



- All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our teaching of RE, RSHE and Citizenship may provide excellent opportunities to deepen and develop understanding to the level of our young learner's ability and understanding. All learners are encouraged to embrace these concepts with enthusiasm. We are aiming to develop:



- Honesty.
- an agreed sense of right and wrong with the confidence to stand up for compassion, and respect.
- consideration for others and an appreciation of their uniqueness and qualities.
- concept of "fair play" – winners and losers – in sport and games.
- drug awareness and personal safety.
- responsibility for self and others.

### What are British Values?

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools.

Actively promoting 'British Values' also means challenging learners, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.


At our school, values of tolerance and respect permeate all areas of school life. This engenders a climate within which learners feel safe and secure and facilitates the fulfilment of potential. Learner voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved.

The Government set out its definition of British values in the 'Prevent Strategy': -




# British Values at Kennel Lane School

## British Values




**Show**  
Show you know right from wrong

Show you know right from wrong




**Believe**  
Believe in yourself, you are free to make choices

Make Choices




**Celebrate**  
Celebrate and accept each other's differences

Celebrate and accept each others differences




**Respect**  
Look after each other and our school

Look after each other and our school



**Contribute**  
Contribute to your community, your opinions matter

Your opinions matter



## Democracy (Contribute) – ‘Contribute to your community, your opinions matter’

“A system of government in which power is vested in the people, who rule either directly or through freely elected representatives. This may also exist under a Monarchy”.

Democracy is an integral part of our school life. Learners have the opportunity to have their voices heard through our School Council, listening and communicating with peers and adults and questionnaires.



### Examples of activities

<p><b>Democracy</b></p> <p>Learners develop a knowledge of how the United Kingdom is governed, its political system and how citizens participate actively.</p>	<ul style="list-style-type: none"> <li>• Elected School Council.</li> <li>• Learners having the opportunity to learn about different models of democracy and take part in votes, learner voice questionnaires and learner councils.</li> <li>• Ensuring all learners have their say, that they take turns.</li> <li>• Oracy discrete lessons and across the curriculum.</li> <li>• Classroom Rules.</li> <li>• Community Links lessons – Accessing the community safely.</li> <li>• Duke of Edinburgh.</li> <li>• Princes Trust.</li> <li>• Collaborating with other schools/ settings.</li> <li>• Land share project.</li> </ul>
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## The Rule of Law (Show) - 'Know right from wrong'



The importance of laws, whether they be those rules 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 collective worship. Learners are taught the value and reasons behind boundaries, rules and laws, that they govern and protect us, the responsibilities that this involves, and the consequences should rules and laws get broken.

### Examples of activities:

<p><b>The Rule of Law</b></p> <p>Learners develop a knowledge of the role of law and the justice system.</p>	<ul style="list-style-type: none"> <li>• Young people help to create the rules in the classroom and school.</li> <li>• Assemblies, Topic lessons, Citizenship, RSHE and RE introduce work around civil rights, important historical moments, and religious celebrations.</li> <li>• PE/Games lessons promote the concept of fair play.</li> <li>• Sporting events and a range of visits are planned to ensure our learners experiences are broad, meaningful and varied.</li> <li>• Anti-bullying focus/range of events and activities.</li> <li>• Keeping Safe in School and on the internet, and workshops for parents on internet safety.</li> <li>• Visits from agencies/community such as the Police; Fire Service; Armed Forces.</li> <li>• Nurture practice.</li> <li>• Social opportunities including playtime.</li> </ul>
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## Individual Liberty (Believe) – 'Believe in yourself, you are free to make choices'



Within school, learners 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 learners to make choices safely, through the provision of a safe environment and empowering education. Learners are encouraged to know, understand, and exercise their rights and personal freedoms and are guided on how to exercise these safely, for example, through our E-Safety and PSHE/RSHE lessons.

### Examples of activities

<p><b>Individual Liberty</b></p> <p>Learners make individual choices within a safe, secure, supportive environment.</p>	<ul style="list-style-type: none"> <li>• Learners have the right to make their own choices throughout the school day, such as choosing Pathway options, friendship groups, lunchtime clubs and having some autonomy in lessons.</li> <li>• Our learners are aware of their freedom to make choices and to do the right thing.</li> <li>• Teachers know about the young people and their learning and achievements – so that individual learning styles can be taken into account and reflected in teaching and learning.</li> <li>• Stories in assemblies reflect the theme of liberty.</li> <li>• Young people make appropriate decisions to use good learning behaviors in class to maximize the progress in their learning, making positive contributions to establishing 'law and order' in our classes.</li> </ul>
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## Mutual Respect (Respect) – ‘Look after each other and our school’



Part of our school ethos and PRICE Principles have revolved around Core Values such as ‘Respect’, and learners have been part of discussions and collective worship related to what this means and how it is shown.

### Examples of activities

<p><b>Respect</b></p> <p>Learners treat each other with respect and work together.</p>	<ul style="list-style-type: none"> <li>• Lessons reinforce messages such as respect for others.</li> <li>• Rewards for politeness and ‘star’ of the week.</li> <li>• Reading Buddies programs where older children read with younger ones.</li> <li>• Working on projects with learners from local schools.</li> <li>• Fundraising for charities.</li> <li>• Leadership commitment and monitoring to ensure there is consistency in class approaches to this work.</li> <li>• Posters around the school promote respect for others.</li> <li>• Agreed classroom rules, as well as behavior policy.</li> <li>• The concept of ‘fair play,’ being magnanimous in defeat and participation in activities that promote kinship and affiliation with others are actively promoted in school.</li> <li>• Working with other settings and professionals.</li> </ul>
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## Tolerance of those of Different Faiths and Beliefs (Celebrate) – ‘Celebrate and accept each other’s differences’.

*Tolerance of those of different faiths and beliefs is achieved through enhancing learners understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.*



Collective worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE/ RSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

### Examples of activities

<p><b>Tolerance</b></p> <p>Learners accept that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behavior.</p>	<ul style="list-style-type: none"> <li>• Lessons reinforce messages of tolerance and respect for others.</li> <li>• Learners have the opportunity to visit places of worship that are important to different faiths.</li> <li>• We actively promote diversity through celebrations of different faiths and cultures.</li> <li>• We hold termly multi-cultural days.</li> <li>• We hold weekly assemblies covering the RE curriculum.</li> <li>• Collective Worship where stories, images, events &amp; music promote agreed and accepted values.</li> <li>• Equality Policy supports respecting difference.</li> <li>• PSHE/RSHE and RE Program with a focus on respect and tolerance of difference.</li> <li>• Discussion is a regular part of lessons and learners listen to contrasting viewpoints.</li> <li>• Oracy 14 – 19.</li> </ul>
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- Ensuring that tolerance is promoted through diverse resources – e.g., books that describe different religions, family circumstances etc..
- All incidents of racism or any form of bullying related to disability, religious or other issues are recorded and dealt with in line with agreed procedures and follow up with a discussion on the importance of diversity and respect.
- The curriculum reflects all world religion and is taught across the school.
- Staff and governor representation that celebrates diversity and tolerance and the school community.
- The celebration of religious differences and similarities through a focus on Christmas, Easter, Eid, Holi, Passover, Rosh Hashanah, Diwali etc..

## British History within the Curriculum

Our school offers a range of curriculum topics which have strong links to Britain both past and present. As a school, we encourage knowledge of current affairs that are significant to us as a nation.

## Curriculum themes and topics

Our curriculum prepares our learners for life in British society; this includes developing the understanding and use of money, effective reading and writing skills, collaboration, and discussion to research ideas and concepts. Curriculum themes include historical and geographical study in the context of the United Kingdom as well as national and international comparisons. The RE curriculum reflects the fact that the religious traditions in Great Britain are, in the main, Christian whilst taking into account the teaching and practices of the other principal religions represented in Great Britain.

## Collective worship/whole school assembly

Our assemblies uphold traditional values of empathy, respect, and tolerance. The whole school, along with carers/parents where appropriate, celebrate annual events such as Harvest Festival and Christmas Carol concerts.

## PSHE/RSHE

Mutual respect is also taught within formal PSHE/RSHE and RE lessons and in an informal nature throughout the school day.



Learners are encouraged to know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely, for example, through our E-Safety policy and PSHE/RSHE work on “Keeping Myself Safe”.



**Kennel Lane School is an active, fun, and busy place of learning.**

**We strive to provide exciting, memorable, challenging experiences and high quality, imaginative teaching which is supportive and flexible, and which encourages our learners to respect themselves, each other, their community, and the wider world.**