

FOREST FEDERATION
BRITISH VALUES STATEMENT
JANUARY 2024



DUE FOR RENEWAL JANUARY 2027

The Forest Federation

Promoting British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and enrichment activities.

Value	How We Promote It
<p>Democracy</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • We have elected House Captains/School Councillors. These are used as an opportunity to promote and teach about democracy and the electoral process. School Council support staff and governors in identifying and making decisions about aspects of school life that directly affect them. • We encourage volunteerism in and out of school. These include the maintenance teams, book shop helpers, buddies, sports leaders and also those raising money for local and national charities. • The beginnings of democracy are taught through historical research of the Ancient Greece civilisation. • Democracy is also promoted through additional PSHE lessons and assemblies. <p>To further promote this value, we would like:</p> <ul style="list-style-type: none"> • <i>Pupils to hold our house captains and school council representatives to account, and ask if they have delivered on their promises and manifesto</i> • <i>To provide opportunities for our pupils to understand the British democracy system further, for example, through visiting the Houses of Parliament and/or meeting the local MP.</i> • <i>To explain further the process of decision making in school, and allowing pupils to play a larger part</i> • <i>Pupils to recognise that for some questions there is no right or wrong answer and so democracy enables the decision to go with the majority (philosophy for children)</i> • <i>Our pupils to explore examples of protest and non-involvement in the democratic process</i>
<p>The rule of law</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through our Dojo awards system • Through our school assemblies and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.

	<p>Children are supported in seeing the consequences of making the wrong choices.</p> <ul style="list-style-type: none"> • Pupils are taught to recognise that there are different rules and expectations in different contexts, for example, between home and school. • Pupils are encouraged to show respect for authority and individuals – recognising that this is needed to ensure everyone’s happiness and safety. <p>To further promote this value, we would like:</p> <ul style="list-style-type: none"> • <i>To organise more visits from/to figures in authority and whose role it is to uphold the law, for example, police, judicial system</i> • <i>Help pupils explore why we have laws and rules and what the consequences might be of a lack of law.</i> • <i>To explore how British laws are made</i>
<p>Individual liberty</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Through our school values and PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. • They are encouraged to take opportunities to follow their interests in art, music, sport etc. both in and out of school and we celebrate their achievements • We try to offer pupils choice, for example, in their learning, in volunteering and taking responsibility and through ownership of projects and events • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum. • Pupils are taught that they need to show respect for others when expressing themselves through freedom of speech. • In PSHE children are encouraged to express their own views and to listen and show respect for others’ differing views <p>Older pupils practice the skill of debating and learn that it is acceptable to change your mind after listening to evidence from others.</p> <p>To further promote this value, we would like to:</p> <ul style="list-style-type: none"> • <i>Develop choice further in learning opportunities</i> • <i>Promote self –confidence, self-belief and a growth mindset, so that all believe they have important and valid views and choices and can make a positive contribution</i> • <i>Develop further the use and impact of pupil voice within the school setting</i>
<p>Mutual respect and tolerance of different faiths and beliefs</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say</p>	<p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality Policy.</p> <ul style="list-style-type: none"> • Through our school’s ethos and values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Tolerance of different faiths and beliefs is promoted

and whatever type of family they come from.

UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

through the Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject is often displayed around the school.

- Staff and children challenge views and opinions that do not demonstrate respect or tolerance
- Staff and governors work hard to promote an equality of opportunity for ALL pupils

To further promote this value, we would like to:

- *Extend school resources to reflect a greater variety of cultures and faiths (books, instruments, films, web links)*
- *Look for opportunities to link with schools/ communities that reflect different cultures, religious beliefs and cultures to those found predominantly in our community and use technology to advantage to promote this work*
- *Look for opportunities to consider global aspects on a more regular basis and at a deeper level.*
- *Children to engage in Philosophy for children to enable them to practise tolerance and empathy through recognising differences of opinion.*
- *Extend the breadth of our visits and visitors*