



David Ross Educational Trust and British Values:

The Trust is very supportive of the ethos of promoting British Values, and preparing our pupils for success in a modern Britain. A heavy reliance is placed upon broadening horizons for each and every child and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self esteem. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted via our extensive house system that lends itself to cultural and sporting competition, democratic principles, social mixing, the development of greater pastoral care and enhanced PSHE.

British Values at Quay Academy

At Quay Academy, we uphold and teach pupils about the British Values which are defined as:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum, and the way we run our Academy (embodying respect, democracy and tolerance of all).

The school takes opportunities to actively promote British Values through our daily assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Quay Academy, these values are reinforced regularly and in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council are based to a large extent on pupil votes. Children recommend each other for awards which are awarded to individual children (or classes) who show they are modelling the values of respect, responsibility, perseverance or creativity. The children have worked together and have agreed codes of practice that we at Quay Academy actively work and live by. These codes are available in each classroom and actively used by children and adults influencing what is an agreed acceptable behaviour. In addition some assemblies follow a current affairs programme where we can teach about democracy through events such as the General Election.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Our behaviour policy is clear and children are given verbal warnings. Children are asked to identify which aspect of the policy they have broken to ensure that this connection is made and understood. Class Dojo points have been introduced to reward children for always being 'good' and living their life by the chosen set of rules. 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, fire service, ambulance etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty :

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils 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 teaching and PSHE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in child-led learning, e.g. planning and delivering child led assemblies and evaluating assemblies, influencing how adults deliver content in future assemblies. This is also reinforced through our Values Based Approach which is followed by ALL staff.

Mutual Respect:

Our school ethos and behaviour policy are based around core life values such as 'respect' and 'responsibility' and these values determine how we live as a community at Quay Academy. Assemblies are based on our chosen monthly value and are central to how we expect everyone to go about their life at our school. Anti bullying assemblies and programmes on human rights teaching, all reflect our commitment to mutual respect. Equally our charity work and invitations to charities to come into our Academy all help in teaching mutual

respect as well as reinforcing our links with the local community. Children and adults alike, including visitors, are challenged if they are disrespectful in any way. Values are highly visible around the school and can be seen in posters, certificates and as part of our agreed codes.

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 in our local community. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. We encourage children to research and discover differences and similarities between us and our European neighbours. Likewise we use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries such as Brazil.

Foundation Stage

As part of our daily set up in Foundation Stage, children are taught the value of individual liberty through self-selecting their learning activities. Children are taught about the value of democracy through collaborative decision making, for example, choosing names for class pets and role play areas. They are learning to tolerate the different faiths and beliefs through their learning of the festivals of Chinese New Year and Diwali.

Year 1

Year 1 children are taught the value of democracy through voting for their new role play areas in the classroom. Children's ideas are heard and shared with others, resulting in a democratic decision on what the next role play area will be. They are taught about the value of laws and rules through their learning in the outdoors, including work at Forest School and in the Mud Kitchen. Children are actively encouraged to make personal choices about the foods they eat following their learning about Healthy Living. They use 'Dotty Dinosaurs' a reward system which recognises when their behaviours and attitudes show respect towards others. They are learning about the similarities and differences between the Christian and Jewish faiths.

Year 2

This term's focus in Year 2 is 'respecting the world around us', including tolerating the beliefs of different faiths. In R.E, they are studying the celebrations that Jewish, Muslim and Christian Faiths use to thank their god for the natural world. They learn to show mutual respect for one another in their team research groups in ICT. The children learn about our partner school in Ghana, recognising the similarities and differences between our daily lives.

Year 3

In P.S.H.E children are learning about the importance of rules. They are reflecting on those that are in our classrooms, school and within our society, learning to recognise how this helps our world get along. In R.E, they are learning about the natural world and the associated religious stories from different faiths.

Year 4

This term, Year 4 children have the topic, "Who were the early law makers?" They are looking at where rules in our society originated from and the sanctions that are put in place when these laws are broken. They are studying the actions and laws passed by parliament. Children are taught to tolerate the different faiths, looking at Buddhist and Christian commitment.

Year 5

Children in Year 5 are responsible for planning, delivering and evaluating their own worship assemblies. They are taught the value of individual liberty by making their own choices about the content and the delivery of this to the rest of the class. This can include using religious stories from other faiths. Children are taught about the value of Law through their R.E unit on God's promises. Within this, there are links to why we have rules and the consequences that follow if these are broken. Children engage in Forest School activities, learning the value of individual liberty making choices about their learning activities, as well as mutual respect for the natural world around them.

Year 6

Through their history topic on World War Two, children are learning about Europe's fight for freedom and a democratic Europe. They are studying the leadership of women during the war and how this impacted on women's voices being heard. They use a voting system to elect the Year 6 prefects. As part of their PSHE, children visit 'Crucial Crew' where they are taught to make the right choices surrounding use of the internet, railways, drugs and alcohol. They learn about the rules that are in place in society to prevent misuse of these and learn how to keep safe. Children continue to build on the value of individual liberty making choices on their residential visit to Mersea. This trip promotes both independence and responsibility. Mutual respect is a value learnt from an early age and this is re-emphasised in Year 6 with the buddy system with Foundation stage. Children give and receive respect from their buddies acting as positive role models in the school environment and society. In R.E, they are learning to respect and tolerate other faiths through their unit on what Hindus believe about death and reincarnation.