

Preparing Children for Life in Modern Britain Policy

Approved: January 25
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Introduction

Guidance produced by the DfE (November 2014) stated that all schools have a duty to 'actively 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.

At Raddlebarn Primary School, we take our responsibility to prepare children for life in modern Britain very seriously. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos of our school. These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Spiritual, Moral, Social & Cultural Education (SMSC), Religious Education (RE) and school assemblies. We also teach British Values within our broad and balanced curriculum, ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

'Success For All'

Our School Vision for citizenship now and in the future

We believe that **children's wellbeing** is at the centre of our life in school and **the key to raising academic success.** This is supported by **high expectations for every child** and by developing personal awareness, creativity and social understanding.

We place a strong emphasis on trust, honesty, respect and tolerance through **a close partnership** between children, staff, governors and parents as an extension to family life. We care about the whole person.

We believe that we make a difference by **creating a safe, healthy and stimulating environment** of **quality provision** where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Our aim is to raise children's aspirations and to widen their horizons through a **context rich curriculum** that gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community**.** We see excellence in teaching and enjoyment in learning as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on **a real goal**, **do not give up** and **work hard** to overcome obstacles**.**

Above all, we aim to develop **positive, confident, reflective children** who

- take part in decision making within the classroom and school so that they have **sound knowledge of their own value and purpose**
- Understand the school rules and those of society so that they can make choices and decisions for themselves with the understanding of what is right and wrong
- are able to think **creatively and independently** in order to have aspirations for the future
- are proud to be part of a diverse British society

Aim

Our aim is to prepare children for life in modern Britain; through providing a context rich curriculum which broadens their experiences, develops their imagination, creativity and fascination in learning.
To enable children to

- contribute fully to the life of the school and their community
- recognise their own worth
- work well with others
- become increasingly responsible for their own learning
- reflect on their experiences
- understand how they are developing personally and socially, tackling many of the spiritual,

moral, social and cultural issues that are part of growing up

- find out about the main political and social institutions that affect their lives
- realise their responsibilities, rights and duties as individuals and members of the community
- understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning

Pupil learning is at the very heart of our school, along with the importance of sustainability, the difference between right and wrong and how to get along with people from other backgrounds and cultures. We aim to develop learners who are fascinated and excited by school and the opportunities offered. We teach our children to become 'good learners'; developing skills of resilience, reflection, reciprocity and resourcefulness; so they are prepared with learning skills that will prepare them for life in 21st Century Britain.

The ethos of our school is that all people who come into our school, whether staff, pupil, parent, governor or visitor, are valued as individuals in their own right.

They are entitled to expect from others, good standards of behaviour, marked by respect and responsibility and we ask that all of our visitors offer that too.

British Values

Democracy:

Each year, at our school, the children decide upon their class rules with their teacher and the rights associated with these through a class charter. The children are taught about the human rights we all have within our PSHE lessons, and they have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in school.

The rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, 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.

Individual Liberty:

Within school, pupils 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. 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 how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make their own choices.

Mutual Respect:

As a Rights Respecting School, mutual respect is 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.

Tolerance of those with different Faiths and Beliefs:

Raddlebarn Primary School serves an area which is not greatly culturally diverse, therefore there is an emphasis on promoting diversity with the children due to our intake of children. 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. Children visit places of worship that are important to different faiths.

At Raddlebarn we will actively challenge pupils, staff and parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Spiritual, Moral, Social & Cultural Education (SMSC)

Linked to DfE guidance, SMSC is incorporated into our school Vision, as well as being planned for through our curriculum maps and assemblies, in order for pupils to:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- 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;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- understand different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage a respect for other people; and
- encourage a respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Definitions of SMSC

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies
- function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Role of the PSHE subject coordinator:

The role of the subject coordinator is to:

- advise and support staff in planning teaching and learning of PSHE
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for PSHE with realistic and developmental targets
- raise awareness amongst all staff of their contribution to the pupils' personal and social development and agree the overall aims, objectives and priorities
- establish a shared view of best practice to which all pupils are entitled
- lead policy development
- document and review the agreed ways of working through a written policy document and PSHE programme
- agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- attend relevant CPD opportunities
- audit, identify, purchase and organise all resources, ensuring they are readily available and well maintained
- promote PSHE and Citizenship throughout the school e.g. organise Anti-bullying week during the Autumn term and Mental Health Week in the Spring term

School Council

The School Council is a key element in the development of Citizenship within the school. The main aim of the School Council is to give a voice to the children. Two School Councillors are elected by the children in each year group in KS2.

Meetings are held on a half termly basis with clear agenda and minutes. These are then shared with classes.

The School Council encourages all children to take an active role in the life of the school by enabling them to raise concerns and ideas for formal discussion.

It also allows children to be involved in the school's decision-making process and whenever reasonable new ideas and initiatives should be put to the School Council for their input.

Community Cohesion Projects

We encourage all children to develop their self-esteem, tolerance and understanding of one another and to appreciate different religions and cultures, thus preparing them for life in a multicultural society. We ensure that children have equal access to the opportunities provided by the school curriculum and during extra curriculum activities. To recognise this we are a Rights Respecting School.

Visitors

Visitors are a valuable resource. They bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values, clarification and problem solving, e.g. the use of visitors such as the School Nurse, Local councillors, Community Police Officer; Education Welfare Officers etc.

Visits and residential trips

Visits to places of worship, business premises, sports centres, libraries, museums, environmental centres, places of natural beauty, theatres are planned into our curriculum overviews. Children in Y5 are offered a place on a residential visit to Frank Chapman Outdoor Education Centre, in Bewdley.

Developing emotional literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate children need to develop the following skills:

- recognising, naming and describing feelings
- understanding and empathising with others feelings
- managing one's own feelings
- responding appropriately to the feelings of others
- communicating effectively
- being an effective listener

Alongside regular classroom teaching (see PSHE policy for more information), our PSHE programme is also applied in school through assemblies and classroom activities. This also supports our school's restorative approach to behaviour.

Handling sensitive and controversial issues

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics, are certain to arise in PSHE and Citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and Citizenship is to enable children to address sensitive and controversial issues directly in a balanced way and in a safe environment.

The Education Act 1996 aims to ensure that children are not presented by their teachers with only one side of political or controversial issues. Teachers will take all reasonably practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation with due regard being given to opposing views. Government guidance on Sex and Relationship Education states: "Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs ... Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support." RSHE is now statutory and is taught yearly as part of our PSHE curriculum planning scheme of work.

Confidentiality

In the context of PSHE and Citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issues. Where there is a 'disclosure', the member of staff should discuss the matter with any designated teacher for child protection and the procedures outlined in the schools Child Protection Policy should be followed (see Child Protection and Safeguarding policy).

Equal Opportunities

This policy has been written according to the guidelines laid down in the school's Equality Objectives document and the 9 Protected Characteristics statement. As with all teaching at the school, PSHE is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity.

Planning

In planning lessons, teachers are aware of the need to plan opportunities to develop the spiritual, moral, social and cultural needs of all pupils. A vast majority of opportunities will be delivered through cross curricular activities as well as specific Preparing for Life in modern Britain teaching, PSHE, RE and assemblies.

A global theme is planned for each term.
These include:

Autumn term - **"Telling Tales".** Through this we plan to explore traditional stories from different cultures as well as developing children's speaking, listening and storytelling skills. Children in KS1 and KS2 come back into school after the end of the day for a story telling session - "KS1 Bed Time Stories" or "KS2 Tales around the camp fire".

Spring term - **"Reach for the Stars"**. This theme has a focus on developing children's aspirations for the future. Teachers will lead assemblies to raise awareness of how a strength or interest in their subject area responsibility can be used in different careers for the future.

Summer term - **"Our Wonderful World".** Through this theme we will explore ways to care for our environment through their writing, science work and The Arts. Children will visit outdoor environments.

All planning overview documents identify the opportunities for moral, social, spiritual and cultural learning. The taught curriculum is planned into terms for all year groups and clearly identifies moral, social, cultural and spiritual opportunities.

Scheme of work

A PSHE programme has been developed to link issues related to safeguarding to out our whole school curriculum. Planned assemblies take place which link "Preparing for Life in Modern Britain", PSHE, SMSC, British Values, Human Rights and keeping children safe in Education.

Planned opportunities for Preparing for Life in Modern are as follows:

Autumn term

Each academic year, at our school, the children decide upon their class rules with their teacher and the rights associated with these. They create and agree on a class charter and discuss the benefits or rules and expectations.

The children are taught about the human rights we all have within our PSHE lessons, and they have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss issues raised in school and the pupils will democratically vote for this individual in this term.

Spring term

A range of lessons are planned to support pupils in developing and understanding in;

- challenging assumptions about gender, power and equality;
- changing beliefs and attitudes about men and women;
- managing feelings and accepting responsibility for one's own feelings and behaviour;
- helping to resolve conflict;
- knowing the difference between abusive and non-abusive relationships;
- promoting the consistent message that abuse is not acceptable;
- understanding that domestic abuse is a crime;
- highlighting the role of peers in providing support;

Summer term

"Preparing for life in Modern Britain" is our policy that supports pupils in informing them about the choices they make in their lives.

In the 21st Century, children are also exposed to sexual imagery and content in a wide array of media including adverts, the Internet, video games, mobile phones, pop songs, TV and magazines. The media often presents a distorted and inaccurate view of sex and relationships, and provide increasingly explicit images of sex and sexuality. In addition some children and young people will use the new technology to intimidate others or to place themselves in compromising positions e.g. sharing inappropriate photos of themselves.

Relationships, Health and Sex Education (RHSE) form part of this policy and sets out to equip pupils with the values, skills and knowledge to understand and deal appropriately with these social and cultural pressures.

It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.

Relationships, Health and Sex Education is embedded into our PSHE programme. Children study:

In Key Stage 1 pupils learn to recognise similarities and differences between themselves and others, the look at life cycles in other animals and reflect on their own development from babies.

In Key Stage 2 pupils learn to express their opinions about relationships and listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

See PSHE progression document, PSHE policy and RHSE policy for more details.