

Adopted by the Governing Body of Dunkirk Primary School:

Approval:	Head Teacher: September 2023
Review:	Every 2 years
To be reviewed by:	Rachael Jurkiw & Alex Hall
Committee responsible:	P&PC

At Dunkirk Primary, we are committed to supporting and promoting children's spiritual, moral, social and cultural development. Understanding, demonstrating and promoting British Values are an important part of this.

The Department for Education states that there is a 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".

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process;
- Respect for the basis on which the law is made and applies in England;
- Support for equality of opportunity for all;
- Support and respect for the liberties of all within the law;
- Respect for and tolerance of different faiths and religious and other beliefs.

While we take a Global Approach to our education, we understand the importance of actively promoting these values within our school community in order to establish a strong sense of social and moral responsibility ensuring a cohesive and integrated society.

This means that, as a school, we will challenge opinions or behaviours that are contrary to fundamental British Values, staff must ensure that they maintain high standards of ethics and behaviour, within and outside school and through their provision, we will:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

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- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes

We see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community.

As well as actively promoting these values to our children, we also work hard to embed them into work across all curriculum areas. This ensures that our children understand the importance of these values and can leave our school fully prepared for the next stage in their academic journey, eventually living and working in a globally diverse world as responsible citizens.

At Dunkirk Primary School, we actively promote British values in the following ways:

Democracy		
<p>Democracy is the foundation of the UK’s political system. This British value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people. Voting, elections and referendums are the key areas in our democratic society.</p> <p>Primarily this British Value is promoted through school via our school aims and vision; we ensure that every child is valued and knows that they have a voice; children are encouraged to find collaborative learning enriching; and we are all part of a global society which considers the views and opinions of others.</p> <p><i>UN CRC Article 12 & 13</i> Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day homelife. Every child must be free to express their thoughts and opinions.</p>		
<p>RHE links:</p> <p>Healthy and Happy Relationships – how to solve differences Similarities and differences – listening to the opinions of others and creating a compromise Caring and responsibility – UN rights of the child</p>	<p>Knowledge:</p> <p>An understanding of how citizens can influence decision-making through the democratic process.</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> • School Council • Pupil Voice • Pupil Surveys • Assemblies • Class rewards voting system • Story vote • Lunchtime menu voting feedback • AfL questioning techniques • Class Promises • Curriculum designed in collaboration with the community • ACT – modelling how perceived injustice can be challenged • ACT – pupils expressing their views • Worry boxes / emotions board
<p>School values links:</p> <p>Problem Solving / Perseverance Responsibility / Reflective Independence / Inquisitive</p>		



Rule of Law		
<p>Respect for the Rule of Law means that everyone in society is treated equally and fairly, and that everyone follows the same rules and laws. This value promotes a sense of order and stability in society, and helps to prevent crime and other harmful behaviours. The UK justice system is a large part of this, including, laws, police officers and courts.</p> <p>The Education Act (2002) states that it is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The school’s ethos and teaching should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Children should be made aware of the difference between the law of the land and religious law.</p> <p><i>UN CRC Article 40 and 41</i></p> <p>A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.</p> <p>If a country has laws and standards that go further than the present Convention, then the country must keep these laws.</p>		
<p>RHE links:</p> <p>Heathy and Happy Friendships – Personal boundaries and safe / unsafe situations</p> <p>Caring and Responsibility – Our rights and responsibilities, different communities and how we support one another within them, deciding what is right and wrong</p>	<p>Knowledge:</p> <p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence.</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> ● Track-it light behaviour system – children taught what and why ● PRIDE values and celebration ● Consistent school reward system ● Police / Fire Officer etc... visits to school ● Faith visits to explore belief systems ● Ensure school rules are clear and fair ● UN Rights of the Child / Equality ACT implementation ● PE sports rules ● Knife crime workshops Y4-6 ● E-Safety training ● History Curriculum – Crime and Punishment and difference between fact and opinion
<p>School values links:</p> <p>Responsibility / Reflection</p> <p>Independence / Inquisitiveness</p> <p>Determination / Diligence</p>		

Mutual Respect and Tolerance

Mutual Respect and Tolerance of different faiths and beliefs aims to promote understanding and acceptance of people from different backgrounds and with different beliefs, and help to create a more inclusive and diverse society. From June 2015, Prevent Duty for schools was introduced with links to the 2011 definition for British Values. In school, we provide children with many opportunities to discuss discrimination topics such as racism and we foster and promote tolerance of other faiths. Radicalisation can be difficult to spot but adults are trained to report concerns to DSLs as soon as they are made aware of any of the possible indicators.

As a school, we also understand that discrimination can take place in many forms. As such, we discuss real world events to address prejudice of any sort promoting the value of human life without persecution. This can include, but is not restricted to:

- Children who come from same sex families or who identify as being LGBTQ+
- Children with physical or cognitive disabilities and additional learning needs
- Families who are homeless because they have left domestic violence or are refugees
- Children who have to care for other members of their family

Section 78 of the Education Act 2002 states that all maintained schools must encourage pupils to treat people of all faiths, races and cultures with respect and tolerance.

UN CRC Article 13 & 14

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

<p>RHE links: Healthy and Happy Friendships Similarities and Differences Caring and Responsibility Families and Committed Relationships</p>	<p>Knowledge: An understanding that the freedom to choose and hold other faiths and beliefs is protected by law. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> • PRIDE stories & values • ACT – community Take Action • RE & History curriculum • GREAT project • Residential buddy system • Identified Role Models • Diverse reading selection • Celebrations – Eid, Christmas • Special days e.g. Remembrance, Red Nose Day • Class Promises • Anti-bullying • NSPCC / Childline Assemblies • EAL Buddy System • Restorative Techniques
<p>School values links: Responsibility / Reflection Empathy</p>		

Individual Liberty		
<p>Individual Liberty allows people to pursue their own goals and interests, providing they do not harm others. This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course. As long as we respect the other three British values and the rights of others, then we are free to pursue our ambitions, and follow our own will.</p> <p>We primarily address this value through our school aims and vision. We ensure that every child is valued and learns that they have a voice in a global society; be inspired to learn as part of a research and discussion-based learning community; find collaborative learning enriching and challenging; and be willing to take calculated risks and innovate.</p> <p><i>UN CRC Article 13, 14 & 15:</i> Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>		
<p>RHE links: Happy and Healthy Friendships – Individuality Similarities and differences - Individuality Healthy Bodies, Healthy Mind – Self-acceptance, mental health Families and Committed Relationships – Positive relationships</p>	<p>Knowledge: An understanding of the importance of identifying and combatting discrimination.</p>	<p>How this is addressed within our school curriculum:</p> <ul style="list-style-type: none"> ● ACT – Curriculum & Take Action ● E-safety & E-Safety family support ● School council ● Ambassadors ● Well-being ambassadors ● Anti-Bullying assemblies and workshops
<p>School values links: Responsibility / Reflection Independence / Inquisitive Empathy</p>		



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