



Sunnymede Junior School

British Values Statement

June 2019



The *Department for Education* states there is a need to “*create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*”

At Sunnymede Junior School we promote and reinforce these values in the following ways:

Democracy

Democracy is promoted through our school council system, whereby each class elects two representatives to act as their ‘voice’ on key school issues or developments, reflecting our British electoral system and demonstrating democracy in action. The School Council meets regularly, reports back to the class council and termly during whole school assemblies. These pupils have an influential role in decision making, such as organising fundraising activities for Great Ormond Street Hospital and working on achieving the International School Award. In addition to the School Council forum, children have many other opportunities throughout the school day for their voices to be heard.

School assemblies follow government guidelines and include all aspects of the British Values Agenda, including democracy, and the local and general elections when appropriate. Within class, circle time and similar strategies are used to discuss issues, enabling a democratic voice and resolving problems.

Throughout the year, whole school voting takes place on key school issues or issues that extend beyond the school e.g. mirroring national elections

Each year the children decide upon their class rules. All the children contribute to the drawing up of the rules and are expected to promote them and adhere to them

The Rule of Law

The importance of Laws, whether they are those that govern the class, the school or the country, is consistently reinforced throughout the regular school day and also through planned activities and assemblies. Class rules are created at the start of each academic year (building on our whole school rules) and these are displayed in class and referred to regularly. These are deeply embedded in our work every day and through our Behaviour Policy. Our pupils are taught the value and reasons behind laws that they govern and protect us, the responsibilities involved and the consequences when laws are broken. Visits from authorities such as the Fire Service; Local Church etc. are regular parts of our Assembly dates to reinforce this message.

In PE, in our Intra and Inter school competitions, the importance of rules and fair play is highlighted and enable the pupils to understand the need for rules beyond the immediate school context, as well as the importance of exercise as a healthy activity.

Rewards are given regularly to pupils who demonstrate our school values, good citizenship and caring, thoughtful behaviour e.g. ‘good egg’ awards and ‘Learner of the week’ class trophies.

Our curriculum has been carefully designed so pupils develop skills that enable them to understand the way rules and laws were developed at specific times in history and how they reflected the values of the period. Our RE units of work allow pupils to learn about the fundamental rules and beliefs of all the major religions and focus on common areas and differences within them.

The local police officer / PCSO visits the school to talk to the children and explain about their role in society.

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.

Individual Liberty

We educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and inspiring education, and actively encourage them to do so. Our pupils are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous extra-curricular activities; our pupils are given freedom of speech and the opportunity to make choices.

Assemblies are used to celebrate the community of Sunnymede Junior School and reflect the pride that can be felt in being a part of each different community, class, 'house' team and friendship communities that make up our diverse cultural community within the school.

Through our school values and our PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their own personal areas of interest, academic or otherwise

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.

A wide range of achievements are celebrated including those outside of school.

Mutual Respect

Mutual respect is a key element of our Mission Statement which pupils, parents, staff and governors were fully involved in developing. It is deeply embedded in all that we do as a school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, however big or small. Pupils learn that their behaviour has an effect on their own rights and an impact on others. This value is woven into our assemblies as well as through the everyday curriculum planning. Children also take ownership of classroom rules at the start of each academic year.

The core value of respect at Sunnymede Junior School underpins our work every day both in and out of the classroom. For example, at competitive events, our pupils are expected to shake hands with opposing teams.

In class, pupils often take part in collaborative work where

they have to work closely with others. In these situations, they listen, consider and respect each other's opinions. They also take part in debates where they have to promote their ideas. However, they must consider others' feelings also.

Tolerance of those of Different Faiths and Beliefs

We place a strong emphasis on celebrating diversity in all its forms. Our broad and balanced RE curriculum enables pupils to learn about and respect the beliefs of those from different religions. Learning about other beliefs and religions is further embedded through our assembly plan. In R.E, children learn about different religions, their beliefs, their places of worship and key festivals. Our curriculum actively plans for pupils to visit religious buildings to enhance their understanding of different faiths and beliefs through first-hand experiences. These include trips to a Hindu temple, a Sikh Gurdwara and the local Christian church. Members of different faiths or religions also visit our school and share their knowledge to enhance learning within classes and the school. School Ministries regularly carry out Christian based workshops.

We celebrate the similarities and differences between each other. Assemblies and discussions involving prejudices and prejudice-based bullying are delivered and supported by learning in RE and PSHE. Pupils also take part in Anti-Bullying Week where they take part in a range of activities linked to the theme. Our pupils, staff and our community members are expected to be aware of, and actively discourage sexual, racial, gender or disability discrimination, both in school and the wider world. We celebrate the positive contributions that all people can make to our school and global community.

At Sunnymede Junior School, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

We have recently made links with Asamang Roman Catholic School in Ghana. During Ghana Day, which takes place termly, the whole school focuses on the similarities and differences between Britain and Ghana. Beliefs, traditions and customs are studied and, through this, our pupils gain an enhanced understanding of their place in a culturally diverse society.

Jigsaw PSHE Programme

At Sunnymede, we use the Jigsaw PSHE programme, bringing together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. It is a whole school approach, which provides a comprehensive scheme of learning across the school. Jigsaw holds children at its heart and its cohesive vision helps children understand and value who they are and how they fit and contribute to the world.

Jigsaw PSHE and SMSC : Jigsaw understands that SMSC development is imperative for children’s development. SMSC is mapped across each unit of work (puzzle) and across each year group to ensure balanced coverage. Every Jigsaw lesson contributes to this target and the SMSC symbol clearly indicates which elements are enhanced in each lesson.



Jigsaw PSHE and British Values

Jigsaw contributes significantly to the promotion of British Values, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 British Values are mapped across every unit of work (puzzle) and every lesson (piece). These strands are clearly displayed in the planning of each lesson for teachers.



Being Me in My World					
Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
PSG	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference					
Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
PSG	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓



Further examples of the curriculum and how it meets SMSC and British Values can be found at <http://www.jigsawpshe.com/british-values/>

The six puzzles and what children will learn

The Jigsaw programme brings together the requirements of SMSC, PHSE, SRE and the promotion of British Values into one coherent scheme of work.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July:

Each puzzle begins with a whole school assembly to introduce it.

Puzzle Theme	This unit...
Autumn 1: Being Me in My World	covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
Autumn 2: Celebrating Difference (including anti-bullying)	focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.
Spring 1: Dreams and Goals	aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for the world.
Spring 2: Healthy Me	covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic
Summer 1: Relationships	has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and

	stage-appropriate way so that they meet children's needs.
Summer 2: Changing Me (including Sex Education)	deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty. See Sex and Relationship Policy for further information

.Mindfulness

The Jigsaw Approach is underpinned by mindfulness. Mindfulness is being able to **observe your own thoughts and feelings** as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings and through both taught lessons and the **Calm Me time** exercises (using the Jigsaw **chime**), helping to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as **emotions are regulated, behaviour managed and calmness generated.**