

LEYS FARM JUNIOR SCHOOL

British Values Statement

The Department for Education (DfE) introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Leys Farm Junior School (LFJS) we take very seriously our responsibility to prepare children for life in modern Britain. We value the backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country.

We ensure that the fundamental British Values (as defined in the Government Prevent Strategy 2011, reiterated in 2014 and last updated in April 2021) are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children. In depth thematic work in History and Geography enables children to understand Britain in the past and present and its role in world history.

Our Strengths and Festivals work continues to be important at LFJS. We believe everyone has strengths of which they can be proud and they are encouraged to see strengths in others. These Strengths are, for example: courage, curiosity, fairness, friendship, honesty, kindness, leadership, love of learning, persistence, self-control and teamwork. The Festivals work celebrates the cycle of the year and gives children an understanding of the pattern of the seasons and the Christian faith.

LFJS makes considerable efforts to ensure children have exposure to a wide range of experiences beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and visitors into school. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

At LFJS, we value the voice of the child and promote democratic processes such as our School Council whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view. All adults throughout our school model, demonstrate and show respect for each other.

Children are given responsibility to support others as Buddy Mentors, Subject Ambassadors and Sports Leaders. Sports Leaders lead other children in games and activities so that they are fully involved in all aspects of school life and help to promote our core values through taking on age related tasks and responsibilities.

We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour. Our Buddy Mentors are able to share their ideas with peers from other schools at regular meetings, such as the Being Safe Conference, held at The Baths Hall.

Democracy		
Statement	Evidence	Impact
The children at LFJS see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working.	<p>The establishment of a new School Council each year models the democratic process.</p> <p>Learning Walks for behaviour, learning and inclusion. School Values.</p> <p>In PSHE/Jigsaw lessons and circle time activities.</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>Children are able to use the language of respect.</p>
Rule of Law		
Statement	Evidence	Impact
The children at LFJS are familiar with this concept through the beliefs that infuse the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles. Children are used to debating and discussing laws/rules and their application. Children are familiar with the local PCSOs who visit to talk to them informally.	<p>Class Jigsaw Charter. School Rights.</p> <p>The 5Bs - Learning Behaviours/independence. School Values. Strengths and Festivals work. Lessons on the role of law and parliament. School Council meetings. Assemblies.</p> <p>RE and PSHE planning and books.</p> <p>Learning Walks for behaviour for learning.</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these rules. Children all know that they have a right but that with a right comes a responsibility. They are able to discuss and debate philosophical issues in relation to these.</p>
Individual Liberty		
Statement	Evidence	Impact
Our Strengths based discussions and assemblies begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence-based	<p>Children are able to show independence in learning and to think for themselves. Growth Mindset. The 5Bs. School Council minutes.</p> <p>In PSHE/Jigsaw lessons and circle time activities.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.</p> <p>They understand how to keep safe including on-line safety.</p>

view.		
Mutual Respect		
Statement	Evidence	Impact
<p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum.</p> <p>Caring for others through charity work is encouraged. This brings about greater empathy and understanding.</p>	<p>Records of assemblies.</p> <p>RE curriculum and planning and books.</p> <p>Learning Walks for behaviour for learning.</p> <p>School Values & Strengths.</p> <p>Enrichment visits and visitors.</p> <p>Fundraising events for local, national and international charities.</p>	<p>Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>They are able to recognise their own strengths and the strengths of others.</p> <p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>They understand their kindness can have a major impact on others' lives.</p>
Tolerance of Those of Different Faiths & Beliefs		
Statement	Evidence	Impact
<p>Our ethos starts with self-respect and covers respect for family, friends, and other groups; the world and its people; and the environment. Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures.</p>	<p>Records of assemblies.</p> <p>RE curriculum planning and books.</p> <p>Learning Walks for behaviour for learning.</p> <p>School Values & Strengths.</p> <p>Enrichment visits and visitors.</p> <p>Link with children in other countries through charity work and sponsorship.</p>	<p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</p> <p>They can discuss the arts and artefacts associated with other cultures and faiths.</p>

Reviewed November 2022.