



## Oaklands Junior School Statement of British Values

Oaklands Junior School aims to actively promote British Values, developing pupils' self-esteem and confidence to recognise right and wrong, as well as challenging viewpoints. Pupils, staff, governors, parents or visitors expressing opinions contrary to fundamental British Values, including any 'extremist' views are challenged. Our values of tolerance and respect are a core part of pupils' development and this is taught through PSHE, RE, P4C and assemblies, with all adults in school modelling the values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance for people of different faiths and beliefs

### **Democracy – pupil voice**

*Pupils can develop an understanding of how people can influence decision-making through the democratic process.*

- We strongly believe in pupil voice and the importance of electing a School Council at the beginning of every year, with a boy and a girl elected from each class. All pupils complete their own Manifesto and present this to the class. Candidates then choose to stand for election, while the class democratically vote for a boy and a girl. Names of nominated candidates are then published on voting slips and the whole school visit the hall at appointed times on the same day to carry out a secret ballot, using voting booths and a secure ballot box. An assembly at the end of the day then announces the class representatives that will form part of the new School Council and School Council badges are presented. Our school is used as a polling station and when there is a general election, we lead a whole school assembly to view the main parties standing for election and what they say they are going to do for our country, if elected.
- Assemblies and meetings with the Deputy ensure that important decisions on school improvements or pupil concerns are discussed. The School Council are also involved in formulating questions to ask prospective candidates for important roles within the school e.g. appointment of Head or Deputy Headteacher.
- Y6 complete an exit questionnaire where they are able to put forward their views about the school, what they have enjoyed and what they would like to see improved. This is analysed and shared with governors.

### **The Rule of Law**

*Pupils develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.*

*An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.*

- The importance of laws and rules are consistently reinforced in the classroom with school rules and class rules agreed at the beginning of the year, as well as being reinforced through school assemblies. Pupils are taught to understand the need for laws - that they

are there for individual protection, the responsibilities that this involves and the consequences when laws and rules are broken.

- Pupils and staff follow a positive behaviour policy with clear rewards and sanctions that are used consistently throughout the school. Assemblies and discussions in class focus on recognising right from wrong and visits from the Police and our PCSO help to reinforce these messages through assemblies as well as tailored year group sessions on the law, protective behaviours, social media and an end of Y6 Police week that culminates in a staged court session.

### **Individual Liberty**

- Pupils are encouraged to be independent learners and to make choices, within a safe and supportive environment.
- Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to the best effect through class sessions or assemblies eg UNICEF children's rights, Childline.
- Pupils regularly support charities through voluntary collections at the end of year group plays for their own chosen charity or through fun days to raise money for a particular cause, whether local, national or global. Every year Oaklands Junior School supports Red Nose Day and Children in Need, as well as other charities.
- The E-safety strand of the computing curriculum enables pupils to make choices in a safe manner.
- Our RE curriculum encourages pupils to share what they have learnt and what they personally believe about religion, whilst having respect for the beliefs of others.

### **Mutual Respect**

*Pupils have an understanding of the importance of identifying and combatting discrimination*

- Alongside Oaklands Junior School's vision, Oaklands Mindset, moral purpose, curriculum design and behaviour policy, every aspect of school life promotes mutual respect, not only with pupils but parents, visitors, governors and staff alike.
- We pride ourselves in always doing our best and showing respect for the achievements of others. Pupils and staff equally show respect for one another in every aspect of school life.
- We show respect for Daisy by walking through the Daisy garden.
- Pupils show respect and pride in our school by wearing the correct school uniform, taking care of school property and being kind, polite and helpful.

### **Tolerance of Different Faiths and Beliefs:**

*Pupils develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.*

*Pupils understand that other 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 behaviour.*

- Pupils learn to understand their place in a culturally diverse society. This is achieved through our RE curriculum, geography and global learning.
- Assemblies and class work promote the diversity of society and the right for each person to be respected and valued equally, regardless of ability, gender, faith, culture or race. Visiting ministers from St Sebastians and the Baptist Church take regular termly assemblies.
- Through RE teaching, our pupils learn about different faiths and beliefs from a wide range of religion e.g. Sikhism (Y3), Judaism (Y4); Hinduism (Y5) and Islam (Y6) with a strong core of Christianity also being taught throughout the school. A wide range of resources and artefacts on site, support pupils' learning, as well as visiting places of worship that are important to different faiths as part of their RE curriculum. Every year the whole school visit St. Johns CofE for a special Christmas service. Y4 visit Reading Synagogue.