



Marine Park First School



Promoting Fundamental British Values

This year the Government and DfE have reinforced the need for all schools to 'have due regard to the need to prevent people from being drawn into terrorism' (the Prevent Duty) and to actively promote the fundamental British Values of:

- **democracy**
- **the rule of law,**
- **individual liberty**
- **mutual respect and tolerance of those with different faiths and beliefs**

At Marine Park First School we ensure that all of our pupil have access to a broad, balanced curriculum which encompasses a wide range of subjects. In addition we take every opportunity to promote and provide for students' spiritual, moral, social and cultural development.

Our school vision statement embodies our commitment to ensure that all of our pupils:

- Are valued
- Have fun, are happy, enthusiastic and independent
- Attain their potential through a rich, varied, creative curriculum
- Are well behaved and considerate to everyone
- Are motivated to learn and feel confident to question and challenge
- Work together and help each other
- Respect one another

Our school creed encapsulates that vision in a way that is meaningful to the children

- Marine Park is our school.
- Let kindness and respect abide here.
- May we all live happily together.
- May our school be full of joy.
- Let the classrooms be full of learning.
- Let sharing take place here.
- Let us remember while many hands are needed to build a house,
many hearts and minds make a school.

Our values underpin our approach to teaching and learning and the way in which we help prepare our children for life in modern Britain.

Democracy – making decisions together

We encourage our pupils to see their role in the bigger picture, helping them understand that everyone's view counts and everyone's opinion is valued. We help our pupils become self-confident and self-aware young people.

- Throughout the school teachers plan and provide activities that involve turn - taking, sharing and collaboration and children are given opportunities to develop enquiring minds in an atmosphere where questions are encouraged and valued.
- We have a democratically elected and active School Council which is able to effect change within the school. The election process is a key time to promote an understanding of democracy and the British electoral system. Following election, regular meetings and councillor feedback enables all pupils have the opportunity to have their voices heard and their opinions valued. Pupils, including those from different groups, engage in decision-making or consultation about issues which affect the quality of their learning and wellbeing.
- The School Council takes part in an annual 'Local Participation/Democracy' Event sharing best practice across the LA.
- Pupils throughout the school have regular opportunities to demonstrate democracy in action, sharing their view on a variety of issues within their classes e.g. in Reception class, sharing views on what the theme of their role play area could be with a show of hands and in the school as a whole e.g. pupils nominating others in recognition of 'Acts of Kindness', voting for best performances during Junior Apprentice etc.
- Pupils also have the opportunity to have their views heard through annual pupil questionnaires.
- Democracy is discussed as part of topic work e.g. pupils in Y3 discuss the impact of inspirational international figures such as Martin Luther King during their History topic on the 1960s and how the impact of loss of liberties and freedoms have affected the world during their History topic on WW2. Pupils in Y4 are also introduced to the work of the European Parliament in their Geography topic on Europe.
- Democracy is also promoted through assembly themes, for example on Our Electoral System; Magna Carta etc.
- We encourage our pupils to experience democracy in action by encouraging them to become active young citizens and 'volunteer' e.g. Eco Councillors, Healthy Tuckshop Organisers; Classroom Monitors, Charity fund raisers etc. Older children are encouraged to support younger pupils at key times such as lunchtime and playtimes as Buddies. Pupils, including those from different groups, take on responsibilities and play a part in the school and wider community.
- Our school behaviour policy supports pupils in being part of the decision making processes and developing their own class rewards systems.

The Rule of Law – understanding rules matter

We ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.

- From Early Years, staff collaborate with children to create class rules and the codes of behaviour and ensure that all children understand rules apply to everyone. The importance of abiding by laws and rules, whether they are those that govern the class, our school or our country, are consistently reinforced throughout the school as part of our School creed and our Golden Rules.
- Children are taught: the value and reasons behind laws; that they govern and protect us; the responsibilities that this involves and the consequences when laws are broken.
- All adults have high expectations of how pupils should conduct themselves and lead by example and consequently pupils behave impeccably at all times, whether in lessons, around the school or at play

- Messages are reinforced through our daily assembly which sets the tone for the day in terms of the high expectations we set for excellent behaviour; through circle time and the PSHE curriculum in which children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. Children learn about the part we play in society and how our actions always have an impact on those around us.
- Our high expectations about pupil conduct is also reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Star of the Week' and 'Pupil of the Week' awards. We present certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- The school's system of 'family credits' provides a well-liked method for rewarding positive behaviour. It continually motivates the whole-school to keep to the school rules. It also motivates pupils to remind their classmates of how they should behave at all times, without the need for adult intervention. In this way, pupils show high levels of self-management.
- A targeted "Learning for Life" group meets once a week. IEPs and the activities that address individual pupil's needs aim to promote the qualities necessary for living and working together harmoniously.
- Professionals such as police officers, fire fighters, councillors etc. visit the school to talk to the children and explain about their role in society, helping reinforce important messages.

Individual Liberty – freedom for all

We children develop a positive sense of themselves, providing opportunities for them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

- Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a nurturing environment and planned curriculum. In Reception class this might take the form of encouraging children to take safe risks when playing on the climbing equipment in PE and talking about their experiences and learning to Y4 taking part in a residential challenging outdoor pursuits field study week - for many their first experience of being away from home, learning to live independently alongside their peers.
- In our PSHE program, children are taught about personal responsibility, choices, ambition and aspiration.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are also advised how to exercise these safely, for example through our E-Safety teaching. Children are taught how to keep themselves safe, including on-line. We do this in IT lessons, assemblies and through visits from outside organisations.
- Artistic, sporting and cultural opportunities are coordinated and diverse. Pupils are encouraged to take opportunities outside of curriculum time to follow their individual interests in the arts, music, sport etc. in our after school clubs. Children also learn about healthy competition and developing a good team ethic.
- Assembly time also provides opportunities to discuss themes such as the United Nations Convention on the Rights of the Child and learn to respect their own rights and the rights of others.

Mutual Respect and tolerance – treat others as you want to be treated

Staff work hard to create an ethos of inclusivity and tolerance at Marine Park, where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Although predominantly White British, we are very fortunate that our school population, both children and staff is representative of the increasingly diverse ethnic backgrounds and faiths in our community.
- Our RE curriculum helps teach our children about the similarities and differences between themselves and others and among families, local faith groups – Christian, Muslim, Sikh, Hindu, Jewish and Buddhist - and communities. It provides opportunities to share and discuss traditions, practices, celebrations and experiences.
- We encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- We celebrate our local heritage as a north eastern coastal community through many visits to historical and cultural places of interest in Tyne and Wear and we also visit local places of worship, including a number of Christian churches, Newcastle Cathedral, Newcastle Mosque etc. and invite members of local faith communities to share their experiences with the children.
- We also hold daily assemblies (Key Stage and whole school), with a broadly Christian theme which promote key values and which may address and challenge gender, cultural and racial stereotyping, such as a KS2 assembly discussing the courage shown by Malala Yousafzai in her struggle for every girl's right to have an education. We also mark and celebrate significant multifaith festivals such as Christmas, Ramadan and Diwali
- We have strong links to the Whitley Bay Churches Together group and currently members of the Baptist team are leading whole school assembly each Monday. Members of other faith groups are also invited to lead assemblies about other religions. This half term, the children have listened to an ex pupil talk about her family's experiences of observing Ramadan and Eid and IDC North East, a local Muslim group have spoken to KS1 and 2 clarifying misconceptions and challenging stereotypes about Islam.
- We also promote diverse attitudes and challenge stereotypes, in our PSHE lessons, beginning in the Early years by sharing stories that reflect and value the diversity of the children's experiences and providing resources and activities that challenge stereotyping and promote equality.
- We ensure that our Geography curriculum provides opportunities to study and learn about life and culture in Great Britain and other countries in Europe and further afield, such as South America - Brazil and that in History we focus on influential individuals such as Martin Luther King who have made a significant contribution to Human rights causes.
- We use Family Group mixed age lesson time as opportunities to address social, moral and cultural issues, as well as cover aspects of behaviour and safety, for example through themes such as Holocaust Memorial week and Anti-Bullying Week. These sessions are an excellent means of allowing older pupils to become role-models for those who are younger than them and also provide a specific time for pupils to develop cooperation, team work and respect and become confident, well-rounded individuals.
- Any complaints about lack of tolerance or respect are always taken seriously and followed up diligently.
- Professional Development opportunities are well coordinated ensuring that staff have upto date training and briefings on PSHE and Safeguarding, addressing issues such as Extremism and Radicalisation.