



THE FOREST FEDERATION
British Values Policy

British values also links with our policies / guidelines for

- Anti-bullying
- Behaviour Policy and Behaviour principles written statement
- Preventing extremism policy
- Child Protection and Safeguarding policies
- Curriculum areas
- Equality and Diversity
- PSHE
- Spiritual, moral, social and cultural policy
- Special Educational Needs




The Forest Federation actively promotes the fundamental British values of:

- ✚ democracy,
- ✚ the rule of law
- ✚ individual liberty
- ✚ mutual respect
- ✚ tolerance of those with different faiths and beliefs.

British Values are significantly important and is certainly not new at The Forest Federation. They are promoted in so much of what we do, not taught in isolation but holistically throughout our school day and our curriculum framework. They are seen throughout our school life through our mission statement, aims and values, our behaviour policy, school council, parish council leaders, worship committee, ambassadors, our whole school and class worship, RE and PSHE lessons, enrichment visits and visitors, through our links with both the local community and the wider world to name a few. In promoting our pupils' spiritual, moral, social and cultural development (SMSC), we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our pupils' age and ability.

The values are integral to our mission statement and aims which complement British values and always has done.

<p>✚ Democracy,</p>	<p>Democracy is central to how we operate and is important value at our school. Children have the opportunity to have their voices heard through a variety of mechanisms. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, children consider characteristics important for an elected representative, children vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council is able to genuinely effect change within the school. We have democratic processes for</p> <p>Children have responsibilities and are encouraged to be involved in decision making through pupil voice, class and school council, our parish council team, ambassadors and worship leaders.</p> <p>Children agree their Class Contract and the rights associated with these; all children contribute to the drawing up of this each year, this feeds into our school rules.</p> <p>Children nominate various charities and through school council, charitable work is planned and delivered by the children.</p> <p>Children are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage children to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our children.</p> <p>We provide children with a broad general knowledge of, and promote respect for, public institutions and services – we have parish council leads who attend parish council meetings and whole classes learn about how the parish council sits in the structure of our democratic society. We write and hold debates.</p>
<p>✚ The rule of law</p>	<p>Children understand the importance of class and school rules and expectations, our structured reward and sanction system supports children's management of self-control and responsibility.</p>

	<p>They understand that their choices have consequences.</p> <p>Children explore civil and criminal law as appropriate through local issues such as the consideration of road safety and through curriculum learning.</p> <p>Our school values support the understanding of the reasons behind the rules of our classes, school and into the wider laws of the land. This is supported by visits and visitors, i.e. councillors and the police</p> <p>We teach right and wrong. We always explore right and wrong when considering choices the children have made and consequences of their actions, reflecting on the impact of their actions and the right choices they should have made.</p> <p>We teach the commandments. The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in worship, when reflecting on behaviour choices. at the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Children 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. These values are reinforced in different ways: We have booked visits from the police and prison service in safety week. We engender fair play</p>
<p> Individual liberty</p>	<p>We promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young children to make choices safely; for example:</p> <ul style="list-style-type: none"> • choices about their learning * activities. • choices about how they record their learning • choices around the participation in extra-curricular activities <p>Pride and respect in learning, children' expectations for a good education and achievement is seen in books and in their response to feedback. We support children to develop their self-knowledge, self-esteem and self-confidence through good relationships with children and nurture provision. We have a strong anti bullying culture and pledge scheme.</p>
<p> Mutual respect</p>	<p>Our mission statement, aims and values foster a culture of mutual respect. The 'Fruits of the Spirit' from Galatians 5:22 also form our character traits and are rooted in the Christian values that we expect from all members of our community. Children, Staff, Parents and Governors were all involved in the development of our mission statement, aims, slogan and values to express in words what our school stood for. These were designed and became our Forest Federation Values tree.</p> <p>Personal, social, emotional development and citizenship encompasses all the British values and our emotionally intelligent staff and targeted nurture intervention supports children's specific needs around esteem development, self-worth and love, and managing the challenges of life such as anxiety, bereavement, separation and anger management.</p>
<p> Tolerance of those with different faiths and beliefs.</p>	<p>The Forest federation is culturally diverse with children with different languages and failths, cultures and backgrounds as well as a range of disabilities. We are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is an important part of our ethos. We develop children's understanding of their place in a culturally diverse school community, the UK and world. We have a variety of visitors from different cultural and religious backgrounds and explore our similarities and differences supporting an understanding of tolerance and respect. We value and celebrate the diverse heritages of everybody across the Forest Federation and our communities. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example,</p>

Remembrance during the Autumn term.
 Good links with our Uganda 'Little Angels Primary school' enable us to explore our global Christian community and supports a strong understanding of children in a different country.

Being kind and gentle, learning to listen, practicing our table manners, sharing and taking turns and being polite are all promoted through working, playing and interacting.

We also develop the children's understanding of where Britain is in the world though our Geography curriculum such as its capital cities and counties, its rivers and mountains, how 'Great Britain' differs from 'England' and 'the United Kingdom,' where Britain is in relation to the rest of Europe and other countries in the world. In our history curriculum we have a focus on local and British history

How our RE curriculum explicitly supports the teaching of British Values:

F1/2						
Discovery Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What makes people special?	Christianity/Judaism		✓ (10 commandments)	✓	✓	✓
What is Christmas?	Christianity			✓	✓	✓
How do people celebrate?	Islam/Judaism			✓	✓	✓
What is Easter?	Christianity	✓	✓		✓	✓
What can we learn from stories?	Buddhism Christianity Sikhism Islam Hinduism			✓	✓	✓
What makes places special?	Christianity Islam Judaism			✓	✓	✓

Discovery Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1						
Does God want Christians to look after the world?	Christianity		✓ not to damage others' property (graffiti) etc.		✓	✓
What gift would I have given Jesus if he had been born in my town, not in Bethlehem?	Christianity				✓	✓
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity	✓	✓ (Roman rule/ how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism		✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓
Does celebrating Chanukah make Jewish children feel close to God?	Judaism				✓	✓

Year 2						
Discovery Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓
Why did God give Jesus to the world?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?	Judaism Islam		✓ (Passover rules)	✓	✓	✓
Is it true Jesus came back to life again?	Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)		✓	✓
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism Islam		✓ (The Covenant) ✓ (prayer in the Qur'an/pillar of Islam)	✓	✓	✓
What is the best way for a Jew to show commitment to God? OR Does completing a Hajj make a person a better Muslim?	Judaism Islam		✓ (613 rules) ✓ (Hajj as a pillar of Islam)	✓	✓	✓

Lower Key Stage 2 (Yrs 3 & 4)

Discovery Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 3						
Does celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh?	Hinduism Sikhism		✓	✓	✓	✓
Has Christmas lost its true meaning?	Christianity				✓	✓
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity				✓	✓
What is good about Good Friday?	Christianity					✓
How can Brahman be everywhere and in everything? OR How important is sharing to Sikhs?	Hinduism Sikhism		✓ (Guru Granth Sahib – share with those in need)		✓	✓
Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God?	Hinduism Sikhism		✓ (Guru Granth Sahib)		✓	✓

Upper Key Stage 2 (Yrs 5 & 6)

Discovery Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 5						
How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God?	Sikhism Hinduism		✓ (Vedas)	✓ (how much does a Sikh give up)	✓	✓
Is the Christmas story true?	Christianity				✓	✓
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	Sikhism Hinduism		✓ (Guru Granth Sahib)		✓	✓
Did God intend Jesus to be crucified?	Christianity				✓	✓
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead better lives?	Sikhism Hinduism		✓ (Guru Granth Sahib) ✓ Bhagavad Gita/ Upanishads		✓	✓
What is the best way for Christian to show commitment to God?	Christianity		✓ (10 commandments)	✓ Martin Luther King	✓	✓