

## Promoting British Values At New Marske Primary School in assemblies

It is important that our school endeavours

*“to create and enforce a clear and rigorous expectation 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.”*

**DFE 2014.**

Each month the children find out about and explore a particular value. This approach enables the children to learn about the importance of Global Values with a particular reference to the fundamental British Values. This helps to support the children's social, spiritual, emotional and cultural development. Our aim is to ensure that children are prepared for, and have an appreciation of life in modern Britain.

Assembly programme at New Marske Primary School

Day	Activity
Monday 10:15am	<b>Head Teacher’s assembly</b> <ul style="list-style-type: none"> <li>The focus of this assembly will be based on the monthly theme looking at the key themes of the United Nations Convention on the Rights of the Child and Fundamental British Values. This session can also be used to allow specialists on the given theme an opportunity to present to our pupils.</li> </ul>
Tuesday	<b>Class Assembly</b> <ul style="list-style-type: none"> <li>Each class will hold a class assembly based on the monthly theme looking at the key themes of the United Nations Convention on the Rights of the Child and Fundamental British Values.</li> </ul>
Wednesday	<b>Singing Assembly</b> <ul style="list-style-type: none"> <li>A singing assembly, led by Miss Sheraton, will allow pupils to sing as a whole school practicing tradition and non traditional hymns and songs.</li> </ul>
Thursday	Alternating every two weeks classes will have a family assembly, a Bible Explorers assembly or a teacher assembly. <b>Family Assembly</b>

	<ul style="list-style-type: none"> <li>Parents, carers, grandparents and friends are invited into school to celebrate the work of a class. Over the course of the year each class will take part in three family assemblies.</li> </ul> <p><b>Bible Explorers</b></p> <ul style="list-style-type: none"> <li>Members of a local church group come into school teaching pupils about Bible stories through song.</li> </ul> <p><b>Teacher Assembly</b></p> <ul style="list-style-type: none"> <li>An assembly will be led by a teacher based on the monthly theme looking at the key themes of the United Nations Convention on the Rights of the Child and Fundamental British Values.</li> </ul>
Friday	<p><b>Celebration Assembly</b></p> <ul style="list-style-type: none"> <li>Every Friday the school take part in a celebration assembly to acknowledge the hard work that has taken place in school during the week. The awards handed out are:             <ul style="list-style-type: none"> <li><b>Pupil of the Week</b> – A pupils from each class is nominated for following the school’s ‘Golden Rules’ in an exemplarity fashion.</li> <li><b>Reader of the week</b> – On a three week cycle this award is given for a pupil who has demonstrated excellent reading skills</li> <li><b>Writer of the week</b> - On a three week cycle this award is given for a pupil who has demonstrated excellent writing skills</li> <li><b>Mathematician of the week</b> - On a three week cycle this award is given for a pupil who has demonstrated excellent mathematical skills</li> <li><b>Head Teacher’s Award</b> – An award from the head teacher recognising a special piece of work or an exemplary attitude around school.</li> </ul> </li> <li><b>Other awards, such as sporting or personal awards can also be handed out within this assembly</b></li> </ul>

## Monthly themes

Month	Theme
September	<p><b>Theme – The United Nations Convention on the Rights of the Child and Fundamental British Values</b></p> <ul style="list-style-type: none"> <li>• <b>Review the UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 6 (life, survival and development)</li> <li>○ Article 2 (non discrimination)</li> <li>○ Article 12 (respect of the views of a child)</li> </ul> </li> <li>• <b>Review ‘British Values’</b> <ul style="list-style-type: none"> <li>○ What are they?</li> <li>○ What does it mean to be British?</li> <li>○ Queen Elizabeth’s Reign</li> </ul> </li> </ul>
October	<p><b>Theme – Safety</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 33 (drug abuse)</li> <li>○ Article 34 (sexual exploitation)</li> <li>○ Article 35 (abduction, sale and trafficking)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Individual liberty <ul style="list-style-type: none"> <li>▪ What do we do to keep safe: at home, in school, on line?</li> </ul> </li> </ul> </li> </ul>
November	<p><b>Theme – Remembrance</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 22 (Refugee children)</li> <li>○ Article 38 (War and armed conflicts)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Remembrance <ul style="list-style-type: none"> <li>▪ Why should we remember?</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ How do our institutions remember? (Monarchy, national and local government)</li> </ul>
December	<p><b>Theme – Peace</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 30 (children from minority or indigenous groups)</li> <li>○ Article 2 (non discrimination)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Tolerance of those with different beliefs           <ul style="list-style-type: none"> <li>▪ Christmas – how do others celebrate major festivals?</li> <li>▪ How do non Christians in a Christian county celebrate Christmas?</li> </ul> </li> </ul> </li> </ul>
January	<p><b>Theme – Democracy</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 17 (access to information from the media)</li> <li>○ Article 12 (respect of the views of the child)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Democracy           <ul style="list-style-type: none"> <li>▪ Which institutions do we have which promote democracy?</li> <li>▪ How does democracy work within school/locally/nationally</li> </ul> </li> </ul> </li> </ul>
February	<p><b>Theme – Freedom</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 14 (freedom of thought, belief and religion)</li> <li>○ Article 12 (right to privacy)</li> <li>○ Article 31 (leisure, play and culture)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Individual Liberty           <ul style="list-style-type: none"> <li>▪ What does it mean to be free? Compare and contrast with chn in other locations</li> </ul> </li> </ul> </li> </ul>
March	<p><b>Theme – Respect</b></p>

	<ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 19 (protection from violence, abuse and neglect)</li> <li>○ Article 32 (Child labour)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Mutual respect           <ul style="list-style-type: none"> <li>▪ Which institutions do we have which promote democracy?</li> <li>▪ How does democracy work within school/locally/nationally/internationally</li> </ul> </li> </ul> </li> </ul>
April	<p><b>Theme – Safety</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 33 (drug abuse)</li> <li>○ Article 34 (sexual exploitation)</li> <li>○ Article 35 (abduction, sale and trafficking)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Individual liberty           <ul style="list-style-type: none"> <li>▪ What do we do to keep safe: at home, in school, on line?</li> </ul> </li> </ul> </li> </ul>
May	<p><b>Theme – Democracy</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 28 (right to an education)</li> <li>○ Article 7 (birth registration, name, nationality, care)</li> <li>○ Article 12 (respect for the views of the child)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Democracy           <ul style="list-style-type: none"> <li>▪ Which institutions do we have which promote democracy?</li> <li>▪ How does democracy work within internationally (United Nations). How does our country support the UN</li> </ul> </li> </ul> </li> </ul>
June	<p><b>Theme – Respect</b></p>

	<ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 29 (goals of education)</li> <li>○ Article 32 (Child labour)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Mutual respect           <ul style="list-style-type: none"> <li>▪ Which institutions do we have which promote democracy?</li> <li>▪ How does democracy work within school/locally/nationally/internationally</li> </ul> </li> </ul> </li> </ul>
July	<p><b>Theme – Safety</b></p> <ul style="list-style-type: none"> <li>• <b>UN convention on the rights of a child</b> <ul style="list-style-type: none"> <li>○ Article 33 (drug abuse)</li> <li>○ Article 34 (sexual exploitation)</li> <li>○ Article 35 (abduction, sale and trafficking)</li> </ul> </li> <li>• <b>British Values</b> <ul style="list-style-type: none"> <li>○ Individual liberty           <ul style="list-style-type: none"> <li>▪ What do we do to keep safe: at home, in school, on line?</li> </ul> </li> </ul> </li> </ul>

## Evidence and Impact

British Value	Evidence	Impact
Democracy	School council elections, minutes and records Y5/6 Office Holder elections (House Captains (Y6) and Vice Captains (Y5)) School assembly plan RE/PHSE planning, children's work Governor priority 3 focus Displays	Children are able to work co-operatively in pairs and groups as well as whole class situations in all areas of the curriculum and wider aspects of school life  Children understand about turn taking and respecting the views of others  Children understand the principle of democracy and the importance of using their vote  Children in KS2 in particular are able to use language of respect (I agree with, I don't agree with)
Rule of Law	Expectations Behaviours School values Class promises Prefect system in Y6 PHSE lessons on laws and rules School Council minutes and records Visits from Councilors, Police, local MP Assembly plan Governor priority 3 focus Displays Behaviour audit Consistent sanction/reward system across Key Stages	Children are able to articulate how and why we need to behave in school and demonstrate they understand and abide by school rules

	Attendance awards	
Individual Liberty	Governor priority 3 focus School values Display Class council meetings School Council Meetings	Children understand about the importance of accepting responsibility and of their right to be heard in school  Children are consulted on many aspects of school life and demonstrate independent thought and action
Mutual Respect and the Tolerance of those with different faiths and beliefs	RE curriculum, planning, work and trips PHSE curriculum, planning and work Assembly plan Governor priority 3 focus Displays Woodlea Wheel of Learning Charity fundraising	Children can articulate why respect is important, how they show respect to others and how they feel about it for themselves  Children's behaviour demonstrates this value in action They are able to work alongside one another and together as groups  Children are able to talk about different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions