

Promoting British Values at Westbury-on-Trym Church of England Academy

The DfE have recently 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.” These values were originally set out by the Government in the 2011 Prevent Strategy

At Westbury-on-Trym Church of England Academy we have embedded these values throughout our Academy and they are reinforced regularly in the following ways:

<p>Defining Democracy at Westbury-on-Trym Church of England Academy:</p> <ul style="list-style-type: none"> • Democracy is a form of government in which the people, either directly or indirectly, take part in governing. • We teach and develop children’s understanding of democracy through real school life democratic experiences within school which are accessible to everyone • Children should experience democratic opportunities throughout their time in school, whether in the classroom, in collective worship or around the Academy • As a Church school, we explore specific teaching and beliefs about democracy through the Christian faith, both within the daily life of the school and through the curriculum • Democracy is reinforced during PSHE and RE lessons, especially whilst developing our Core Learning Skills them of ‘Becoming Better Learners’ 	<p>To encourage pupils’ to be involved in a democratic society we are:</p> <ul style="list-style-type: none"> • Encouraging children to have a say in what happens in our Academy; through different pupil led groups such as School Council, Express and Reflect team, Eco Committee, Bucketful of Thoughts etc. • Allowing children to vote for who they would like to represent them in a variety of ways eg. House Captains and Vice Captains School Council, Express and Reflect team, Eco Committee, etc. • Encouraging children to decide which charities we would like to raise money for • Letting child help develop Academy policies including those on behaviour, anti-bullying etc • Allowing children to decide what they learn in the classroom and make suggestions about how they learn • Allowing children to express their views on the learning experiences they have in school through pupil conferencing 	<p>The impact Democracy has on our children:</p> <ul style="list-style-type: none"> • Children can express their feelings and thoughts with one another • Children have first-hand real experiences of applying for different leadership and interest led roles and the process of elections • Children learn how to respect the outcome of a democratic process • Children learn how to manage their disappointment/’emotions if they do not get elected and also how to respect and support those who do get elected to different roles. • Children learn to respect and understand each others’ thoughts and opinions • Children are able to help make decisions and share their ideas as individuals and in groups within our school community • Children can make cross curricular links eg. world news, history • Children understand their responsibilities to the Academy community and the wider world by developing good citizenship • Children understand and show good behaviour • Children learn and play within a respectful environment that makes them feel happy, and safe
<p>Defining The Rule of Law at Westbury-on-Trym Church of England Academy:</p> <ul style="list-style-type: none"> • The importance of Laws (& rules), whether they are those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour, through PSHE sessions and where appropriate through school collective worship • Children are taught the value of having laws (& rules) and the reasons behind needing laws. • They learn that laws govern and protect us, the responsibilities that this involves and the consequences when laws and rules are broken. • The Rule of Law is concerned with children’s ability to make judgements about how they should behave and act and the reasons for such behaviour. • The Rule of Law refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong. • The system of rules and codes of behaviour established in our Academy is an important early introduction to issues of fairness for all and to the consequences of operating outside the accepted rule system. • Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of consequences or sanctions. • The Rule of Law, based on Christian principles, should enable pupils to become increasingly responsible for their own actions and behaviour. • The Rule of Law is reinforced during PSHE and RE lessons, and especially whilst developing our Core Learning Skills theme of ‘Independence and Responsibility’ 	<p>To encourage pupils’ to develop an understanding of The Rule of Law we are:</p> <ul style="list-style-type: none"> • Ensuring children understand laws are made in parliament and explore how these laws are made • Understanding the importance in having laws and understand how laws protect us and influence our behaviour • Ensuring all children understand the consequences of breaking laws and rules • Allowing children to develop fair rules, rewards and consequences for the classroom and around our Academy • Planning visits from authorities such as the Police, Fire Service etc. regularly to help reinforce The Rule of Law 	<p>The impact The Rule of Law has on our children:</p> <ul style="list-style-type: none"> • Children can make the right choices and follow the rules of the Academy community • Children desire to succeed and to do the right thing • Children feel a sense of belonging and thrive to make the right choices • Children feel confident to deal with a range of situations • Children are able to empower themselves within a safe forum to participate at their best • Children take risks and challenges within a safe forum • Children understand their responsibilities and the consequences of their behaviour • Children understand the importance of recognising inappropriate behaviour and reporting it • Children are in a respectful environment that makes them feel happy, and safe
<p>Defining Individual Liberty at Westbury-on-Trym Church of England Academy:</p> <ul style="list-style-type: none"> • Within our Academy, 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 children to make choices safely, through provision of a safe environment and empowering education. • Children are encouraged to know, understand and exercise their rights and personal freedoms and are 	<p>To encourage pupils’ to have Individual Liberty we are:</p> <ul style="list-style-type: none"> • Encouraging children to make their own choices in school in different and appropriate contexts • Allowing children to understand and exercise their rights and personal freedoms safely e.g. during annual whole school Safety and anti-bullying weeks, 	<p>The impact Individual Liberty has on our children:</p> <ul style="list-style-type: none"> • Children desire to succeed and to do the right thing • Children feel a sense of belonging and thrive to make their own choices • Children feel that their views and opinions are valued and so are encouraged to be active citizens within the school community and beyond

<p>advised how to exercise these safely</p> <ul style="list-style-type: none"> Children contribute to the decision-making processes within the Academy in many different ways and are regularly consulted about their ideas and views Children frequently have the right to choose the level of challenge, how they record work and to take part in a range of extra-curricular clubs and opportunities Individual Liberty is reinforced during PSHE and RE lessons, especially whilst developing our Core Learning Skills 'Hear my Voice' 	<p>RE lessons and PSHE lessons.</p> <ul style="list-style-type: none"> Letting children have the freedom to make choices about joining extra-curricular clubs Ensuring children know and understand their rights and responsibilities Allowing children to have the freedom to make choices about what to present in class and celebration assemblies Ensuring children have the freedom to make choices about the level of challenge in some lessons Making children understand they need to work within boundaries to make safe choices Rewarding children with house points who demonstrate the value of Excellence in different ways 	<ul style="list-style-type: none"> Children confidently develop strategies and vocabulary to enable them to express their ideas and manage a variety of different situations in which they need to make choices Children are empowered within a safe forum to participate actively and fully within the Academy community Children take risks and challenges within a safe environment Children are aware of how to stay safe Children are self-motivated and strive to do and be their very best at all times Children's personal achievements and attitudes are valued by all; especially peers (developing empathy and pride) Children are in a respectful environment that makes them feel happy and safe Children develop increasing independence Children work to their strengths and build confidence from this Children can follow the rules, routines and understand the boundaries within the Academy Children develop increasing understanding of the wider community, including global citizenship and differences within countries about the concept of individual liberty Children learn to value and appreciate individual liberty within UK and understand this is not true for all other countries across the world Children develop their confidence in exploring new activities (broadening their horizons)
<p>Defining Mutual Respect at Westbury-on-Trym Church of England Academy:</p> <ul style="list-style-type: none"> Development in this area enables pupils to become active participants in their family and then, progressively, other groups such as their class, the school and the wider community. Our provision for social development balances the positive, satisfying aspects of belonging to a group or society with the responsibilities such membership requires. Daily life within the Academy, but in particular the classroom, is used as a suitable environment for promoting mutual respect within a Christian context. All areas of the curriculum and children's daily experiences are used to promote and develop mutual respect and one of our Values for Life is Respect To ensure children are kept safe and prepared for life in modern Britain, all children are encouraged to respect the British values of: <ul style="list-style-type: none"> Democracy The rule of law Individual liberty Mutual respect Tolerance of those of different faiths and beliefs Mutual Respect is reinforced during PSHE and RE lessons, especially whilst developing our Core Learning Skills themes of 'Learning with Others' and 'Knowing me, Knowing you' 	<p>To encourage pupils' to show Mutual Respect we are:</p> <ul style="list-style-type: none"> Ensuring children understand our behaviour affects our rights and the rights of other Promoting and praising children who work together to help one another e.g by working in, or belonging to, a team, class, pupil group, House etc Encouraging children to treat other and all other people with respect Making sure all visitors and newly arrived children and their families feel welcome in our Academy Rewarding children with house points who demonstrate the values of Excellence and Community Supporting children's understanding of discriminatory attitudes and behaviours (we have a zero tolerance towards any kind of discrimination). 	<p>The impact Mutual Respect has on our children:</p> <ul style="list-style-type: none"> Children develop self-esteem and confidence Children feel valued Children respect and value others' achievements Children are able to take risks and challenges Children develop essential life skills Children are tolerant and accepting of others Children value individual needs and respect differences and diversity Children take pride in what they do and achieve Children have mutual respect for others and their property Children are able to work together and feel part of a community Children show empathy Children's communication and social interaction skills improve Children are aware of social and moral issues Children can express their opinions, ideas and beliefs in an appropriate manner Children develop strategies to negotiate and to solve problems when people have different opinions, ideas or beliefs Children recognise they all have a role to play within our Academy and the wider world and are valued for who they are as individuals Children are in a respectful environment that makes them feel happy and safe
<p>Defining Tolerance of those of Different Faiths and Beliefs at Westbury-on-Trym Church of England Academy:</p> <ul style="list-style-type: none"> At the heart of our Academy lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding different faiths and beliefs. In order to make provision for tolerance of those of different faiths and beliefs existing knowledge, interests and experiences are strengthened and then built upon further. Children gain a deeper understanding of their own faiths and beliefs and the factors which influence it and gain a broader understanding of other faiths and beliefs. All areas of the curriculum are used to promote and develop tolerance of those of different faiths and beliefs, although RE, PSHE and the arts; music, dance, drama and art are those used more frequently to achieve this Tolerance of those of different faiths and beliefs is 	<p>To encourage pupils' to be Tolerant of those of Different Faith and Beliefs we are:</p> <ul style="list-style-type: none"> Learning about different faiths and cultures from around the world Visiting and learning about places of worship from different faiths Promoting diversity through celebrations of different faiths and cultures Inviting members of different faiths into our school and encourage them to share their knowledge with us Understanding that we are part of a culturally diverse society and have opportunities to experience difference cultures Rewarding children with house points who demonstrate the 	<p>The impact Tolerance of those of different Faiths and Beliefs has on our children:</p> <ul style="list-style-type: none"> Children develop their confidence in exploring new activities (broadens their horizons) Children are culturally aware and accepting of other cultures/ beliefs Children understand the importance of recognising inappropriate behaviour and reporting this especially if it includes any kind of discrimination Children are more able to discuss issues from different viewpoints and to show empathy with one another Children are open-minded Children make links between their culture and others Children are appreciative of other children's cultures and language Children feel safe to question in a respectful environment



Westbury-on-Trym CE Academy
Learning Together, Learning Forever



<p>reinforced whilst developing our Core Learning Skills themes of 'Learning with Others' and 'Knowing me, Knowing you'</p> <ul style="list-style-type: none">• Collective and class worship is also used to explore Christian beliefs and to compare and consider these alongside those of other faiths.	<p>values of Faith and Community.</p> <ul style="list-style-type: none">• Sharing musical/ artistic experiences as a school eg. African drumming, African day, Celebration Carnival, St Paul's Carnival.• Taking part in international days including International Day of Peace, Black History month and important days and memorials such as Martin Luther King day, Nelson Mandela's release, his death etc.	
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