

A British Values Statement

At FEJS we want to prepare children for life in modern Britain. This document outlines how we promote British values through our curriculum and the wider life of the school.

Democracy

- The school processes are democratic, for staff and pupils alike.
- Pupils' voices are heard and have an appropriate influence on the life of the school. For example, pupils on the School Council have consulted each other and decided upon new playground equipment.
- Pupils are encouraged to discuss and ask questions about what they are learning and are involved in shaping the curriculum.
- Teachers are consulted and included in decision-making processes.
- Pupils have capacity to explore democracy itself. They can reflect on what makes something fair. This is through the taught curriculum and also through assemblies/collective worship. For example, pupils discussed the General Election in classes and assembly. Older pupils learn about democracy and debate it as a value and as a political system.
- Parents and carers are consulted and kept informed of changes and developments in school. Through questionnaires and discussions parents/carers views are heard, for example homework has been changed as a result of talking to families.

The rule of law

- In school terms, the school rules apply to all pupils, and all pupils are equally subject to the rules.
- Pupils have the chance to reflect on why rules exist and how fairness is attempted through systems of rules, both in a classroom setting and across the whole school.
- Classes discuss, debate and agree upon a 'Class Charter' of behaviour at the start of the academic year.
- Pupils encounter representatives of the Fire Service, Police, health professions and others to learn about the reasoning and purpose behind a particular set of rules, such as road safety and quarry safety.
- Pupils learn about the history of the rule of law in Britain and the significance of Magna Carta and other milestones in UK history.
- Pupils consider whether all British citizens are really equal before the law in units of planned work on prejudice and discrimination.

Individual liberty

- Children are given the opportunities to make choices and respect the choices of others.
- Pupils are encouraged to be aware of the importance of taking responsibility for their choices.
- Older pupils are given the opportunity to explore and consider the balance between rights, responsibilities, diversity and belonging that make up daily life in a diverse country like Britain.
- Older pupils learn about the historical circumstances that led to the value of individual liberty.

Mutual Respect

- All staff model respectful behaviour, towards each other, parents and pupils.

- All staff model respectful behaviour of the school environment. All staff and pupils are expected to take litter seriously; displays celebrate student achievement, and the environment is warm and welcoming, a source of pride for members of the school community.
- Expectations for all pupils are extremely high when it comes to respect; they behave respectfully towards each other, all adults and the school environment at all times.
- Rewards and sanctions are developed partly with a view to creating and sustaining a respectful environment.
- Certain curriculum areas call for respectful attitudes in order to learn effectively, especially RE, PE, and The Arts and Humanities subjects. These subjects are supported and celebrated around the school.

Tolerance of those of different faiths and beliefs

- Younger pupils will learn about the notion of tolerance first in terms of interpersonal behaviour in the classroom, which is part of learning to live with each other. Asking questions such as: 'is it fair? What shall we do when things are not fair?'
- Younger pupils reflect on how they function harmoniously as a group, thinking about co-operation, sharing and being kind and generous to one another.
- Older pupils learn about history of Europe of the value of tolerance. For example, Year 6 learn about the second World War and the Holocaust.
- Older pupils consider the value of tolerance, relating this to questions about human rights and freedoms.
- Older pupils debate the value and limits of tolerance and consider its relationship to acceptance, mutual understanding, warmth and love.
- All pupils learn about inspirational leaders and examples of the value of tolerance through assemblies and collective worship. For example Nelson Mandela and Malala Yousafzai.
- Curriculum areas which offer the opportunity to learn about and explore the value of tolerance, especially RE, History, PE and PHSE, are supported and celebrated around the school.