

British Values

The DfE have recently reinforced the 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, mutual respect and tolerance of those with different faiths and beliefs.'

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

Although this is a new agenda, St Luke's has always been committed to promoting British Values in our school assemblies, RE lessons and through our rolling programme of focussed teaching of 'Christian Values'.

Indeed, British Values is a term that may sound misleading as these are values that are integral to so many countries throughout the world. For example, they differ in no way from the values of most western European countries.

In addition, to promoting British values, we seek to challenge behaviour that is contrary to British Values, including extremist views.

Schools are subject to a duty (Section 26, Counter-Terrorism and Security Act 2015) to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. At the foot of this page there is some information to support parents in discussions about extremism and preventing radicalisation.

At St Luke's, we continually celebrate and value the diverse heritage of everybody in the school. Below are a few examples of how we promote British Values in our school.

Democracy

Democracy is promoted within our school. Pupils have the opportunity to have their voices heard through our School Council, Eco club, SNAG (School Nutrition Action Group), pupil questionnaires and interviews related to subject monitoring. The election of House Captains is based on pupil votes. Each teacher has different ways in which the pupils make their voices heard in

their classroom, e.g. through circle time, decisions over class rules and rewards. As outlined in our PSHE/ MBV/ SMSC curriculum overview, we have visits from governors and local MPs, with a visit to the local council building at the end of key stage 2. We look at influential people such as Martin Luther King and Rosa Parks as a follow on from the origins of democracy in Ancient Greece. Through the Dimensions topic of 'Aspirations', Year 6 will learn about the impact of The Suffragette Movement on British Democracy.

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 and through school assemblies. The children are taught right from wrong. 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 are regular parts of our calendar and help reinforce this message.

There are clear rules linked to our school's behaviour policy, which are on display in every area of the school. Each family signs a home school agreement which involves a commitment to our behaviour policy.

During religious education, rules from particular faiths are shared and similarities and differences are discussed. In other school subjects, respect and appreciation for different rules are also taught, e.g. in a PE lesson.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through the provision of a safe environment and empowering education we educate and provide boundaries for pupils to make 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 our E- safety and PSHE lessons. Pupils are given the freedom to make decisions. It

may be through the choice of challenge, how they record their learning or participation in our numerous extra-curricular clubs and opportunities. All classes work towards incentives such as 'marble treats' where their choices affect outcomes for themselves personally, as well as the whole class. We also try to give ownership of learning to the children, through pupil voice projects and promote a personal investigative approach. Our shared values in the school promote both staff and children as good role models. We take opportunities to challenge stereotypes whenever they arise. The children are taught that with individual liberty and freedom, comes responsibilities to the local community and the wider world. These are explored through topics such as Year 4's 'Window on the World' (Fair Trade) and a whole school Remembrance Day focus. We also sponsor a child in Africa, to enable them to have the freedom to attend school.

Mutual Respect

Our school ethos and behaviour policy revolve around and reinforce our Christian values; which include 'respect'. The children themselves patrol a buddy bench, whereby they promote respect and friendships. We support events such as the 'anti-bullying week' and gained the 'Beyond Bullying' award in 2015.

We promote respect through circle time and our weekly class 'value' assemblies. We provide opportunities for children to respect others through faith assemblies, trips to places of worship and celebrations from world religions, e.g. Chinese New Year and Diwali.

Respect is shown to those in need through the support of various charities, e.g. Open Hands, LOROS and Children in Need.

Opportunities in the curriculum to look at the work of charities are also provided, e.g. Key Stage 1: RSPCA and in Year 4: Fair Trade.

Tolerance of those of different faiths and beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and during assemblies. We celebrate festivals throughout the year from other world religions

and encourage visitors into school to enhance our understanding. As part of our RE curriculum we visit places of worship. Key Stage 1 visit the local church and on a 3 year rolling programme, Key Stage 2 experience a multi- faith visit around various places of worship in Leicester.

As a school our 2009 and 2014 SIAMS inspection was rated 'outstanding'.