



**HIGHFIELDS**  
SPENCER ACADEMY

# Highfields Spencer Academy

## Promoting British Values as part of our Prevent strategy

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><b>Democracy</b></p> <p><b>Links to school values:</b> Respect Responsibility Hope</p>	<ul style="list-style-type: none"> <li>• We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process.</li> <li>• We encourage volunteerism in and out of school. This will include opportunities for pupils to get involved in school life through our Eco Committee, Peer Mediators, Sports leaders and Play leaders as we grow into KS2, and we are also committed as a school to raising money for local and national charities. We support Derby Mission through our Harvest food collection and take part in Children in Need, Autism Awareness and other charity events as pupils, parents and staff decide.</li> <li>• The beginnings of democracy are taught through historical research of the Ancient Greece civilisation.</li> <li>• Democracy is also promoted through additional PSHE lessons and assemblies. At Highfields we use JIGSAW as our PSHE scheme.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. At Highfields we are a Rights Respecting School.</li> </ul>
<p><b>The rule of law</b></p> <p><b>Links to school values:</b> Respect Justice Courage</p>	<ul style="list-style-type: none"> <li>• 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 RAINBOW awards, which are based on our school values: Respect, Achieve, Inspire, Nurture, Belong, Open, Well-being and through our 'Principal's Golden Book' awards.</li> <li>• Through our school assemblies, circle time 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.</li> <li>• The local police officer / PCSO visit the school to talk to the children and explain about their role in society.</li> </ul>

## **Individual liberty**

### **Links to school values:**

Respect

Courage

Integrity

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- Through our school values and the JIGSAW PSHE programme, 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.
- CLS promotes individual liberty through units such as Developing Independence and Responsibility.
- 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. We are a National Online Safety School.

<p><b>Mutual respect</b></p> <p><b>Links to school values:</b>          Respect          Compassion          Responsibility</p>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality Policy.</li> <li>• Respect is one of the core values of our school. The pupils know and understand that it is expected that respect is shown to everyone, adults and children.</li> <li>• Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.</li> <li>• Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.</li> <li>• The theme of 'Learning with Others' explores these issues well in our PSHE lessons and are part of our Core Learning Skills which we have developed for our pupils at Highfields.</li> <li>• Mutual respect is also promoted through additional PSHE lessons and assemblies. A range of specific assemblies are delivered focusing on helping other pupils to understand specific special needs.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others are protected through our Rights Respecting Schools work.</li> </ul>
<p><b>Tolerance of different faiths and beliefs</b></p> <p><b>Links to school values:</b>          Respect          Wisdom          Compassion</p>	<ul style="list-style-type: none"> <li>• Through the PSHE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.</li> <li>• Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.</li> <li>• Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PSHE.</li> <li>• We offer a culturally rich and diverse curriculum in which all major religions are studied and respected and global dimension work is embedded in many of our Curriculum topics. These curriculum topics offer children the chance to reflect on our core values and British values.</li> </ul>

**Each year group at Highfields from Year 1 to Year 6 will have a set of core learning skills that pupils and staff will focus on developing during the year. These will work alongside our RAINBOW values.**

Year group	Core Learning Skills for our pupils at Highfields	
1	<b>Learning With Others</b>	<p><b>Responsibility:</b> Relate to taking responsibility for their own performance in carrying out their roles for the benefit of all. Also taking responsibility for the wellbeing of others in the team i.e. encouraging and supporting.</p> <p><b>Respect:</b> Link to respecting other members of the team, recognising that everyone has different strengths.</p> <p><b>Compassion:</b> Supporting each other by having time for each other; how can we help each other do better next time?</p> <p><b>Courage:</b> Link with speaking up and expressing views when you don't feel very confident.</p> <p><b>Justice:</b> Relate to being fair in that everyone has equal opportunities within the team and contributions being recognised.</p> <p><b>Wisdom:</b> Making good choices and using your experience and judgment.</p> <p><b>Integrity:</b> Trusting those around you and keeping your word.</p>
2	<b>Developing Independence and Responsibility</b>	<p><b>Wisdom:</b> Relate to doing the 'smart' thing in regards to their own health and well-being.</p> <p><b>Justice:</b> Link to encouraging that, in group work, all have equality of opportunity in all aspects of their work.</p> <p><b>Courage:</b> Relate to being brave in aspiring towards your own personal goals and ambitions. Regardless of peer pressure.</p> <p><b>Compassion:</b> Relate to how everyone needs help and support at some time. Learning to give and receive consideration and care.</p> <p><b>Hope:</b> Link to having a 'can do' attitude, even if the task seems really difficult. Relate to having belief in personal dreams.</p> <p><b>Respect:</b> Relate to the need to earn the respect of our peers in order to gain it.</p> <p><b>Responsibility:</b> Relate to taking responsibility and control of their own lives, in particular their health and wellbeing, and their learning.</p> <p><b>Integrity:</b> Relate to being true to themselves.</p>

3	<b>Improving Own Learning and Performance</b>	<p>Respect: Respect for others by being tolerant and understanding other people's strengths and points of view.</p> <p>Courage: Determination and persistence to learn something new. Be Brave!</p> <p>Wisdom: Curiosity and self-awareness. The wisdom to know yourself well and manage your own learning.</p> <p>Responsibility: The need to understand that effort, diligence, dedication, discipline, and self-reliance lead to success.</p> <p>Hope: Understanding that we all make mistakes and that we can learn from them to build self- confidence and undertake new tasks.</p>
4	<b>Developing a Sense of Self- worth and Understanding Self and Others</b>	<p>Wisdom: Relate to knowing and understanding yourself, and particularly how you react in difficult situations.</p> <p>Responsibility: Relate to accepting responsibility for what you do and say, and accepting the consequences of those actions.</p> <p>Courage: Relate to having the courage to admit you can be wrong and being able to say "sorry".</p> <p>Compassion: Relate to caring for yourself. We all make mistakes. Learn by them and forgive yourself for making them.</p> <p>Respect: Relate to developing self-respect and being true to yourself.</p>
5	<b>Thinking Skills</b>	<p>Respect: Link to having respect for everyone's ideas and input.</p> <p>Courage: Perseverance. Have the courage to persevere with your ideas.</p> <p>Wisdom: Link to making judgement about problems and issues.</p> <p>Responsibility: Relate to recognising it's your responsibility to come to a solution to the problem/challenges you are faced with.</p> <p>Hope: Relate to being optimistic in your use of strategies and techniques to help solve a problem.</p> <p>Integrity: Link to approaching challenges and tasks with an open mind and ensuring that solutions and evaluations are carefully balanced and thought through.</p>

<b>6</b>	<b>Speaking and Listening</b>	<p>Wisdom: Relate to widening use of words, this will enable them to communicate more effectively.</p> <p>Justice: Link to the importance of being fair in supporting everyone to build the confidence to speak out in front of audiences of all sizes.</p> <p>Courage: Relate to how most people find delivering presentations to an audience a challenge. Everyone is nervous the first time and needs courage to 'have a go'.</p> <p>Compassion: Link to the patience and skills required to be a good listener, particularly when the speaker is finding it hard to express themselves or is nervous.</p> <p>Hope: Link to having the confidence to 'have a go' and keep on practising.</p> <p>Respect: Relate to listening carefully and respecting others' points of view and ideas.</p> <p>Responsibility: Link to carrying out the role of class greeter and thus acting as the class representative.</p> <p>Integrity: Relate to using and developing Speaking and Listening skills to understand and relate to the feelings and needs of others.</p>
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