



## **Parkside British Values Statement**

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

At Parkside Academy we take very seriously our responsibility to prepare children for life in modern Britain. We value the ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate and explore these alongside other cultures in our country.

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts. Our cross curricular approach provides excellent opportunities to deepen and develop understanding developing the spiritual, moral, social and cultural education of our children.

The school 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, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing difference.

At Parkside Academy, we value the voice of the child and promote democratic processes such as our school council whose members are voted for by the children. Ideas and events are planned and discussed with a chance for debate and putting forward points of view.

Children are given responsibility to mentor and support other children in games and activities so that they are fully involved in all aspects of school life. For instance, we have a 'Buddy' system throughout school. Four children from each class are chosen by their peers to be 'Buddies' who support and promote fair play and inclusion. The older children are also partnered up with the youngest children for support, mentoring and to promote our core values.

Also all children from Reception to Year 2 are in mixed aged Family groups which come together for activities and sporting events which are planned throughout the school year. We expect all our children to be good role models for each other, which is encouraged through high expectations of behaviour.

### Democracy

Statement	Evidence	Impact
The children at Parkside Academy see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working	The establishment of a new School Council each year models the democratic process as does the selection and voting of the House Captains and deputies.	Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.
	RE/ PSHE planning and work books.	
	Whole school policy for behaviour and assemblies for learning School Values.	Children in school and in KS2 particular are able to use the language of respect
	Enrichment visits	

### Rule of Law

Statement	Evidence	Impact
The children at Parkside Academy are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different	Contracts (Class Rules) signed by all children and staff.	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these
	School rules	
	Behaviour boards and reward charts in each class	Children all know that they have a right but that with a right comes a responsibility
	School Values	

religions have guiding principles	Lessons on the role of law and parliament	They are able to discuss and debate philosophical issues in relation to these
Children are used to debating and discussing laws/rules and their application. Children are familiar with the local Police who visit to talk to them informally.	School Council meetings Collective Worship  RE planning and work books  Learning Walks for behaviour and behaviour for learning	

### Individual Liberty

Statement	Evidence	Impact
Our Values based discussions and acts of worship begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views  Children are strongly encouraged to develop independence in learning and to think for themselves	Children are able to show independence in learning and to think for themselves	Children understand about the importance of accepting responsibility and of their right to be heard in school  They are consulted on many aspects of school life and demonstrate independence of thought and action

### Mutual Respect and the Tolerance of those with different Faiths and Beliefs

Statement	Evidence	Impact
Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit	Records of Collective Worship	Children can articulate that respect is a school value and why respect is important; how they show

<p>attention to this as part of our RE, PHSE, and SMSC curriculum</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment</p>	<p>RE curriculum RE planning and workbooks</p> <p>UtheW planning and outcomes in workbooks</p> <p>Learning Walks for behaviour and behaviour for learning School Values</p> <p>Enrichment visits</p>	<p>respect to others and how they feel about it for themselves</p> <p>Children's behaviour demonstrates their good understanding of this value in action</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions</p>