

Values for Education Policy

ETHOS STATEMENT

It is the aim of the Governing Body of Iqra Primary School to support the implementation of policies and procedures which support the vision of:

“We learn, we lead, we inspire”

At Iqra Primary School we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles (paying particular regard to the protected characteristics set out in the Equality Act 2010). The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

The DfE have recently reinforced the 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.”***

The DfE has produced advice on these regulations for maintained schools. This says: *‘All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the SMSC development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values’.*

Aim

At Iqra Primary School it is our aim to raise standards by promoting a school ethos which is underpinned by 4 core values:

- Compassion
- Respect
- Cooperation
- Honesty

These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. The Fundamental British Values include:

Democracy

Democracy is evident throughout our school. Pupils have the opportunity to have their voices heard through the election of School Council members and Pupil questionnaires. Our school's Behaviour Policy involves rewards which the pupils vote on as a class group i.e. choices for golden time

The Rule of Law

The importance of Laws/rules, whether they be those that govern the class, the school, or the country, are consistently reinforced, particularly during school and class assemblies, SMSC and topic work. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and consequences when laws/rules are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and SMSC lessons. Whether it be through choice of challenge, how they record work, selection of lunches or participation in our extensive extra-curricular clubs- pupils are given the freedom to make choices

Mutual Respect

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Tolerance of and respect for those of all faiths, no faith, different cultures and lifestyles

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through visits and discussions. Assemblies and discussions involving prejudices and prejudice-based issues have been followed and supported by learning in RE and PHSE.

As a school we have found that the best way to instil such values in pupils is to reflect them in the way our institution is run. We embody democracy in the way we work, within our school ethos and within our school culture. Our Behaviour for Learning Policy and framework of rules and regulations are there for the benefit of everyone. Iqra Primary School values the diverse ethnic backgrounds of all pupils and families and undertakes a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to British Values.

Related Policies:

Safeguarding Policy

SMSC Policy

Behaviour for Learning Policy

PSHE Policy

Teaching and Learning Policy

Singular Equality Policy

Values for Success

Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages pupils to be self-disciplined active learners. Iqra Primary School has developed a clear strategy for embedding these core British Values. Our aim is to ensure that young people understand the importance of respect and leave school fully prepared for life in modern Britain.

These values are addressed directly in whole school assemblies, at times through lessons and circle times, but also permeate the whole curriculum (see T&L, SMSC and PSHE policies). These Fundamental Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

Below shows an example of how these values are taught within the new Broad and Balanced Curriculum and how this has impacted pupils learning.

Value	Context	Subject	Outcome for children
Tolerance of those of Different Faiths and Beliefs/The Rule of Law	What makes a good leader?	RE	<ul style="list-style-type: none"> • Pupils are able to compare similarities and differences between different faiths and their own • To understand the impact leaders of differing backgrounds have made to the world and their communities
Mutual respect and tolerance	Where would you prefer to live, England or Kenya?	Topic – Geography	<ul style="list-style-type: none"> • Pupils learnt the importance of respecting different cultures, lifestyles and beliefs.
Individual liberty	Under the sea topic	Lit/Topic/PSHE	<ul style="list-style-type: none"> • Pupils learnt the importance of making the correct choices in friendship groups. • Pupils understood how to respond to peer pressure in a positive way. • Pupils discussed how different people celebrate the same festival around the world.
Mutual respect and individual liberty	Things we celebrate	Reading/ Writing	<ul style="list-style-type: none"> • Pupils understood that different faiths have different celebrations and that we must respect each one.
Mutual respect and individual liberty	Why were Florence Nightingale and Neil Armstrong brave?	Topic – History	<ul style="list-style-type: none"> • Pupils explored the importance of racial and gender equality. • Pupils discussed aspirations for future careers.
Mutual respect and Tolerance of those of Different Faiths and Beliefs	Buildings around the world and the purpose for them	Knowledge and understanding of the world	<ul style="list-style-type: none"> • Pupils gained an understanding of different places of worship for different faiths. • Pupils learnt to respect the differences between communities and social groups.
Rule of Law and individual liberties	Traditional tales	Writing	<ul style="list-style-type: none"> • Pupils learnt about good and bad choices through morals in stories. • Pupils were able to relate actions of characters to rules and regulations in society.
Democracy and Rule of law	Rights and responsibilities.	Assemblies/ PSHE	<ul style="list-style-type: none"> • Pupils understood the importance of laws and that laws are decided in the Houses of Parliament by MP's. • Pupils were able to relate school rules to laws in the wider society. • Pupils understood that choices have consequences.
Tolerance and mutual respect	Dinosaurs	Writing and PSHE	<ul style="list-style-type: none"> • Pupils learnt to respect differences and that everyone is special in their own way
Tolerance, mutual respect, individual liberty and rule of law	Animals and Humans	Science and PSHE	<ul style="list-style-type: none"> • Pupils understood how to respect God's creation. • Pupils learnt how to care for animals as a member of the family. • Pupils learnt about the role of the RSPCA and the NSPCC in society and held a charity event in school to help raise money for these charities.

Year 3

Value	Context	Subject	Outcome for children
Democracy	What was so groovy about the Greek?	Topic - History	<ul style="list-style-type: none"> To know about how democracy started in history and how democratic changes have occurred over time.
Democracy	Classroom rules		<ul style="list-style-type: none"> Children to understand that it is their responsibility to abide by the rules that they set. To understand that they are involved in the decision making process.
Mutual respect	Key beliefs	RE	<ul style="list-style-type: none"> To understand that people have different faiths and that we should respect their beliefs.
The rule of the law	Light House Keeper's Lunch	Reading/ Writing	<ul style="list-style-type: none"> To understand between right and wrong. Children gained knowledge about actions that are unacceptable and have a negative impact on others.
Tolerance of those of Different Faiths and Beliefs	Good to be me. Bullying	PSHE	<ul style="list-style-type: none"> Children were able to identify discrimination taking place against themselves and others.
Democracy	Who first lived in Britain?	Topic – History	<ul style="list-style-type: none"> Children understand how citizens influence the decision making process in their lands.
Mutual respect	Religious festivals	RE	<ul style="list-style-type: none"> To understand that there are no barriers to celebrating ones festival.
Mutual respect	Black history month	Themed day- History	<ul style="list-style-type: none"> To accept that people come from different backgrounds.
Individual liberty	Rights and responsibilities.	Assemblies/ PSHE	<ul style="list-style-type: none"> To understand that children have the freedom of choice and have the rights that can be voiced through certain channels.
Individual well being	Economic well being	Topic - geography	
Democracy		Ks2 assembly	<ul style="list-style-type: none"> Children are able to identify the differences between the democratic systems from 507BC to the present day.
Individual liberty	Matilda by Roald Dahl	Reading	<ul style="list-style-type: none"> Children understand that they have a freedom to choose what they wish to do as long as it doesn't go against the law of the land. In Matilda her father was against her going to school because he wanted her to stay home and receive his illegal parcels of car parts.

Year 4

Value	Context	Subject	Outcome for children
Democracy	Why is London such a cool place to live?	Topic – Geography	<ul style="list-style-type: none"> • Visit to houses of parliament. Children are aware of need for democracy in parliament. • Immigration – how London has been built by waves of migrants since 500BC
Mutual respect	Why is London such a cool place to live?	Topic – Geography	<ul style="list-style-type: none"> • Children celebrate diverse backgrounds within their classes and recognise the different ethnic groups.
Mutual respect/ Tolerance of those of Different Faiths and Beliefs	Why is London such a cool place to live?	Topic – Geography	<ul style="list-style-type: none"> • Children are aware of push and pull factors leading to migrations – asylum seekers, refugees – looking at how religious persecution can lead to refugee status. London is a tolerant place which allows people to practice their religion freely.
Tolerance of those of Different Faiths and Beliefs	Charlie and the chocolate factory	Reading/ Writing	<ul style="list-style-type: none"> • Story highlights how not to discriminate against different children and how to accept each individual equally.
Individual liberty	Why are the Romans so powerful?	Topic – History	<ul style="list-style-type: none"> • Compare Roman laws to modern times
Democracy / Individual liberty	Where would you choose to build a city?	Topic – Geography	<ul style="list-style-type: none"> • Children understand the importance of recycling and discuss how to recycle and reuse everyday items to protect the environment. Discuss how they could make sensible choices to create a clean environment.
Mutual respect	Religious stories	RE	<ul style="list-style-type: none"> • Children understand the importance of respecting other faiths and beliefs and know they can learn the universal morals from any religious story.
Democracy/ Individual Liberty	Rights and responsibilities.	Assemblies/ PSHE	<ul style="list-style-type: none"> • Children understand rights come with responsibilities. For example children have the right to education; teachers need to provide them with that education.
Individual liberty	Dilemma stories	Writing	<ul style="list-style-type: none"> • Children are aware of dilemmas and know they are free to make a choice as long as it is within the law of the land.
The rule of law	Drugs education	Assembly/ PSHE	<ul style="list-style-type: none"> • Children understand legal/ illegal drugs. Example; smoking is bad for health but its not against the law. Other types of drugs are harmful AND against the law.

Year 5

Value	Context	Subject	Outcome for children
Individual Liberty	Living things and their habitats.	Science	<ul style="list-style-type: none"> To know and show mutual respect towards different viewpoints across faiths and community members on plants and animals being removed from their habitats.
Democracy	Germination	Science	<ul style="list-style-type: none"> Learning to make democratic decisions in class within scientific experiment on germination.
Individual Liberty	Earth and Space	Science	<ul style="list-style-type: none"> To know the different decisions made by scientists within the Law in their research of space. Exploring how citizens can make a difference to the wider community.
Individual Liberty/Mutual Respect	Discussion texts	English	<ul style="list-style-type: none"> To explore the moral decisions made by citizens in society today. Some of these decisions include whether or not hunting is ethically right.
Democratic	Problem Solving	Maths	<ul style="list-style-type: none"> To understand how to be democratic in different contexts such as working through methods which suit their group best and how it relates to real life contexts.
Mutual Respect/Tolerance of those of different faiths and beliefs	Alona's Story	Reading	<ul style="list-style-type: none"> Understand a refugee's point of view of being in another country and the importance of being tolerant in such situations and developing mutual respect. Exploring the rule of law and how this varies across the world. Looking at the elections of President Obama, understanding how citizens can influence decision making directly in politics.
Mutual Respect	Mystery stories	Reading	<ul style="list-style-type: none"> Students read a variety of texts adhering to a range of different topics. Students are able to understand about the freedom of choice through these topics.
Democracy Tolerance of those of different faiths and beliefs/Mutual respect	What is so special about the USA?	Topic	<ul style="list-style-type: none"> Exploring freedom fighters in South Africa and the life of Nelson Mandela. Learning to show acceptance and tolerance, and not being the cause of prejudicial or discriminatory behaviour.
The Rule of Law/Individual Liberty	What is so special about the USA?	Topic	<ul style="list-style-type: none"> Exploring the different landmarks of the United States and understand the affect that heavy tourism may cause in terms of pollution and increase of population in these areas.

Democracy Tolerance of those of different faiths and beliefs/Mutual respect	The Tudors & Stuarts –Gunpowder Plot	Topic	<ul style="list-style-type: none"> • Seeing the severe consequences of discrimination of religious beliefs in historic British eras, and showing appreciation that today’s society offers the freedom to hold other faiths and beliefs and that individuals have freedom within the law.
Mutual respect	Exploring Oil paintings	Art	<ul style="list-style-type: none"> • To know and explore different artists and art styles and respect and understand how artist may have different viewpoints.
Tolerance of those with different faith and beliefs/ rule of law/ mutual respect	Exploring traditions Exploring different writing styles and stories from different cultures	- RE	<ul style="list-style-type: none"> • Students explore different religions including their own. They gain understanding of different traditions and compare it to their own religion.
Mutual respect/Tolerance of those with different faith and beliefs	Exploring traditions Exploring different writing styles and stories from different cultures	- RE	<ul style="list-style-type: none"> • Students are urged to find similarities and differences between religions and focus on promoting tolerance between cultures and faiths.
Mutual respect/ rule of law/ Individual liberty	Exploring a variety of texts	English	<ul style="list-style-type: none"> • Students explore different styles of writing and stories. • Students explore folklore/legends from other cultures which promote tolerance of cultures and mutual respect.
Tolerance of those with different faith/ rule of law/ mutual respect	Exploring different countries, Tudors, Ancient Egypt	Topic	<ul style="list-style-type: none"> • Students explore different countries and eras in history. Students learn about the culture, religions, and traditions in history and current events and situations today. This allows students to be more tolerant and respectful.

Year 6

Value	Context	Subject	Outcome for children
Individual Liberty/Mutual Respect/Democracy	How did the battle of Britain change World War 2? (Y6)	History	<ul style="list-style-type: none"> To know about the background to WW2 and differing viewpoints held by the allies and axis on liberty, respect and tolerating others
Individual Liberty/Mutual Respect/Democracy	How did the battle of Britain change World War 2? (Y6)	History	<ul style="list-style-type: none"> To understand the significant role Britain played in securing victory and aiding their allies.
Individual Liberty/Mutual Respect/Democracy	How did the battle of Britain change World War 2? (Y6)	History	<ul style="list-style-type: none"> Visit to Old People's Home/Military Museum for pupils to gain a better understanding of life in Britain during the World War.
Tolerance of those of Different Faiths and Beliefs/The Rule of Law	What makes a good leader? (Y6)	RE	<ul style="list-style-type: none"> Pupils are able to compare similarities and differences between different faiths and their own
Tolerance of those of Different Faiths and Beliefs/The Rule of Law	What makes a good leader? (Y6)	RE	<ul style="list-style-type: none"> To understand the impact leaders of differing backgrounds have made to the world and their communities.
Individual Liberty - an understanding that individuals have the freedom of choice within the law	Should Britain be ashamed of colonialism and slavery?	History	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Individual Liberty - an understanding that individuals have the freedom of choice within the law	Should Britain be ashamed of colonialism and slavery?	History	<ul style="list-style-type: none"> Understand Britain's role during the period of 1066.

Individual Liberty - an understanding that individuals have the freedom of choice within the law.	Should Britain be ashamed of colonialism and slavery?	History	<ul style="list-style-type: none"> Gain a better understanding and develop empathy for those sold in to slavery.
Individual Liberty - an understanding that individuals have the freedom of choice within the law	Boy in the Striped Pyjamas (BP)	Reading	<ul style="list-style-type: none"> Developing understanding of individual liberties and human rights during WW2 Germany
Mutual Respect - - an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Tolerance of those of Different Faiths and Beliefs - an understanding of the importance of identifying and combating discrimination	Pilgrimages: Does going to pilgrimage mean that you are closer to God than others?	RE	<ul style="list-style-type: none"> Pupils are able to compare similarities and differences between different faiths and their own. To understand that different beliefs and practices should be tolerated and should be understood and studied. To gain an understanding of the different faiths and how they perceive pilgrimages.
	Boy in the Striped Pyjamas (BP)	Reading	<ul style="list-style-type: none"> Developing understanding of discrimination based on choice of faith. Developing understanding of prejudicial behaviour towards a group of people. Developing tolerance of those with different faiths

Democracy - an understanding of how citizens can influence decision-making through the democratic process	Rights and responsibilities (self/family/ friends/ community)	PSHE	<ul style="list-style-type: none"> To know about where democracy started historically and how democratic changes have occurred over time
Democracy - an understanding of how citizens can influence decision-making through the democratic process	Rights and responsibilities (self/family/ friends/ community)	PSHE	<ul style="list-style-type: none"> Understand what democracy is.
Democracy - an understanding of how citizens can influence decision-making through the democratic process	Rights and responsibilities (self/family/ friends/ community)	PSHE	<ul style="list-style-type: none"> Understand the importance in participating to the community.
Democracy - an understanding of how citizens can influence decision-making through the democratic process	Rights and responsibilities (self/family/ friends/ community)	PSHE	<ul style="list-style-type: none"> Being aware of what responsibility you hold in society.
Democracy - an understanding of how citizens can influence decision-making through the democratic process	Rights and responsibilities (self/family/ friends/ community)	PSHE	<ul style="list-style-type: none"> Being aware of different communities.
Individual Liberty – an understanding that individuals have the freedom of choice within the law.	Kensukes Kingdom (OS/BP)	Reading	<ul style="list-style-type: none"> Pupils are able to compare a balanced argument about the consequences of Michael and his family going off on sailing?

Individual Liberty – an understanding that individuals have the freedom of choice within the law.	Kensukes Kingdom (OS/BP)	Reading	<ul style="list-style-type: none"> The freedom within the law to be able to do as you wish without breaking the law.
Individual Liberty – an understanding that individuals have the freedom of choice within the law.	War Game (OS)	Reading	<ul style="list-style-type: none"> Children understood individuals had the choice within the law to decide to go to War, to fight and protect the values of the country.
Tolerance of those with different faiths and Beliefs/Mutual Respect. – Acceptance of people having different faiths.	Places of worship (OS)	R.E	<ul style="list-style-type: none"> Pupils are able to compare the similarities and differences between different places of worship.
Tolerance of those with different faiths and Beliefs/Mutual Respect. – Acceptance of people having different faiths.	Places of worship (OS)	R.E	<p>Understand the impact that these different places of worship have had on the local and world communities.</p>
Mutual Respect – an acceptance that people have different beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	Evolution and Inheritance (OS)	Science	<ul style="list-style-type: none"> Pupils are able to understand that there are scientists and people in the world who believe that humans have evolved from primitive apes.

Mutual Respect – an acceptance that people have different beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.	Evolution and Inheritance (OS)	Science	<ul style="list-style-type: none"> Pupils understand that others have accepted the process and theory of evolution.
Individual Liberty – an understanding that individuals have the freedom of choice within the law.	Propaganda posters (BP)	Art and design	<ul style="list-style-type: none"> Pupils made aware of propaganda used during WW2 to influence people's decisions.
Individual Liberty – an understanding that individuals have the freedom of choice within the law.	Propaganda posters (BP)	Art and design	<ul style="list-style-type: none"> Pupils understand that freedom of choice is important, but guidance sometimes needed.
Democracy - an understanding of how citizens can influence decision-making through the democratic process	Boy in the Striped Pyjamas (BP)	Reading	<ul style="list-style-type: none"> Pupils worked in small groups, making democratic decisions about their performance.
Democracy - an understanding of how citizens can influence decision-making through the democratic process	Boy in the Striped Pyjamas (BP)	Reading	<ul style="list-style-type: none"> Pupils worked cooperatively, reverting to the democratic process when decisions needed to be made.