



## Eastfield Academy

*Broadening Horizons*

### **David Ross Educational Trust and British Values:**

The Trust is very supportive of the ethos of promoting British Values, and preparing our pupils for success in a modern Britain. A heavy reliance is placed upon broadening horizons for each and every child and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self esteem. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted via our extensive house system that lends itself to cultural and sporting competition, democratic principles, social mixing, the development of greater pastoral care and enhanced PSHE.

### **British Values at Eastfield Academy**

At Eastfield Academy we uphold and teach pupils about the British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum, and the way we run our Academy (embodying respect, democracy and tolerance of all).

The school takes opportunities to actively promote British Values through our daily assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Eastfield Academy, these values are reinforced regularly and in the following ways:

### **Democracy:**

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council and of House Captains are based to a large extent on pupil votes. Children recommend each other for awards which are awarded to individual children (or classes) who show they are modelling the values of respect, responsibility, perseverance or creativity. The children have worked together and have agreed codes of practice that we at Eastfield Academy actively work and live by. These codes are available in each classroom and actively used by children and adults influencing what is an agreed acceptable behaviour. In addition some assemblies follow a current affairs programme where we can teach about democracy.

### **The Rule of Law:**

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our behaviour codes are clear and children are given verbal warnings. Children are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Awards /credits reward children for always being 'good' and living their life by the chosen set of rules. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Visits from authorities such as the police, fire service, ambulance etc. are regular parts of our calendar and help reinforce this message.

### **Individual Liberty :**

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in child-led learning, e.g. planning and delivering child led assemblies and evaluating assemblies, influencing how adults deliver content in future assemblies.

### **Mutual Respect:**

Our school ethos and behaviour policy are based around core values such as 'respect' and 'responsibility' and these values determine how we live as a community at Eastfield Academy. Our termly house meetings and assemblies are based on 'Values for Life' and are central to how we expect everyone to go about their life at our school. Anti bullying assemblies and programmes on human rights teaching, all reflect our commitment to mutual respect. Equally our charity work and invitations to charities to come into our Academy all help in teaching mutual respect as well as reinforcing our links with the local community. Children and adults alike,

including visitors, are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in posters, certificates and as part of our agreed codes.

### **Tolerance of Those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We encourage children to research and discover differences and similarities between us and our European neighbours. Likewise we use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries such as Brazil.

More information about how our British Values are enabled within each year group:

**Foundation Stage:** Throughout the Foundation Stage the children are actively involved in decision making for example creating the class expectations. Our curriculum is shaped around the individual and collective group's interests and motivations. Children have ownership over the environment and are involved in the planning process. Our children are enabled to support each other to abide by the expectations of the classroom. Independent choice and self-belief is promoted through the Characteristics of Effective Learning. We celebrate and respect one another through learning and exploring different cultures and lifestyles. Following information gleaned during our home visits and family times. Children are encouraged to share details about their lives and families with their friends.

**Year 1:** Year 1 are taught the value of democracy through voting for class councillors, deciding on a class reward when achieving their 50 marble treat and deciding on different activities. Children share their ideas and opinions and these are questioned and extended by peers within the class, decisions are then made as a class and this choice is expected to be accepted by everyone. Children have been consulted with decisions for developing the school and equipment to be used within the playground, this is extended though access to the school blog. The children experience the rule of law by generating their own set of class room rules which they all agree to follow when they join the class, these choices are kept throughout the year and expected to be displayed in all situations including school trips and in the playground. All children have the opportunity to make their own choices when working, they are able to choose the equipment they wish to use and some of the activities they desire to undertake. They are offered a range of opportunities which they choose to undertake both in school and after school. Children are learning to listen attentively to each others opinions and question with respect, this is taught through R.E and learning about the Special Books of other cultures.

**Year 2:** In Year Two, discussing and deciding on class rules as a group where all opinions are valued. Class/school councillors are voted for by each child. Class jobs are allocated fairly. The school behaviour policy is shared with children and parents

to ensure a consistent approach to the school rules. The children are encouraged to respect the opinions and beliefs of others and that everyone should be given the opportunity to have a voice. Individual liberty is encouraged by our Inclusion Policy, the P4C program and our Pastoral staff deliver a protective behaviours program. Mutual respect and tolerance is addressed daily through class council, assemblies, PSHE and RE lessons. We take opportunities to share the achievements of all children and the celebrations of different faiths. We have an open-door policy which encourages parents to communicate their wishes regarding their level of participation in religious activities.

Year 3: Year 3 are developing their understanding, respect and celebrating the diversity of Modern day Britain, through a wide range of Topics. In Term 1's Topic, "The Good, the Bad and the Ugly" society's need for rule of law and democracy is explored by looking at Anglo-Saxon and Viking life in Britain. Term 2's Topic of "Catastrophe! Disaster!" is used to look at the how we respond to natural disasters near and far, and the importance of mutual respect and support of those less fortunate than ourselves are explored. "Real-Life Super Heroes" Topic in the final term provides the class with the opportunity to explore the attributes demonstrated by positive role models. This includes tolerance and respect of cultural diversity, ethnicity, disability and religion.

Year 4: In year 4 this year we are looking at the way that the Roman invasion has shaped Britain, the animals and habitats that make up Britain and also in the wider world. We have voted our own class councillors through a democratic voting system and used a similar system when making other decisions. Year four celebrate all of the different faiths and cultures that make up our class and embrace individual feelings towards everyone's beliefs. The children have compiled their own rules to adhere to when in class and by following them and encouraging others to follow these guidelines they have developed a mutual respect for each other. Respect is a key factor in our day to day learning with children's own choices being relative to respecting other children in our school and wider community. Children are able to make their own choices in class and are able to enjoy their own values whilst embracing others.

Year 5: In R.E., Year 5 (and 6) study the work of Christian Aid and Islamic Relief so they learn about fairness and justice. They will also investigate Building Respectful Communities in the summer term where they will consider issues pertinent to values of mutual respect and tolerance.

At the beginning of the year, Year 5 children democratically choose their school councillors and House Prefects. Also at the start of the Autumn Term, children are involved in creating class rules, by setting their expectations of the teacher and themselves. The children study Victorians as part of the Spring Topic, and learn about significant individuals, who had an impact on shaping modern Britain. They deepen their understanding of British traditions, society model and cultural heritage.

Year 6: As part of their P.S.H.E. lessons, the children learn about protective behaviours and how to stay safe; their rights as individuals and respect for

themselves and each other. They also learn about the importance of rules and why we have them and as a class, devise rules to abide by in the classroom. The children develop a mutual respect for other people and their beliefs through their work in R.E. where they learn about other faiths.

The topics covered in Year 6 enable the children to learn about living in a democracy; the impact of changes in a society and how British values have changed and evolved throughout history.

### **Advice from an Ofsted lead inspector**

We asked a lead inspector what type of evidence Ofsted may look for when judging that British values are being promoted in a school. They said that schools will need to present evidence of British values in a "broad and balanced curriculum", including a balanced approach to RE and a rounded programme of assemblies.

They said that evidence may be collected from:

- Observation and evaluation of lessons
- Recorded work and displays
- Pupil interviews
- Attendance records for clubs and volunteering work
- Assembly records

They told us that evidence may also be drawn from the school's own policies on safeguarding, equalities, SMSC and governance. Beyond the curriculum content, inspectors will need clear evidence of:

- Transparent and accountable recruitment policies
- Vigilance in preventing pupils from being exposed to extremist views, especially by visitors to the school
- Equal curriculum access for all and, in particular, no unnecessary segregation by gender or disability