

## **Fundamental British Values**

The DfE have rightly 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.”

We strongly believe that our ethos and values reinforce and promote these fundamental British values.

## **Democracy and the rule of law**

- At MJS, we regularly use the language of our whole school values which is shown through displays, marking, assemblies and spoken language.
- Children are involved in drawing up their class charter, and the discussion around the rights and responsibilities associated with these. Children are taught about the UN Convention on the Rights of a Child and think about how these apply to them, and the responsibilities that come with them.
- Our pupils were also involved in the creation and development of our learning values. They have also had a strong voice into how they evaluate their effort.
- Children have many opportunities for their voices to be heard. We have a 'Pupil Voice' which regularly meets to discuss issues raised in class council meetings. Pupil Voice members are elected democratically after having to explain their ideas about the role to the class. Older children are asked to write a manifesto to explain what they would do when elected.
- Pupil Voice are able to genuinely effect change within the school. Pupil Voice members for each year group are voted in by their class.
- Pupils are also listened to by adults (eg children share this during conferencing/ parents comment on this in questionnaires /chance to voice opinions after assemblies – post it notes on boards in foyer) and are taught to listen carefully and with concern for each other, respecting the right of every individual to have their opinions and voices heard.
- Children have exit interviews at the end of each year to give them the opportunity to feed back their thoughts about their learning and experiences from the year.
- Members of our Pupil Voice are always involved in interviewing potential new staff members. Indeed their questions are often harder to answer than the staff questions!
- Pupil Voice have raised funds for new outdoor learning equipment and have also used donated funds to buy resources for WAM boxes.
- We have an annual whole-school democracy project, where each class decides how they would further improve our school. The classes present their ideas to the whole school, and then each child has a vote.
- Pupils are regularly asked questions about their learning in pupil conferencing sessions. We seek their views to improve our school.
- Y6 pupils also have the opportunity to apply for positions, such as 'phone monitors' and peer mentor roles for which they have significant training.
- All year groups have the opportunity to apply for a place as a pupil voice or monitor roles.
- The curriculum itself actively promotes democracy, often explicitly such as the Greeks project on democracy and a learning unit on political parties.
- The curriculum also promotes the importance of the rule of law through drink, drug and SRE topics. Local police and PCSOs are invited to come and discuss a range of issues with the children.
- In PE lessons and sporting competitions, we promote the concept of 'fair play', following and developing rules, inclusion of others, and being competitive in an appropriate way.

## **Individual Liberty**

- Children have the opportunity to choose their preference in our 'Love of' Days- a day set aside to explicitly develop learning behaviours and to work with pupils from different year groups.
- Children have a choice each week to choose their own WAM option to reward themselves for working and behaving as expected. Through pupil voice they also have a choice as to what options are offered.
- The curriculum also promotes individual liberty through an Amnesty International learning unit.
- Children 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 choices safely, through provision of a safe environment and 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 e-safety lessons.
- Children are given the freedom to make choices for example through choices of learning challenge, of how they record and participation in our numerous extra-curricular clubs and opportunities.

## **Mutual Respect**

- Respect is at the heart of our school ARCTIC values and is a key behaviour that we develop within our children. 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.
- Class charters are developed by each class in order to have a shared understanding of how we show respect to each other.
- We take pride in modelling manners and being courteous to each other. This is frequently commented on by visitors. Marchwood Manners is an important aspect of our learning behaviour and can be rewarded through a special certificate.
- Weekly 'Celebration Assemblies' promote individual achievement, as well as developing respect for one another's achievements.

### **Tolerance of those of different faiths and beliefs**

- At MJS, we have a variety of cultures & beliefs amongst our pupils and staff. Although broadly Christian in ethos, we celebrate diversity with the children.
- Our RE learning includes stories, discussions, visitors and learning about celebrations from a variety of faiths and cultures. Pupils and visitors of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Children visit places of worship that are important to different faiths where possible.
- At MJS, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## **Being part of Britain**

- As a school, we value and celebrate the diverse cultures of our community. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Remembrance Day, royal events, Harvest Festival, General Elections and news items, Christmas plays and traditions.
- Furthermore, children learn about being part of Britain through our curriculum. Geographically, our pupils learn about the physical and locational elements of Britain, such as its capital cities and counties, its rivers and mountains, its make-up of countries, and where Britain is in relation to the rest of Europe and other countries in the world.
- In PSHE they also investigate local issues and research how councils operate. They interpret data in order to identify ways to enhance our immediate locality and be an effective local citizen.
- Historically, children learn about different periods in history, and how our British culture and way of life has been shaped by events in the past. This also includes inventions and discoveries, invaders and settlers and conflicts which have affected the local and national way of life.

## **Governors**

- Our governing body is involved in challenging and supporting our school in ensuring that we promote British Values. They are discussed in meetings, and referred to when making visits and reports. The governor body conducts itself in a manner which reflects British Values, with democracy and mutual respect at the heart of what it does.

## **Ongoing actions**

- We will continue to review further opportunities for embedding and learning the fundamental British values at a whole school level and through PSHE and RE specifically. This means that planning in PSHE and RE explicitly states how British values are taught.

## **Prevent**

A key part of the government's counter-terrorism strategy is called 'Prevent'. The aim is to prevent radicalisation of any individual, and to positively promote what it means to be British, in order to create a cohesive society that lives out British values, whatever the origins or ethnicity of the individuals.

### **How do we do our part in both preventing radicalisation, and promoting British Values?**

- Most importantly, read above for how we promote British Values through our curriculum- it's simply a part of who we are and what we do at MJS!
- We take great pride in developing our children's Social, Moral, Spiritual and Cultural development.
- We ensure that our safeguarding practices are kept up-to-date, and our policy and training covers the different aspects of the 'Prevent Strategy'.
- We are ensuring that our pupils are able to think critically using curriculum opportunities including small group work.
- We teach about multiple religions.
- Assemblies focus on interpersonal skills, which inherently promote Fundamental British Values.
- We challenge and act strongly on any form of racism or prejudice, either by adults or children.
- We provide strong emotional and pastoral support, and look out for individuals or groups of children or adults who may be isolated.
- We have strong links with faith groups, and seek to look beyond our four walls and we have a strong community feel.