelf – it is how you actively promote! Books within class story time and used as teaching stimulus should promote a range of positive role models from a range of faiths, races and genders and other demographic groups.</p>	

## Appendix X - Policy Change Tracking

<b>Policy Name:</b>	Promoting Fundamental British Values at Pilgrims
<b>Owner:</b>	Graham Orr
<b>Ratified by:</b>	
<b>Last review Date:</b>	July 2022
<b>Next Review date:</b>	July 2023

**Date:** 1/7/22

### **Comment:**

P4 -We actively teach through section now includes information about On-line Safety lessons using the Education for a connected world framework. In curricular links On-line safety is used instead of e-safety.

P5 Playground Pals and Helpers renamed Playtime Pals and Helpers

P6 Policies in conjunction with now include Prevent Risk assessment, On-line Safety Policy and Safeguarding children policy

P6- 8 curricular links added or taken out in light of whether they are currently covered, as topics and planning are different every year.