



KENSINGTON WADE

Promoting British Values from EYFS to KS2 Policy

Promoting British Values

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

This policy reflects the school's aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society and to develop respect for others and value diversity. This policy recognises the requirement to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils. In accordance with the Education (Independent School Standards) (England) Regulations 2014 Kensington Wade will 'actively promote' the fundamental British values of:

- Democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs alongside respect for equal rights, belief in personal and social responsibility and respect for British institutions

British values are promoted through the curriculum within the PSHE programme, RE lessons, assemblies and other activities (such as extra-curricular activities), and through the routine behaviour expected of pupils and staff. They are embedded in the ethos, aims and values of the school.

In actively promoting these values the school will forbid the partisan teaching of any subject and where political issues are discussed the school will ensure that our pupils are offered a balanced presentation of opposing viewpoints.

The school's curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures - in particular the traditions and culture of China;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Promoting British Values from EYFS to KS2

Democracy

Whole School

The principle of democracy is explored in assemblies. The practice is encountered by pupils in the running of House activities and voting for their chosen charity each year. Children contribute to the school code of conduct and class rules in every class. Children have many opportunities for their voices to be heard. All children are able to nominate and vote for children to achieve a kindness certificate.

Early Years

There are many instances of promoting democracy through group decision-making and sharing.

Key Stage 1

From Year 1, children join the school council which meets regularly to discuss issues raised in class circle meetings. The council has its own budget and is able to genuinely affect change within the school. From Year 1, children have an annual questionnaire with which they are able to put forward their views about the school. Topics such as 'how can we make playtimes even happier' are discussed.

Key Stage 2

At the start of each year, KS2 pupils and families nominate a short list of charities for consideration and the whole school votes on the chosen charity to fund raise over the year. Older children have the opportunity to present their case for being voted House captain in Year 6 and experience democracy first hand through charity votings. As part of the PSHE programme children learn that we live in a democratic society and how such a society functions. They role play setting up a democratic society on an imaginary island.

The Rule of Law

Whole School

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the ICT Acceptable Use Agreement. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHE programme and the RE Scheme of Work. The importance of rules and law are consistently reinforced throughout school life, as well as when dealing with behaviour and through school assemblies. 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 and Fire Service help reinforce this message.

EYFS

The children learn right from wrong and how important rules are. We teach that there are boundaries and consequences, and that feelings and behaviour should be managed to fit within these boundaries. Children understand rules are there to keep them safe and they know who to go to if they do not feel safe. Children also understand that there are rewards for good behaviour and sanctions are administered fairly across the school. Children understand the traffic light system in the classrooms and follow rules for safety in every part of school life.

Key Stage 1

Children learn when it is good to pretend and when it is not, when to ask for help and what rewards are suitable for different occasions. E-safety rules are taught in conjunction with

the NSPCC Childline. Children study ‘who is in charge and when to take charge’ as part of their PHSE lessons.

Key Stage 2

Philosophy and Ethics lessons look at the issues such as ‘is it ever right to steal?’ ‘how does religious law challenge British law?’ They study trust, leadership, making decisions, duties and responsibilities.

Individual Liberty

Whole School

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through child-initiated play, assemblies, e-safety and PSHE activities.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively. Children understand and value their own self and have confidence in making choices. Self-esteem, self-confidence and self-awareness are important and activities are created to promote these attributes. Self-selection of a healthy meal at lunchtime, encouragement of performance in front of others e.g. singing solos in assembly. 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.

Early Years

Examples include a free choice of book to take home from an appropriate selection and daily free choice of continuous provision activities in the classroom,

Key Stage 1

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 and PSHE lessons. Whether it be through choice of learning challenge, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. They also learn that everyone is special and not everyone likes the same thing.

Key Stage 2

Pupils are encouraged to take even more responsibility for their learning, to self-assess their work, what extra-curricular activities they participate in. Pupil-initiated clubs and activities are encouraged – e.g. If a particular year group had a specific interest in rugby, this will inform the club that is offer to them. Topics studied in PSHE are ‘Shall I say no?’, ‘Making decisions’ ‘Dilemmas’ what would you do?’

Mutual Respect and Tolerance of those of Different Faiths and Beliefs

Respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others’ opinions. Pupils are given the opportunity to explore and understand their place in the UK’s culturally diverse society, and they are given the opportunity to experience diversity within the school community. Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in RE and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways – particularly those of China. Mutual respect and tolerance lie at the heart of our values. 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. We place a great emphasis on promoting diversity with the children.

Whole School

Assemblies are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Alongside moving and dancing activities to British songs for a 'Wake Up and Shake Up' morning assembly, the children experience Chinese Dance, giving them an opportunity to develop a respect for the Chinese cultural heritage. Songs from a broad range of cultures are included in the school repertoire and art, music, dance and food from other religions and countries are celebrated.

Early Years

Embracing British food alongside cuisine from around the world is the perfect opportunity for the children to learn about and understand other cultures and traditions. Making and eating food connected to world cultural celebrations is a perfect opportunity to allow the children to explore other traditions and cultures, as well as the British value of democracy. Examples of this are a Chinese celebration lunch, Moon Cakes to celebrate the mid-autumn festival and making food for Christmas and Easter.

Key Stage 1

Children learn to recognise the good qualities in each other, and their strengths and likes. As part of the RE lessons they study the Christian, Buddhist and Islamic beliefs and practices.

Key Stage 2

RE lessons encourage children to compare religious beliefs and practices. They explore how some of the values held by communities affect behaviour and actions and look at some of the different ways that individuals show their beliefs.

Children visit places of worship that are important to different faiths.

The role of the school in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

September 2024

Next review August 2025