

# Purley Partnership Federation



**Purley Nursery School**  
Achieving and growing together



**Christ Church Primary School**  
Nurturing lifelong learners with God's guidance

## **British Values Policy**

*Reviewed April 2018, due for review April 2022*

The Government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Government in 2014 in their departmental advice for maintained schools: *"Schools should 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."*

In Purley Partnership Federation schools, British Values are woven into every area of learning.

In Purley Nursery School, the development of the school's core values across the setting helps to ensure British Values are embedded in a way that is relevant and appropriate for the school community.

### **Caring Respectful Independent**

At Christ Church Primary School, British Values are epitomised within the school's core values.

### **Love Courage Honesty Faith Forgiveness**

These are continually promoted because of our Christian ethos in the day to day life of the school and significantly impact on the Spiritual, Moral, Social and Cultural (SMSC) development of children. Evidence of this can be seen in the way that children grow and develop in terms of how they behave and what they say. The values are promoted across the curriculum, in day to day relationships and interactions, in daily collective worship, in displays in every classroom and communal area and in our school values song.

Children participate in the democratic process through electing representatives to the school council, travel ambassadors, eco warriors and school prefects. The school council meets with Governors. Children learn that their views are considered, valued and where appropriate acted upon.

### **British values in the curriculum**

British Values are embedded in the EYFS curriculum and practice. They are actively promoted in the Early Years. They are also prevalent across the primary school curriculum, significantly within the PSHE curriculum. Clear links between British values and the curriculum are outlined on curriculum maps published on the [Christ Church School web site](#).

The following are examples of how these values are explored throughout the school in PSHE.

### **Tolerance**

**YEAR 2: 4e** I know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Activity: Ask the children as a group to think quietly about an occasion when someone teased them **playfully**.

- Who did it?
- When?
- How did it feel?

Then think about an occasion when someone teased them **unkindly**. Repeat the questions.

- What made it different? Draw out from the children the difference in effects between the two, and the way in which some teasing e.g. name-calling can easily become a form of bullying.

**YEAR 3: 4b** to think about the lives of people living in other places and times, and people with different values and customs.

**2f.** to resolve differences by looking at alternatives, making decisions and explaining choices

Activity: **Good to be me** – I can choose to act assertively – children discuss how to say “no” to a friend in different scenarios, practising how to disagree without being disagreeable.

I know how to be friendly

I can look and sound friendly

I can make and sustain friendships

I recognise puts downs and know how they affect other people

**YEAR 5: 2e** reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences

Activity: Getting On and Falling Out – The Problem Page. In groups children should imagine that they are the consultants for a magazine problem page. The children should work in their groups to answer the problem.

They should then write imaginary problems and pass them to another group who should write the answer and pass it back.

**YEAR 3: 4e** recognise and challenge stereotypes

**4f** that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

**5f** Develop relationships through work and play e.g. activities with groups with particular needs i.e. children with special needs and the elderly, communicating with children in other countries by satellite, email or letters

Activity: Equality Human Rights Activities – **5 activities** based on stereotypes and the importance of challenging them (including Molly And Me about a deaf girl).

Activity: Make links with a local Nursing/ Residential Care Home for the elderly (Amberley Lodge, Purley) and arrange a visit – performance of Easter songs/ drama/ reading/ Tea Time – bring children’s homemade cakes etc. to share and have a chat.

Make links with St Giles’ School (SEN Specialist School - Pampisford Road, Purley, to arrange visits for particular activities – Reading/ Singing/ Physical activity.

**YEAR 4: 2i** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

Activity: *Year 4 Spring PSHE – Romani Culture* PowerPoint slideshow.

- Identify advantages of life on the road
- Write/ draw similarities and differences between their own and Romani culture
- Use drama to explore experiences of bullying and how to deal with it
- Art – create a collage to represent the diversity of the world/ UK/ local community

Why do differences between people cause so many problems?

What would the world be like if we were all the same culture/ religion?

**YEAR 6: 2a** to research, discuss and debate topical issues, problems and events.

**2j** that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Activity: *Y6 Spring PSHE – Tricky Topics* PowerPoint slide - Should we allow all asylum seekers who want to, to come and live in our country?

Children can debate/ vote with their feet (moving to areas of the space to indicate a "Yes" or "No" answer in response to the question) and see if they have changed their mind by the end of the session.

Activity: Children may wish to research before/ after the above session to understand how Government resources are set aside for asylum seekers as part of the UK's welfare system etc.

## Individual Liberty

**YEAR 1: 1b** I can share my opinions on things that matter to me and explain my views.

Share views on colours, activities e.g. sports/ classroom activities etc. outlining what they like/dislike and why.

Activity: Make a class book of likes and dislikes.

**YEAR 2: 1d** I know that I am unique and special, can say what I am good at

Activity: Talk to the children about being unique. Children draw/ paint a self-portrait with list of abilities, achievements and interests attached.

- What are you good at?
- How did you achieve that?
- **Am I unique?**
- **Am I special?**

**YEAR 4: 4c** be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

- Discuss different types of families – two/ one parent, other carers, only child/ siblings
- Discuss changes in families – divorce, death, new job, new baby
- Create a timeline of changes in their families e.g. moving house/ school, new siblings
- Drama – puppet show to demonstrate how friends can support in times of need
- Communication game
- Discussion of anger management strategies

What is the "perfect" family?

## Rule of Law

**YEAR 1: 2d** I can agree and follow rules for my group and classroom and understand how rules help me.

Activity: Discuss what groups we belong to e.g. our families, Christ Church School, Class 1.

- What different rules are there for different groups?
- How are rules at home different to rules at school or after school clubs?

Discuss reasons why rules help everyone. Children help make up classroom rules. Make into a poster for display.

Prior to taking quiz discuss rules around the school that relate to health and safety.

Which school rules are in place to keep us safe?  
Where can we get help in school in an emergency?  
What about outside of school?

**YEAR 3: 4b** Complete "My Society" rights and responsibilities table

Does society need rules? What would society be like without/ with too many rules?

**YEAR 4: 2c** to realise the consequences of anti-social and aggressive behaviours, such as bullying, on individuals and communities

**Activity:** Say No To Bullying

A short story is used to help children think about the role of witnesses to bullying. They consider whether they agree or disagree with statements that witnesses might make, and make up an alternative ending in which witnesses take action to stop bullying when they see it.

**YEAR 5: 5e** meet and talk with people (*for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers.*)

**Activity:** Invite a member of a local community group/ community police officer/ local charity worker/ volunteer to talk about their experiences.

Purley Safer Neighbourhoods Team: <http://content.met.police.uk/Team/Croydon/Purley>

**3f** that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.

**3g** school rules about health and safety, basic emergency aid procedures and where to get help.

- Identify types of risk
- Weigh up reasons for and against certain risks
- Ways to resist pressure
- Consequences of choices
- Where pressure comes from
- Where/ how to get help

How will what you've learned affect your behaviour from now on?

**YEAR 6: 2g** what democracy is, and about the basic institutions that support it locally and nationally

**5c** participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)

3 part slideshow with several activities and resources:

- Democratic society
- Voting system
- Suffragette movement
- National, Local and European Government
- Creating an election campaign
- Rights and responsibilities
- Ways to take part e.g. school council.
- Record the details of a comparison between British and Ancient Greek democracy.

## Respect

**YEAR 1: 4a** I know how my behaviour affects other people.

#### **4b** I can listen to other people and play and work co-operatively

Activity: Use an image and adopt a circle of enquiry approach. Talk about how it works with taking turns to speak, listening etc.

- Why is it important to listen?

Give an example of an action that may affect someone else e.g. smashed glass. Discuss how different people might be affected/ feel.

- How would you feel if it happened to you?
- How would you feel if your friend was involved?
- What would you do if your friend was involved?
- Are there times when you shouldn't listen and or co-operate?
- What should you do?

#### **4c** I can identify and respect the similarities and differences between people

Create "Our Family Gallery" – describe each family member's characteristics/personality.

I feel good about the ways we are similar in the group and the ways we are different Link to disability awareness Louis Braille/Helen Keller

#### **YEAR 2: 4a** I know that the things people (including myself) do and say that affect the way others feel.

Activity: Children to consider why unkind teasing and bullying are wrong and to draw up a class code of acceptable behaviour towards others.

Explore with the children what they can do if they are involved in a bullying situation – for themselves or for others.

- What should I do?
- What should I say?

Role play in small groups and identify strategies to cope with the situation.

- Did I say or do the right thing?

#### **YEAR 2: 4c** I can identify and respect the similarities and differences between people. I am beginning to explore similarities and differences between people from different cultures and customs.

Activity: Divide children into groups of four or five. Ask each child to bring something that is precious to them to school and to prepare to talk about why to their group. Encourage the children to listen carefully and to respect different viewpoints.

Activity: Look at customs/ festivals/ celebrations from Chinese culture.

- What celebrations/ things/ artefacts/ ideas are important in Chinese culture?
- How are they different from/ similar to ours?
- Are there any special customs?

Compare our individual culture/ customs/ beliefs to Chinese in a picture/ Venn diagram showing similarities and differences.

#### **YEAR 5: 5g** consider social and moral dilemmas that they come across in life (e.g. encouraging respect and understanding between different races and dealing with harassment).

Activity BBC Learning Zone – Designing a Housing Estate

A run-down area in Plymouth was completely refurbished and is now a model estate.

Pausing at key points:

Discuss the initial reasons for deciding to regenerate the area. Who decided to rebuild the estate?

Why? Were they the right people to make that decision? Could they have found an alternative solution to the problems?

- Discuss what problems might have arisen from moving people out and back again. Who has benefited from the changes? Has anyone not benefited? Compare to Victorian times,

considering social and moral dilemmas they would have faced e.g. working, living in a workhouse, begging, differences between classes.

- Could they have improved things?
- How did some people make an impact – William Booth (Salvation Army), Dr. Barnardo

**Related documents**

SMSC Policy

'Promoting fundamental British values as part of SMSC in schools' (Departmental advice for maintained schools November 2014)