

British Values Statement

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

In the United Kingdom, we are lucky enough to have a rich multi cultural, multi faith society and this, we embrace. We understand that the makeup of the United Kingdom is ever-changing and remain committed to serving all in our community and surrounding areas. All children at Wellow Primary School benefit from the close relationships maintained in the locality. Community links throughout our inclusive curriculum ensure the children build a growing sense of pride and responsibility for their area and help them become good citizens of the wider world.

Wellow School recognises the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The school accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. At Wellow School, we seek to serve all.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' - values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Wellow School is dedicated to preparing children for life outside of school, ensuring that it promotes and reinforces British Values to all pupils.

Democracy

At Wellow School, the children are introduced to the value of democracy and democratic decision making from a young age. Our pupil-elected School Leadership Team make joint decisions about our school with staff where the need for a democratic approach is taken seriously. At Wellow School, the concept and application of freedom of speech and group action considering needs and concerns, are heard and addressed through this School Leadership Team. Children at Wellow school understand the need for democratic systems and relish the opportunity to apply for or vote others into leadership roles. For example, Play Leaders, Peer Mentors and House Captains. Due to the democratic way these roles are

selected, the children have respect for those in leadership positions. Pupil questionnaires are also often used to allow all children to have a voice in their school. Through the democratic systems in place, children learn the concept of holding others to account, including those in positions of authority and influence and our children take responsibility for their school very seriously.

To inspire our children we have, recently, arranged visits to the Houses of Parliament and were pleased to welcome the local Mayor in to talk about her role.

Our school behaviour policy involves the use of rewards of which the children are involved in selecting.



I was nervous when I gave my presentation to the class, especially as lots of other children had given really good speeches. I was really pleased for my friend Ethan when he had been voted in and felt like it was a dream when I was chosen too. I enjoy the responsibility of being on the leadership team and like putting forward the class ideas for improving things at school.

Evie Year 5



It is nice to have others look up to you. In my role as House Captain, it is really important to set a good example and be a role model for others

Benvie Year 6



The Rule of Law

Children create their own set of class rules at the beginning of each year which, having ownership over, they value and respect. Our children understand their own role and responsibility in growing as learners and respect that there are consequences for positive and negative actions.

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the curriculum on regular school days, as well as when dealing with behaviour and through school assemblies.

The values of honesty and respect are used to help children understand the importance of laws. Pupils are taught the value and reasons behind laws, understanding that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.



Visits from authorities such as the Police and the Fire Service as well as the Bikeability programme where children begin to learn the rules of the road, are regular parts of our calendar and help reinforce this message.

I enjoyed the chance to get better at riding my bike. Although I still make small mistakes sometimes, like hitting the kerb, I have got a good understanding of how to stay safe on the road.

Lola Year 5



We learned about fire safety – it is really important for all children to learn to stay safe.

Harrison Year 6



Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education.

Enterprising initiatives ensure our children are given opportunity to develop their understanding of how their learning can be applied to the 'real world.' Children have worked alongside Southampton University students and local attraction 'Longdown Farm,' to use their literacy skills to create a promotional film which is currently used on the

attraction's website. Wellow School actively looks for opportunities to inspire all pupils and broaden their horizons. Keen historians at the school created their own film explaining Southampton's relationship to the Titanic which was then exchanged with a school in Halifax, Nova Scotia. During the centenary anniversary of the Titanic, Wellow School children were invited to the newsrooms at the BBC where they were interviewed for the news on T.V and were also featured heavily on Radio Solent's commemoration programmes. More recently, children have written articles about their experiences for The Observer newspaper as well as the local parish magazine. Local estate agents 'Pearsons' invited children to work alongside them for a day. Experiences such as these encourage the children to believe in themselves and give them opportunity to thrive in a real working environment.

Wellow School encourages children's interaction with the outside world. Children often write letters for a real purpose, recently writing letters of congratulations to the Duke and Duchess of Cambridge on the birth of their second child. The children were delighted with their letter received in return.

Children are encouraged to take risks and develop the confidence to 'have a go' and so increase the chances of experiencing success. Our pupils thrive on challenge, and there is high participation in our numerous extra-curricular clubs and opportunities.

All pupils are given the freedom, and encouraged, to make choices in their everyday school lives. In May 2015, we held our own 'election' where groups of children formed 'parties', created manifestos and campaigned for votes. A secret ballot gave us an overall winner which we then compared to results at other schools in our collaboration, providing the opportunity to discuss fair representation.

It was fun to write a real letter to the Royal family and I was so excited to get a reply. I always reply to letters

Edward Year 3



I enjoyed working at the Estate Agents. We learned that sometimes it is good to tell little white lies. It is really good to be able to try out different jobs but I don't think I will be an estate agent!!

Gaby Year 6



It was really good to vote in the school elections. The candidates had put lots of effort in. It was fun to vote but every party must have felt really nervous when they were waiting to find out the result!

George Year 4



Mutual Respect

The school's core Leadership skills and behaviours have been part of discussions and assemblies and children have an excellent understanding as to what this means and how it is shown. These ideas are reiterated through the curriculum, the school and classroom charters (rules), as well as our behaviour policy. Additional support is provided for individual pupils, through our trained ELSA (Emotional Literacy Support Assistant) who provides pastoral support. This support helps to develop self-esteem and to practise strategies pupils can employ to help improve their respect of others.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by providing opportunities to experience such diversity. Worship, assemblies and discussions involving prejudices and prejudice based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are invited into school to share their knowledge to enhance learning within classes and the school. The school has strong links with the local church with termly visits to celebrate Christian festivals like Harvest, Christmas and Easter. Recently, commemorating the 800th anniversary of our local church, children across the school researched the changes that the church had seen, creating a display to share with the community and celebrating the diversity within its history. Each Christmas our collaboration of schools enjoy coming together in Romsey Abbey for a traditional Carol service.

Other religious festivals, like Chinese New Year, are also marked and pupils from these faiths are encouraged and supported to lead celebrations with their peers.

Through our history curriculum, children are able to explore numerous sources of information, identifying bias and the reasons behind this. They consider how faith and beliefs of individuals affect decisions made and reflect on this, making their own informed opinions about the past.



I really enjoyed running the Chinese themed afternoon. It was good to be able to communicate Chinese culture to others and I was able to raise money for the school at the same time!

Lauren Year 6



I like going to the church and learning its history.

Kaelani Year 2



The school does, through a wide range of activities, secure standards and use strategies within the National Curriculum and beyond to ensure high quality outcomes for children. In our school these values have always been taught through the school's curriculum which has a strong emphasis on pupil's personal developmental Learning (PDL). PDL is a holistic term which includes:

- Personal, social, health and economic education
- Citizenship
- Education for sustainable development
- Physical Education (PE)
- Religious education (RE)

The school has an embedded learning toolbox for all pupils which we refer to as 'Growing Learners'. This focuses on the following skills and behaviours of

- Collaboration
- Creativity
- Independence
- Active Participation
- Resilience



Pupils demonstrating these skills and behaviours are recognised and celebrated. Children evaluate their work against these areas so they are clear when they have used these tools and can identify how it helps them develop and grow as learners. We also encourage this shared language through play with younger children, having woodland characters that embody each of the 'growing learner' attributes. This programme has made an enormous difference to our children and staff which has been demonstrated in high academic standards and sporting achievement.

At Wellow School, pupils can apply for posts of House Captains and School councillors. Successful applicants then present their case for being elected and their peers engage in

formal elections. These roles carry a number of responsibilities which give pupils the chance to learn leadership skills, have a collective voice and shape the school.

Growing learners help us be independent and to be resilient and just keep trying. I like all the Growing Learners Characters but the Resilient Robin is my favourite. I never give up easily.

Ru Year 2



The caterpillar is my favourite – he has lots of little, tiny hairs! He is collaborative which means working together. I got a certificate of him in assembly because I am good at being a collaborative caterpillar!

Millie Year 2



Studies: Our curriculum helps pupils develop the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These include the understanding and use of money, effective writing and reading skills, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live. Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

The school makes the best use of opportunities as they arise, for pupils to learn about events in the past which have shaped the future. At the end of the 2014 academic year, all pupils took part in the learning and remembrance of the Great War. The children focused particularly on the names of the men on our local war memorial. They were able to use information from battalion diaries, maps and pictorial sources to discover what the men may have seen and were able to appreciate what the brave young men did for us. Through meeting with local historians and people with connections to men remembered, children heard stories that enabled life to be breathed into the names inscribed on the stone. The children created banners, one for each of the local men remembered on the memorial and on Remembrance Sunday, proudly paraded them through the village. The children also welcomed the community to their 'Pop Up' museum, where they were eager to talk about their learning and regale their audience with some war songs. Our local secondary school also visited the children taking a wreath, made by children across year groups, to the Menin Gate and laying it on our behalf.

Special assemblies within school mark Remembrance Day annually and are given by both school staff and visitors. Due to the learning undertaken, children at Wellow are unwavering in their belief that they have a responsibility to remember the Great War and the men lost both locally and nationally.



I liked learning about the men on the memorial. We had a visitor who told us all about their Great Uncle who was buried in France. It was important for me to carry a banner on Remembrance Day. I want to remember those who died at war.

Louie Year 4



Across all Key Stages, pupils undertake a range of history topics to enable them to gain a coherent knowledge and understanding of Britain's past. We endeavour to ensure that our children know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. The children consider changes in locality, the cause, effect and significance of both local and national events, the changing power of British monarchs, the effect of the Romans in Britain and how the Anglo-Saxon period affected change within the country. Famous and significant British individual Florence Nightingale, whose family founded Wellow School is of particular importance to the school.

Wellow School wholly believes in the National Curriculum statement that history helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



As a whole school, we have celebrated both the Olympics and Paralympics, including visits from Olympians and torch bearers, with themed topics, sports days, competitions between pupils within school as well as with other schools in our collaboration. There was a particular focus on the Olympic Values of determination, inspiration, courage and equality as well as excellence, friendship and respect.



Whole school daily acts of collective worship/assembly: The sharing of stories, images, events, music and expectations ensure that, with clarity and precision, the values expressed are promoted. Such proceedings vary in the methodology of delivery in order to secure interest and understanding and are designed to impact on children regardless of knowledge, experience or cognitive maturity. Most assemblies are “wholly or mainly of a broadly Christian character”. However other faith stories are often used to elaborate on key points and to promote similarities across all faiths.

Religious Education: Through Religious Education, children gain a greater understanding of religious diversity and practices, which cover key religions represented in the UK. We follow the Hampshire Agreed syllabus ‘Living Difference’ for RE and use the SEAL materials to enhance PSHE teaching. Children enjoy their visits to places of worship, regularly attending the local church services and Romsey Abbey as well as visiting and immersing themselves in the history of Winchester cathedral.

Our visit to Winchester Cathedral was fun. We found out lots of facts about what it used to be like. I like singing the hymns even though I'm not really religious

Francine Year 5



Physical Education: Physical Education promotes the concept of ‘fair play’, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others. The

importance of 'team work' and collective effort is emphasised and celebrated, as well as individual successes.

Through the development of our PE curriculum, pupils have opportunities to participate in a huge range of sporting activities and our pupils experience success in competitive sports across the range of sports and age ranges. Participation is closely monitored to ensure there is equal opportunity for all and there are many opportunities for all pupils throughout their time in school, to participate in competitions, tournaments and festivals which promote these values. For example, Cross country, football, Tag rugby, netball, rounders, and cricket tournaments. All pupils participate in a range of physical and athletic activities within sports days, as well as local athletic meets.

Wellow School children have enjoyed success in the national 'J Rock' dance and drama competitions where the motto promoted and embraced by the children is to 'Be Your Best.'

Sometimes I get tired in the middle of a race but I keep going – even if it means I have to jog.

Alex Year 3



J Rock is really fun. You learn lots and make new friends. It was not something I would have normally chosen to do but I am really glad I got the opportunity.

Lucy Year 6



Should you feel that the school is not meeting this requirement, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is, intentionally or otherwise undermining these values, you should report this to the Headteacher.