

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>Democracy <i>Helping our pupils understand that they can influence decision making in the country through the democratic process.</i></p>	<p>Democracy is important within our school. Pupils have the opportunity to voice their ideas in a variety of ways – clear in our School Council Action Plan which has been written by the lead teacher and the pupils. The children see democracy as essential for successful teamwork, 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 and a range of mechanisms for expressing and dealing with worries.</p>	<p>Pupils from each year group are involved in the School Council, which is now split into school and sports council. They are given the opportunity to present their ideas and share their vision of how they would like to develop the school before they are voted for by their peers. All children in school are involved in voting for Chair and Vice Chair after listening to their speeches and aims for the school. Pupils know that if they raise an issue to the School Council member in their class, it will be discussed and given due consideration, at the same time as being presented to the adults in school. Pupil voice discussions are undertaken regularly – conducted by Governors and leaders.</p> <p>The school holds a Christmas enterprise and Summer Fair each year, which stems solely from pupil ideas and our school community also contributes to a number of charities chosen by the pupils.</p> <p>All classes use philosophy and restorative circles to explore differing opinions regarding religious beliefs and cultures and to take part in moral debates, giving the children chance to question and discuss their ideas and opinions.</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, 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 each other. This results in children who are able to successfully manage their behaviour and can increasingly sort out friendship problems for themselves.</p> <p>Pupils are also given the opportunity to explain themselves wherever possible in both social and behavioural situations.</p> <p>Pupils understand the importance of turn taking and respecting the views of others and work well cooperatively.</p> <p>Such strategies and beliefs help our children to have more self-belief and become confident, articulate members of society when they leave school – as stated in our teaching and learning vision above.</p>

<p>The Rule of Law <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 upbringing in order to ensure that the Rule of Law can be upheld.</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 parents to understand their control over their own responsibilities and the inevitable consequences for their actions.</p>	<p>PHSE and Citizenship lessons focusing on the 'rule of law' are delivered consistently in all year groups. Children work together at the start of each school year to decide as a class what their own class rules should be and review whole school expectations.</p> <p>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. Pupils and parents are educated throughout the year about internet safety and safe use of technology in order to safeguard them against dangers– this involves explaining the laws that help school 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.</p> <p>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 for themselves about any consequences.</p> <p>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, or an Emotional Literacy Support Assistant, in order to help educate and develop understanding further.</p>	<p>Pupils can explain how to keep safe and they know how to behave in a socially acceptable and harmonious manner, both in school, when attending church services, taking part in educational visits and within the wider community. Children are also aware of how to stay safe while using the internet and they are aware of strategies to use if they are unsure of what they find.</p> <p>Pupils regularly show that they want to live up to the expectations that we have at CPJA. This is reflected in the fact exclusions are low, attendance is high and that fewer pupils work in isolation from their peers at any time due to their behaviour.</p> <p>Pupils feel safe due to the implementation and consistency of how, why and when rules are applied. Such understanding is also reinforced through social communication intervention for those pupils who need this. Such interventions are a growing strength of our school and work to ensure that all pupils are able to have a voice and have the words to explain their opinions clearly.</p>
---	---	--	--

<p>Individual Liberty <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. 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 about the world around them.</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 their choices.</p> <p>Children are regularly challenged and encouraged to show independence in their learning - ‘learning muscles’ and ‘growth mind-set’ are referred to in lessons throughout school. 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.</p> <p>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 quickly.</p> <p>A wide range of extra-curricular clubs are available to all which lead to development of pupils’ own interests.</p> <p>Pupils also have opportunities to engage in and respond positively to many sporting, musical and artistic opportunities throughout the year.</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.</p> <p>The Inclusion team also use these skills to educate parents who need this in order to help them support their children effectively.</p> <p>The termly topic each year group centres learning around reflects the cultural advances of our society and allows 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.</p> <p>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.</p> <p>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, are entrusted with responsibility and are allowed 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 process without the need for teacher’s constant guidance.</p>
---	--	--	---

<p>Mutual Respect and Acceptance of those of Different Faiths and Beliefs <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 and assemblies that are delivered. RE lessons are taken from the Wakefield LA Syllabus which reflects the diverse religious and ethnic community of Wakefield.</p> <p>We also ensure that pupils study diversity and a range of beliefs through the wider curriculum – such as through visits, visitors and a wide range of reading material.</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 and understanding for each other – for example through a mini-Olympics in the summer term before they start at our school.</p> <p>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.</p> <p>Our older pupils are also becoming adept at sorting out problems between themselves 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 the wider world and ask thought provoking questions – evident in assemblies and the learning environment.</p>
---	---	--	---

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 staff. We would also like to further embed teaching strategies such as Philosophy for Children and 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 and the importance of building a warm, empathetic curriculum. We would also like to build more links with other cultures in the wider area, giving the children the opportunity to become more informed about other faiths and beliefs and giving pupils a greater understanding of how different people beyond our local community live.