

British Values @ JLA

Opening Minds to Success, Opening Hearts to Succeed



From September 2014, schools and academies have been required to promote actively British values.

These values are defined by the government as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

At John Locke Academy we are committed to promoting British values across the JLA community and across our curriculum. These values form part of our approach to ensuring that children are safe and learn to keep themselves safe.

Our vision is that the children of John Locke Academy will:

Enjoy learning, enjoy challenge and enjoy success.

Develop character, **develop** values and develop resilience.

Care about themselves, care about other people and **care** about the world around them.

Be proud of their achievements, be proud of the difficulties they have overcome and **be proud** of their ability to work with others.

Be prepared for secondary school, **be prepared** for change, be prepared for living in the 21st Century.

Be aware of their rights, be aware of their responsibilities and **be aware and respectful** of the rights of other people.

The academy has a core set of values that are taught explicitly to all children:

Kindness, Tolerance, Respect, Aspiration, Love, Responsibility, Bravery, Co-operation, Self-control, Humility, Loyalty, Honesty

We believe that all of the values above can only be taught through collaboration between teachers, parents and children.

British values and academy values	Aims	How they might be developed in our academy	JIGSAW SMSC programme related targets
Democracy	<ul style="list-style-type: none"> ● To understand and respect the democratic process ● To understand how they influence decision making through a democratic process ● To understand how to present, argue and defend a point ● To understand the importance of teamwork 	<ul style="list-style-type: none"> ● Children are regularly consulted on different aspects of school life ● Adults listen to children and respect their decisions (when it is appropriate to do so) ● Children are taught the principle of a majority decision through class and whole school decision making ● Jigsaw SMSC programme encourages children to have a voice, express an opinion and listen to other people's ideas ● The principle of democracy is taught through history and geography lessons (eg Guy Fawkes) ● Use of Pow Wows as an opportunity for children to discuss school life ● Working groups of children are set up to inform academy decision making 	<p>Year 1: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>Year 2: I can explain how my own and other people's contributions helped the group to create an end product</p>
The rule of law	<ul style="list-style-type: none"> ● Understanding and recognition of right and wrong ● Ability to accept responsibility for their behaviour ● To understand the consequences of their behaviour and actions ● Ability to resolve conflict ● To understand that living under the rule of law offers protection and is essential for safety and well-being 	<ul style="list-style-type: none"> ● Our behaviour policy motto is: Kind Hands, Kind Words, Kind Heart ● Our values include respect, responsibility, co-operation and self-control ● Children are consistently reminded to make good choices and think about whether choices are right or wrong ● Children are expected to work well together and are taught how to manage conflict ● Each classroom has a set of classroom rules ● Stories across the curriculum are used to discuss good and evil, right and wrong 	<p>Year 2: I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use positive problem solving techniques to solve conflicts with my friends</p>
Individual liberty	<ul style="list-style-type: none"> ● To understand individual rights as agreed by the UN and British law ● To understand that we each have responsibilities ● To understand we must take responsibility for our actions 	<ul style="list-style-type: none"> ● Children are taught to manage risk in different situations ● Difference is embraced, encouraged and accepted, alongside the expectation for tolerance of different life styles ● Children are taught to make 'good choices' and to 	<p>Year 1: I can tell you why my body is amazing and can identify some ways to keep it safe and healthy</p>

		<p>consider whether the choices they make have an impact on other people</p> <ul style="list-style-type: none"> • The rights of children are explored as part of the curriculum 	
<p>Mutual respect and tolerance of those with different faiths</p>	<ul style="list-style-type: none"> • To be reflective about their own beliefs and the beliefs of others • To make an effort to understand and appreciate other people's beliefs or faith • To enjoy learning and exploring faith, belief, morals and give opinions of ethical and moral issues • Work closely with other people, whatever their faith, background, gender, race • Accept and embrace diversity 	<ul style="list-style-type: none"> • Children are taught about tolerance and respect • PSHE lessons are built on mutual respect and understanding for other people's ideas, beliefs, race, gender • The RE curriculum embraces all faiths and explores different beliefs through broad themes • Special days from different faiths are celebrated and the reasons for those days are taught • Group work and co-operation are essential parts of the learning process • Visits to different places of worship are planned across the year 	<p>Year 1: I can tell some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p> <p>Year 2: I can compare myself with a friend and describe similarities and differences between us</p> <p>I can explain how my own and other people's contributions helped the group to create an end product</p> <p>I can explain what felt good and what felt difficult about working in our group</p>