

# British Values

## Promoting British Values at Chase Lane Primary School for Key Stage 1 and 2

The Department for Education state that there is a 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 and 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. At Chase Lane Primary School these values are reinforced regularly and in the following ways.

### **Democracy**

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council and regular questionnaires. The elections of the School Council members and the awarding of the weekly Cup of Kindness are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

### **The Rule of Law**

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our school has a small number of rules which are deeply embedded in our work every day. Our 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.

### **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 our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely. Whether it is through choice of challenge; of how they record; of participation in our numerous extra-curricular activities; our pupils are given the freedom to make choices.

### **Mutual Respect**

Respect is one of the core values of our school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Chase Lane Primary School underpins our work every day both in and out of the classroom. Our school is a multi-cultural school and the children have a broad and balanced RE curriculum where the children learn about the different religions. Our RE curriculum overview is below.

## RE OVERVIEW

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	<b>Where do we belong?</b> Religions studied: Christianity, Islam, Hinduism	<b>Which times are special and why?</b> Religions studied: Christianity, Hinduism, Judaism	<b>What is special about our world?</b> Religions studied: Christianity, Islam, Judaism	<b>Which people are special and why?</b> Religions studied: Christianity, Islam, Judaism, Sikhism	<b>Which places are special and why?</b> Religions studied: Christianity, Islam, Buddhism	<b>Which stories are special and why?</b> Religions studied: Christianity, Islam, Hinduism
1	<b>(Part 1) Who is a Christian and what do they believe?</b> Religions studied: Christianity	<b>(Part 1) How and why do we celebrate special and sacred times?</b> Religions studied: Christianity, Islam, Judaism,	<b>(Part 1) Who is a Muslim and what do they believe?</b> Religions studied: Islam	<b>What does it mean to belong to a faith community?</b> Religions studied: Christianity, Islam, Judaism, Buddhism	<b>What makes some places sacred?</b> Religions studied: Christianity, Islam, Judaism, Sikhism	
2	<b>Who is Jewish and what do they believe?</b> Religions studied: Judaism	<b>(Part 2) How and why do we celebrate special and sacred times?</b> Religions studied: Christianity, Islam, Judaism, Sikhism	<b>(Part 2) Who is a Muslim and what do they believe?</b> Religions studied: Islam	<b>(Part 2) Who is a Christian and what do they believe?</b> Religions studied: Christianity	<b>How can we learn from sacred books?</b> Religions studied: Christianity, Hinduism, Judaism	<b>How should we care for others and the world and why does it matter?</b> Religions studied: Christianity, Judaism
3	<b>(Part 1) What does it mean to be a Christian in Britain today?</b> Religions studied: Christianity	<b>(Part 1) What does it mean to be a Hindu in Britain today?</b> Religions studied: Hinduism	<b>Why is the Bible for Christians today?</b> Religions studied: Christianity	<b>(Easter focus) Why are festivals important to religious communities?</b> Religions studied: Christianity, Hinduism, Judaism, Sikhism	<b>What do different people believe about God?</b> Religions studied: Christianity, Hinduism, Islam	<b>Why do people pray?</b> Religions studied: Christianity, Hinduism, Islam
4	<b>(Part 2) What does it mean to be a Hindu in Britain today?</b> Religions studied: Hinduism	<b>(Part 2) What does it mean to be a Christian in Britain today?</b> Religions studied: Christianity	<b>(Eid focus) Why are festivals important to religious communities?</b> Religions studied: Christianity, Hinduism, Judaism, Sikhism	<b>Why is Jesus inspiring to some people?</b> Religions studied: Christianity, Islam	<b>What can we learn from religions about deciding what is right and wrong?</b> Religions studied: Christianity, Judaism, Humanism	<b>Why do some people think that life is a journey and what significant experiences mark this?</b> Religions studied: Christianity, Hinduism, Judaism,
5	<b>Why do some people think God exists?</b> Religions studied: Christianity, Humanism	<b>(Part 1) What does it mean to be a Muslim in Britain today?</b> Religions studied: Islam	<b>What matters most to Christians and Humanists?</b> Religions studied: Christianity, Humanism	<b>What would Jesus do? (Can we live by the values of Jesus in the twenty first century?)</b>	<b>If God is everywhere, why go to a place of worship?</b> Religions studied:	

				Religions studied: Christianity	Christianity, Islam, Judaism, Hinduism	
6	<b>(Part 2) What does it mean to be a Muslim in Britain today?</b> Religions studied: Islam	<b>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</b> Religions studied: Christianity, Islam, Hinduism	<b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b> Religions studied: Christianity, Islam, Judaism, Hinduism	<b>What do religions say to us when life gets hard?</b> Religions studied: Christianity, Islam, Judaism, Hinduism		