

Fundamental British Values Statement of intent



Fundamental British Values at Pix Brook Academy

Philosophy

At Pix Brook Academy, it is our aim to raise standards by promoting a school ethos which is underpinned by core values. Our curriculum will be based around these and they will govern our thinking and determine our ethos. These will evolve over time as we work with our community and learners to find the right fit. In its most simple form there are three pillars around which we plan to deliver the curriculum:

- **Unapologetically Ambitious**
- **Relentlessly Aspirational**
- **Socially Responsible**

These values manifest in our mission *to educate the socially responsible citizens of the future.*

These values are intended to support the personal, social and spiritual development of every pupil throughout the school. They are reflected in our school vision, with the whole staff team and all pupils being involved in promoting values and identifying others who are 'living the values'.

Statement of intent:

Our government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.'

The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at Pix Brook Academy.

We support the values of democracy, rules of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and these are embedded within our curriculum. These values are found in our own school values identified by the children as respect, kindness, honesty, hard work, cooperation, fairness, confidence, tolerance, politeness and responsibility.

We plan assemblies and lessons, particularly in PSHE and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school's curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils' spiritual, moral, social and cultural development. Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as music, a variety of sports, the arts and outdoor learning. Visits are planned linking with the class topic to

provide children with further understanding of the world they live in. We also link with other schools to take part in singing and sporting events. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision making and understanding rules and fairness.

As well as promoting British values we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles.

Overview

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Pix Brook Academy. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, celebrations at Christmas. We also value and commemorate national events such as Remembrance Day.

Further, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: Key moments in British history are studied in the topics such as "London", "Famous British Scientists".

Aims

We will:

- Be ambitious for the young people in our care by providing a learning environment that leads to improved life chances
- Embed a curriculum that provides educational foundations which are both rigorous and engaging, broad and balanced and has the key skills necessary to be successful in an ever more competitive world
- Set targets that are aspirational and provide examples of opportunities that are beyond the expected, learning from experts in their field or experience something that is different from the norm can be the key to achieving something different in life
- Instil that we are privileged to be working with the future leaders and custodians of this planet. We believe we have a moral responsibility to ensure that the importance of this is not lost on our young people
- Prepare our young people not just for their job of work but for their contribution to their community. By providing a rich and varied

curricular we can hopefully broaden our understanding of what it means to be a responsible citizen

British values

Democracy

Democracy is embedded in the school. Pupils are 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 pupils 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 pupils. The Environment club provides a more formal platform for class representatives to raise issues such as reducing food waste. We believe that encouraging our children to take on responsibilities and to work together for the good of the school creates positive relationships and is a valuable preparation for future life in our democratic society.

The rule of law

In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The class rules are agreed by the children. We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts.

Individual liberty

Our children have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Mutual respect and tolerance of those with different faiths and beliefs

Respect is one of the core values of our school as can be seen in our motto "Treat others as you wish to be treated." Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies. We help our children to acquire an understanding of, and respect for their own and other cultures and ways of life. We believe that through our formal and "hidden curriculum" our children gain an enhanced understanding of their place in a culturally diverse society. Our aim to prepare children for the future drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place.'

Extremism

The school is aware of the need to be vigilant when it comes to extreme attitudes or behaviour of any kind and appropriate actions will be taken accordingly. All staff are aware of the need to alert the Senior Leadership Team if they have any concerns of this nature. Our overriding aim is to teach children to be resilient to such attitudes. This involves pupils being taught how to ask probing questions and make sound judgements for themselves about what is right and wrong.

This statement of intent will be reviewed by the senior leadership team biannually.

Last review by S Adams: November 2023.

Next review Autumn 2025