

Leven Valley CE Primary School

Positive opportunities for promoting Fundamental British Values

At Leven Valley CE Primary School we have carefully considered our core values and the values of our society that are fundamental to a growing and vibrant country and economy. We have considered how our curriculum and other opportunities can be planned to ensure our children develop into responsible citizens. Please find an overview of some of the key opportunities/curriculum links below.

Democracy	<ul style="list-style-type: none">• We have a School council. We use this and other opportunities to support pupils to learn how democracy and democratic participation works. This promotes a whole-school approach to pupil voice and participation.• Allowing the children to vote upon whole school and class issues, such as naming 'Wild Wood'.• We develop speaking and listening skills across the curriculum and provide opportunities for debate across a range of subjects. For example: Is school uniform appropriate in Primary Schools? Why should people recycle?• We link our curriculum to develop pupils understanding of how democratic political systems have developed over time. For example, in History at the time of Ancient Greeks.• Giving the children a say in their own topic learning. For example, asking them specifically what interests them and developing a unit of work around that.• RE & PSHCE teaching – what makes a good leader?• Creating a class code of conduct.• Literacy teaching – balanced argument work, negotiating and understanding differing viewpoints.• 'People who Help Us' unit of work• Discussion about voting during the elections• Political leaders, such as Tim Farron, invited in to speak to the children
Rule of Law	<ul style="list-style-type: none">• Through our curriculum and provision, we explore the concept of rules at home, at school, and in the wider community. We provide opportunities for pupils to gain an understanding of the value and reason behind the rules, and how they can protect rights and freedoms. Our pupils will learn to name groups of people who make rules and how rules are enforced.• Our behaviour policy including anti-bullying policy provides our pupils and families with clear expectations of behaviour in school. Our pupils learn to understand and exercise the notion of fair play and equality for all.• We provide opportunities for children to learn about laws and rules about keeping everyone safe, caring and respecting others and caring about the environment.• We have developed a positive learning environment where pupils are encouraged to reflect on their own behaviour and learning, opportunities include praise/reward scheme, circle times, class discussions/stories and collective worship/assemblies.• Our curriculum is enhanced by visits to school from various agencies and organisations e.g. the police, NSPCC, legal professionals to enhance our provision. Our pupils learn that to break the rules should be an accidental and not deliberate act and to appreciate that actions have consequences.

<p>Individual Liberty</p>	<ul style="list-style-type: none"> • We have an ethos where pupils can make positive choices, in a safe and supportive environment. • Across the curriculum and in day to day situations, we provide opportunities to learn about rights, responsibilities and personal freedoms and allow children to express themselves and their ideas knowing they will be listened to. • We carefully plan and embed activities to improve pupils' high order thinking skills as well as abilities such as confidence, teamwork, and leadership, e.g. outdoor learning, sports events, mixed age groupings, P4C teaching strategies. • We provide pupils with opportunities to develop leadership skills. For example: collective worship leaders, specific responsibilities (jobs), buddies and through our School Council. • Through our broad and balanced curriculum and collective worship, our pupils learn about the struggles for freedom and discrimination and communities in Britain and elsewhere. Charitable fundraising and SUMA food group highlight issues related to equality and fairness. • We conduct discussions about the rights and responsibilities we feel each child should have and pupils learn that all people are equal. Please also see our Single Equality Policy and targets. • Pupils learn that we can all contribute to discussion and are encouraged to express an opinion clearly and effectively through speaking and listening and writing activities.
<p>Mutual Respect and Tolerance</p>	<ul style="list-style-type: none"> • Mutual respect is a core value in our school that is visible in everything we do. Emphasis is given to earning respect and respecting others. • Through our values education across the curriculum, we teach our pupils to love our neighbours as ourselves and to respect (lawful) opinions or behaviour that are different their own. This will include tolerance of different opinions or behaviour that one dislikes or disagrees with. • We tackle all types of bullying, including cyber-bullying and prejudice-based bullying related to special educational needs, disability, gender, gender reassignment, race, religion and belief, sexual orientation. • We use a range of resources and approaches to learn about different faiths and beliefs. This includes a planned programme of visits to different places of worship, as well as visits to schools by representatives of different faith communities. • We engage with the Carlisle Diocese curriculum for RE. The syllabus outlines the contribution that RE makes to the whole school curriculum, including pupils' SMSC development. • Our pupils learn to respect the opinions and beliefs of others through RE and all other aspects of school life. For example, when studying Judaism, our pupils will learn to identify artefacts worn by Jews during worship and explain why these are important. • Across the curriculum and through community engagement, our pupils develop a strong sense of community and togetherness. For example, Everyone Together afternoons. They are supported in addressing a range of community issues and contribute to solving them. • Pupils are given opportunities to explore their own beliefs and views about other faiths and minority groups in a safe environment, e.g. P4C, circle-time, which gives space to challenge 'wrong' views gently and gives time to help pupils understand the situation from a different perspective. • We encourage pupils to listen carefully with an open mind to the different beliefs and opinions of others eg; pupils of a different faith (Jehovah's Witness, Muslim), visitors and people they encounter in the local community and further afield. All pupils know that they will be listened to and that their voice will be heard.