



Knowle CE Primary Academy Statement on British Values

How we promote the fundamental British values

Democracy – what do we do?

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process e.g.
 - Election of School Councillors, Play Leaders
 - Democracy in action - the School Council makes real decisions about provision, policies and how the academy functions
 - Organised visits to Solihull Council Chambers, meeting with elected officials and members
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain e.g.
 - Democracy v's Dictatorship - Year 6 'World War'
 - Debating skills - Year 2
- Teach pupils to express their views striking a balance between sensitivity and conviction
- Model how received injustice can be peacefully challenged

Rule of law – what do we do?

- Ensure school rules and expectations are clear and fair - pupils are involved in the development and review of key policies e.g.
 - Anti-bullying
 - Behaviour
 - Equal Opportunities/Discrimination
- Help pupils to distinguish right from wrong
- Help pupils to understand and respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Teach pupils about aspects of both civil and criminal law and discuss how this might differ from some religious laws e.g.
 - 'Mock Trial' - pupils 'prosecute' or 'defend' in a court of law
 - Key historical events in Britain's past e.g. The Gunpowder Plot
- Develop restorative justice approaches to resolve conflicts

Tolerance – what do we do?

- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life e.g.
 - Cultural themes e.g. Chinese New Year in Nursery, Scandinavian culture and history in Year 3, immigration to the UK - Year 5
- Challenge stereotypes

- Teach pupils about the key aspects of the major world religions as part of the Religious Education curriculum exploring similarities as well as differences
- Help pupils to develop critical thinking skills
- Discuss differences between people such as differences of faith, ethnicity, disability, race, gender or sexuality and differences of family situations
- Challenge prejudicial or discriminatory behaviour

Individual liberty - what do we do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour
- Develop pupils' understanding of the balance between individual rights and their responsibility to themselves and others
- Model freedom of speech through pupil participation whilst ensuring protection of the vulnerable
- Maintain a strong anti-bullying culture

Mutual respect - what do we do?

- Teach pupils to develop positive relationships with each other and with adults
- Promote open-mindedness and a willingness to appreciate an alternative point of view
- Use competitive sport and the world of Art and Design as vehicles for learning about respect for the talent and expertise that transcends cultural, ethnic or gender differences
- Promote and celebrate diversity linking it to progress and development for the benefit of the common good

We also make pupils aware of key events and personalities which serve to illustrate 'Britishness' for example, the impact of Florence Nightingale on health care, the influence of the Beatles on 20th century music, the inventiveness of Robert Louis Stevenson, the 'Blitz Spirit' and William Shakespeare.

In order for our younger pupils to engage with this agenda we are in the process of introducing them to **DR TIM**, a cartoon character who will embody these fundamental values:

D - Democracy

R - Rule of law

T - Tolerance

I - Individual liberty

M - Mutual respect



Year 5 are currently working together to design the DR TIM logo and we look forward to meeting him or her shortly!