

England Lane Academy – British values evidence and impact statement 2014-16



At England Lane Academy we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed, taught and lived out through our Academy. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE and PSHE lessons and assemblies provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The academy makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, residential visits to outdoor centres and through visiting speakers. As our community is quite mono-cultural we are currently developing an improved multi-cultural education programme through our curriculum and assemblies. Our strong-rooted values-based understanding gives our children an excellent platform for embracing difference.

Value	Statement	Evidence	Impact and next steps
Mutual respect and the tolerance of those with different faiths and beliefs.	<p>Respect is a fundamental value in our academy which is pivotal to much of the day to day work of the academy.</p> <p>We develop this through our RE and PSHE curriculum and through history and geography topics in the new curriculum as well as through assemblies which develop overall SMSC qualities. We undertake to teach children about festivals and beliefs from a range of faiths across Britain today while maintaining a broadly Christian base.</p> <p>During 2015-16 a link has been made with a practising Muslim teacher and she has visited the academy to teach the children more about Eid and pilgrimages.</p>	<p>Assemblies</p> <p>RE coverage</p> <p>PSHE curriculum</p> <p>Topic work in the new curriculum as appropriate.</p>	<p>Children can articulate why respect is important, how they show respect to others and how they receive it from others.</p> <p>The assembly focus for the autumn term 2017 is on rights, responsibilities and respect.</p> <p>Children’s behaviour demonstrates their good understanding of this value in action. The revised rainbow ‘learner’ behaviour policy from Spring 2015 has a specific focus on respect.</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for diversity of faiths and religions.</p>

			To develop this further a focus week dedicated to multi cultural celebration is planned for 2016-17 in recognition of the lack of diversity within the immediate local community and in order to develop a wider tolerance and understanding in our children.
Democracy	<p>Children see the fundamental principles of democracy and fairness exercised on a day to day basis in the running of the academy. They meet this when discussing respect and fairness and as part of the academy council elections.</p> <p>All children have the opportunity to be elected to the academy council each year and this group contributes towards decision making processes within the academy.</p> <p>Our local MP, Yvette Cooper, has visited the academy to open our library and links have been maintained. In 2015 year 3 have been involved in designing her official Christmas card and, through her office, a visit to the Houses of Parliament for KS2 during their London visit has been</p>	<p>School council elections</p> <p>School council involvement in designing and choosing new playground equipment, choosing the new academy logo and uniform etc.</p> <p>Individual children’s involvement in setting and reviewing their own targets for learning. These are discussed democratically with class teachers and an agreement is reached.</p>	<p>School council has been widely involved in changes in the academy but now need to be more involved in day to day matters. They have been involved in evaluating pupil questionnaires and supporting SLT with decisions to make improvements from these.</p> <p>Children are able to work co-operatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>To develop this further: continue embedding the values within the learning skills curriculum eg: teamwork, reflection, to improve this.</p>

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	<p>planned for Autumn 2016.</p> <p>In 2015 the KS2 topic on Britain has fed into many of these areas and has included looking at local and National government, following the process of the general election and a visit to Pontefract Castle on the day of the 800th anniversary of Magna Carta. This will be developed further in 2016 with a topic looking at the monarchy which will include the visit to London and the Houses of Parliament.</p>		
<p>Rule of Law</p>	<p>The children at England Lane are familiar with this concept through the use of simple school rules.</p> <p>This has been developed through the establishment of these rules in assemblies and through PSHE and school council discussions in 2013-14 and the revision of them alongside a focus on rights and responsibilities in the autumn term 2014. This is being developed further and revisited during the autumn term 2016.</p> <p>Children are familiar with the local police</p>	<p>Rights and responsibilities</p> <p>Assemblies</p> <p>Displays around school</p> <p>Simple school rules.</p> <p>Choice programme.</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate that they understand and can abide by our simple rules.</p> <p>Children have an understanding of their rights and the responsibilities they have which ensure these rights are available to everyone.</p>

	<p>and they are often present in the academy leading assemblies and working with groups of children. Some of our children also participated in a 'Choice' programme led by the local police across the pyramid of academies during 2013-14.</p>		
<p>Respect for self and others</p>	<p>Assemblies have focused on respect periodically throughout the past two years and these have been developed through SEAL and PSHE work.</p> <p>Where needed, groups of children are able to access additional intervention support to improve their self esteem, self respect and understanding of respect for others.</p> <p>Our learning skills curriculum helps to develop independence and self reflection to promote greater self respect and awareness.</p> <p>Each year through assemblies and the curriculum we teach respect for others who have given their lives for our freedom eg: remembrance day.</p>	<p>Assemblies and PSHE work</p> <p>Intervention groups</p> <p>Individual behaviour records and positive reward charts.</p> <p>Support for charities and regular events such as 'Children in Need', McMillan coffee mornings, comic relief and sport relief.</p> <p>Sharing of harvest produce and visiting of elderly people in our local community.</p>	<p>Children understand their basic human rights and the importance of accepting responsibility for their actions.</p> <p>They are consulted on many academy developments and can demonstrate self respect through independence of thought and action.</p> <p>To develop this further we plan to enrol for the Unicef 'Rights Respecting School' scheme during 2015-16.</p>