

## Promoting British Values and SMSC at Castleford Park Junior Academy

At Castleford Park Junior Academy we strive to ensure that our school is child-centred and our pupils have the self-belief, motivation and confidence to achieve their most aspirational goals, knowing how to overcome challenges along the way. They will understand the importance of being independent and resilient, taking responsibility for and showing commitment to their learning in order to become self-motivated individuals who will achieve their full potential. They will understand the importance of being inquisitive and how this helps them broaden their understanding and knowledge of the world. We expect our pupils to see the value in taking pride in everything they do and the importance of having the ability to work cooperatively with others. We will also build tolerance and respect within our pupils, reflecting the growing diversity of our school and community, within a safe and caring environment. By cultivating such attitudes, we aim to provide them with everything they may need to lead a successful life in the future and become a valued member of society.

We believe that such values are preparing our children for life in modern Britain. All curriculum areas provide opportunities for embedding understanding of the key concepts of SMSC and British Values. In particular, our assemblies, alongside our curriculum, provide excellent opportunities to deepen and develop understanding.

British Value	Statement	Evidence	Impact
<p><b>Democracy</b> <i>Helping our pupils understand that they can influence decision making in the country through the democratic process.</i></p>	<p>Democracy is prevalent within the school. Pupils have the opportunity to voice their ideas in a variety of ways – as exemplified in our Pupil Development Plan which has been written by the Head teacher and School Council. The children see democracy as an essential component of successful team work, as well as being a respectful and fair way for a school to run.</p> <p>All adults value pupil opinion, thoughts and feelings and ensure that this is communicated to pupils at every opportunity through a number of pupil-led enterprises each year.</p>	<p>Pupils from each year group are involved in a School Council. They are given the opportunity to present their ideas and share their vision of how they would like to develop our school before they are voted for by their peers. Pupils know that if they raise an issue to the School Council member in their class, it will be discussed with the whole Council and given due consideration, at the same time as being presented to the adults in school. Pupil voice discussions are undertaken regularly – conducted by pupils and Governors together, and also by middle leaders.</p> <p>Our school holds a Christmas enterprise each year, which stems solely from pupil ideas and the school contributes to a number of charities through events coordinated by the School Council and chosen themselves.</p> <p>All classes use Philosophy and restorative circles to support the delivery of a wide range of curriculum lessons, giving the children chance to question, discuss and debate their ideas and beliefs.</p> <p>Pupils are consulted regarding their learning and what they feel they would like to learn next in a range of ways. They are also encouraged to choose the level of learning best suited to their need in several subject areas, developing their independence and ability to make controlled and effective choices.</p>	<p>Pupils know that their thoughts, opinions and beliefs are valued both by adults and their peers, through the respectful way they are listened to and how they listen to others.</p> <p>They are also given the opportunity to explain themselves wherever possible. This includes in both social and behavioural situations, through restorative practise, as well as when discussing what they would like to learn next. They understand about turn taking and respecting the views of others and work well cooperatively. Such opportunities ensure that learning is effective and relevant and that pupils feel that they are valued. This will help them to have more self-belief and become confident members of society when they leave school – as stated in our teaching and learning vision above.</p>

<p><b>The Rule of Law</b>  <i>Helping our pupils understand that the rule of law protects individual citizens and is essential for everyone's wellbeing and safety. Pupils should also understand that this is part of our social</i></p>	<p>The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at school. Such themes are addressed in assemblies and through specific PSHCE lessons – with the reasons and values behind such laws being reflected upon. Our behaviour policy also reinforces these values, helping pupils and their</p>	<p>PHSE/Citizenship lessons focus on the 'rule of law' and are delivered consistently throughout the school year. Children work together at the start of each school year to decide as a class their own class rules and review whole school expectations. Visits from authorities such as the Police and Fire Service are a regular part of our school calendar – as are visits from the School Nurse, Drug Education Charities and the NSPCC.</p>	<p>Pupils can explain how to keep safe and know how to behave in a socially acceptable and harmonious manner, both in school, when attending church services, taking part in educational visits and also within the wider community. They regularly show they want to live up to the</p>
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<p><i>upbringing in order to ensure that the Rule of Law can be upheld.</i></p>	<p>parents to understand their control over their own responsibilities and consequences for their actions.</p>	<p>Pupils and their parents are educated throughout the year regarding internet safety and safe use of technology in order to safeguard them against any dangers they may come across – this involves explaining the laws that help schools uphold pupil safety in this way. They are also aware of who they can talk to in school if they want to discuss any issues they might have. School council meetings take place regularly, to discuss school rules and to promote new ideas implemented. Pupils are given the time and opportunity to reflect on any school/class rules broken in a structured and reflective way using restorative practice, in order to understand the impact of their behaviour on others, as well as being given the chance to discuss and decide themselves about any consequences. All responses and discussions are monitored by the learning and behaviour team to ensure they have the impact needed. Where pupils struggle to see the impact their behaviour can have on themselves and others, regular, bespoke social intervention is established with a learning/behaviour mentor in order to help educate and develop their understanding.</p>	<p>expectations that we have at CPJA. This is reflected in the fact exclusions are low and that fewer pupils work in isolation from their peers at any time due to their behaviour. Pupils feel safe due to the implementation and consistency of how, why and when rules are applied within the school environment. Such understanding is also reinforced through social communication intervention for those pupils who need this.</p>
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<p><b>Individual Liberty</b>  <i>Helping our children understand that as a country, we fight for the freedom to choose and hold other faiths, or beliefs if we want to – protected by the Law.</i></p> <p><i>It is important that pupils understand that this is part of our culture and allows us to explore our spirituality and beliefs.</i></p>	<p>Pupils feel safe within our school and know that they are free to express their views and opinions within the forums available to them. They know that others will respect their views and consider them carefully.</p> <p>Staff work hard to provide thought provoking and awe inspiring lessons that foster wonder and curiosity amongst our pupils. Such lessons lead to pupils being able to freely become more knowledgeable about their beliefs and opinions, or change them as they become more informed.</p>	<p>At the start of the year the children learn about their rights and responsibilities within the classroom and they choose what they want their classroom to reflect about themselves and the choices they make. Children are regularly challenged and encouraged to show independence in learning – embodied in the ‘learning muscles’ and ‘growth mind-set’ that are referred to in lessons throughout school and reinforced in special project weeks. All pupils are encouraged to use ‘stuck strategies’ which involve perseverance and seeking help from their peers to solve problems, rather than relying upon adult help. Pupils are trusted and are responsible for choosing the starting point of their learning journey, they take a mature approach to this responsibility which helps to further their learning</p> <p>A wide range of extra-curricular clubs are available to all which lead to development of pupils’ own beliefs and interests. Pupils also have opportunities to engage in and respond positively to many sporting, musical and artistic opportunities throughout the year. Pupils also take part in termly class assemblies – with topics sometimes chosen by the pupils and delivered to their peers and parents –after extensive rehearsal and evaluation.</p> <p>Our behaviour and learning mentors work hard to ensure that all our pupils know of healthy outlets for their feelings and emotions and pupils feel they can communicate both to their peers and other adults in different ways when they need to. They also use these skills to educate parents who need this in order to help them support their children effectively.</p> <p>In particular, humanities lessons reflect the cultural advances of our society and allow our pupils to consider how rights and beliefs should be safeguarded and what the consequences could be where this is neglected – for example through studying WW2 and ancient civilisations.</p>	<p>Children understand that in order to exercise the right to be heard, they have a responsibility to listen to and respect others. BLP and growth mind-set have helped improve learning attitude towards their work. They are becoming more confident with having a go and are less afraid to get things wrong as they now know this helps to improve their learning. School continues to develop the ways that pupils understand they can communicate their feelings and emotions in a healthy and considered way.</p> <p>Pupils are consulted on many aspects of school life and are allowed, within reason, to lead their learning and actions wherever possible.</p> <p>The growing emphasis across the school on enquiry and reasoning, allows children to develop unique and individual thought without the need for teacher’s constant guidance.</p>
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<p><b>Mutual Respect and Acceptance of those of Different Faiths and Beliefs</b></p> <p><i>Helping our children understand that all faiths, beliefs and personal choices should be respected, accepted and tolerated and should not bring about prejudiced or discriminatory behaviour.</i></p> <p><i>It is also important they understand that we should identify and combat discrimination as part of our moral duty.</i></p>	<p>Our school rules highlight treating each other with respect and tolerance at all times. This is upheld throughout school by all adults and all pupils know what this means and looks like in practice. We are a predominantly white, British school community but promote a welcoming, friendly and calm atmosphere to all – which extends to all visitors and new pupils and their families.</p> <p>School works to ensure that our pupils are educated concerning the beliefs and faiths of others – through the RE lessons we teach. They are taken from the Wakefield LA Syllabus which reflects the diverse religious and ethnic community that it seeks to educate its pupils about.</p> <p>We also ensure that pupils study diversity and a range of beliefs through the wider curriculum – such as through a range of assemblies and visits.</p>	<p>School rules and expectations are displayed around school and in planners- promoting respect and tolerance.</p> <p>We have a growing number of transition events for pupils moving from Infant School to our Junior school to ensure both pupils and their parents understand our ethos and values and also to give pupils a chance to develop respect for each other – for example through a mini-Olympics in the summer term before they start at the school. The current Year 6’s act as role models for the attitudes and values the school holds, leading the events. Such events also serve to demonstrate how school seeks to welcome families and all pupils regardless of faith or belief.</p> <p>Pupils constantly reflect on their learning in all lessons and consider how their skills and attitudes have improved as a result of the lessons they have taken part in – this is evidenced in their books, attitudes and in discussions had with pupils.</p>	<p>Children understand why being welcoming and holding everyone in equal regard is important and are often able to articulate how they can ensure that everyone feels safe and cared for when in school. Our older pupils are also becoming adept at sorting problems between themselves out without adult intervention – demonstrating their understanding of respect and ability to exercise this in a mature way.</p> <p>Children consistently demonstrate high levels of positive behaviour, which reflect their clear understanding of what respect for others means.</p> <p>Children are also curious when learning about other faiths and ask thought provoking questions.</p>
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**Next Steps:**

We aim to further strengthen how much our school values the democratic process and the role of society in upholding the Law further enriching the assembly themes that we already provide to pupils and reinforcing the use of Restorative Practice with all members of staff. We would also like to further embed teaching strategies such as Philosophy for Children and Mantle of the Expert (Enquiry based learning) that are built upon the importance of pupil contribution, consider moral and ethical dilemmas in a child-friendly way and develop from pupil interests and opinions. We would like pupils to have further option to choose the way they learn and what resources they use, and what they spend their playtime doing – which we are exploring currently.