

Revised

2016

Promoting British Values



Torriano Primary School

Promoting British Values at Torriano Primary School

Torriano Primary School's ethos has long recognised the duty to promote pupils' spiritual, moral, social and cultural (SMSC) development as part of a broad and balanced curriculum. We act upon our duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance. This is evidenced in our commitment to citizenship on both local and global scales, focusing on our richly diverse school community. We work in collaboration with partner organisations at a national and international level including, inter alia, The Citizenship Foundation, UNICEF and OXFAM and those more local such as St Mungo's, Kentish Town Community Centre, St Luke's church and The Camden Intergenerational Network.

Our ethos, which fosters a sense of community, respect and responsibility, is communicated to the children and the school community through our fundamental whole school Big Question: Who do I want to be? This approach starts with our youngest children who are given the time to explore, talk, investigate and reflect on their learning experiences. We want them to begin to develop a love and enjoyment of learning about themselves and their world, from the local to the global. Even the youngest children can have a keen sense of social justice, in the classroom, playground and the wider community. This is explored further through talk and selective stories giving them an opportunity to share and discuss issues in an inclusive, secure environment.

Our curriculum approach encourages every child to develop into an active and informed citizen, who looks to promote a positive future for all through advocacy and raising awareness. Every child is encouraged in their time at Torriano to consider the skills, values and attributes needed to be global citizens in the 21st century.

We want all our children to feel safe and happy at school, building positive relationships. Our belief in an inclusive, just society and importance of children's voice in articulating their views on issues led us to become a Rights Respecting School in 2009.

We have embedded the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our core values and ethos; believing children's participation is integral to all aspects of school life. Children's experience at Torriano ensures they know that they have the 5 basic inalienable, universal Rights of the Child. We believe this has resulted in their enhanced understanding, sense of security, self-esteem and self-confidence enabling them to advocate the rights of all children everywhere with increasing commitment through the Key stages.

Torriano acquired Level 2 status in the Rights Respecting School Award (RRSA) in 2011, recently revalidated in 2014. Our website is one way we keep the school community informed about RRSA events and campaigns in which all the children contribute. Our involvement is wholly in keeping with the requirement that:
"Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance."

This is affirmed by KS2 external assessments, see quotes below.

OFSTED

'The approach is very much focused on promoting pupils' personal development, particularly their role as citizens of the future...The result is a thought-provoking programme that promotes pupils' multicultural understanding, and links subjects together in a meaningful and exhilarating way. Consequently, pupils make excellent progress in their spiritual, moral, social and cultural development.'

'The global focus of the curriculum supports the school's aim to promote community cohesion very successfully, and pupils speak articulately about their understanding of 'local, national and international' issues.'

'They are very well prepared for their future economic wellbeing. High expectations and a supportive environment are crucial to this success, and they are a potent mix.'

UNICEF

In June 2014 our Right Respecting School's Level 2 status was revalidated. The following are extracts from their report.

Concluding remarks:

'Finally, we take the opportunity to use this report to formally commend and thank everyone at Torriano for being such passionate and outstanding ambassadors for RRSA, for UNICEF UK and for the United Nations Convention on the Rights of the Child.'

The leadership:

'The commitment of the leadership to developing an ethos of rights based global citizenship is evident in numerous ways throughout the school, from curriculum and learning tasks to assembly planning and special events. This commitment was captured particularly powerfully in a comment by a parent during the visit who said 'the children have gone from being aware of problems in the world to actually engaging with them,' and by a governor who described the school by saying 'we are here for the world.'

The children:

'They were passionate and articulate about the importance of rights for all children and the impact a denial of rights can have on children and linked this with the importance of the Millennium Development Goals.'

'Linking rights, responsibility and respect to global citizenship is a significant strength of the school. This was evident from conversations with the children who described the linking of topics to key rights.'

The parents:

'They talked about how learning about rights had empowered their children, given them a greater global awareness and maturity and was encouraging them to see education and achievement as the entitlement of all children in the world.'

Examples of actions

There follows, under different headings, some examples of actions that we have taken to comply with the statutory requirements and guidance. They include learning experiences which promote SMSC development as part of our broad and balanced curriculum and those which accord with the duty to ‘actively promote’ the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.

Curriculum Development

At Torriano we plan our National Curriculum units of work, and our own school themes, to encourage reflection and critical thinking by the children alongside gaining deep knowledge and understanding of events and issues.

Through the topic ‘Who Helps Us?’ and opportunities during Careers Week EYFS children learnt how peoples’ jobs can shape the future of individuals and communities. The focus was on how data and information help people do their jobs.

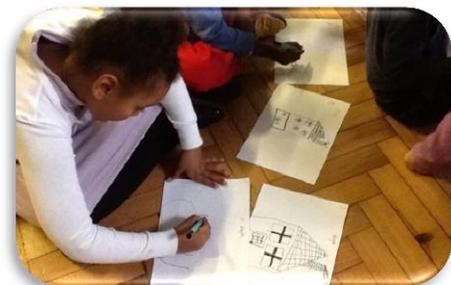


Nursery children visited Kentish Town Post Office and Library and created their own post office in the role-play area. Learning was linked to speaking and listening, reading, writing, maths and creative work.

Reception children set up a Doctors’ clinic, taking measurements and weighing themselves. Visitor PC Pete told them about his work in East London and his uniform and equipment. Other parents who talked to them included an architect, an actor and a doctor. Year 1 parents who visited included an engineer and they went to the local fire station.



Year 2, 3 and 4 had a visit from the Little Architects to discover the world of design. They learnt how to observe, understand and enjoy the built environment in a more creative way to prepare them to become citizens actively promoting sustainability.



London Met police provided a life saving workshop with Years 3 and 6 including the key steps to saving a life, they practiced the recovery position and the correct compression techniques; vital skills for life.



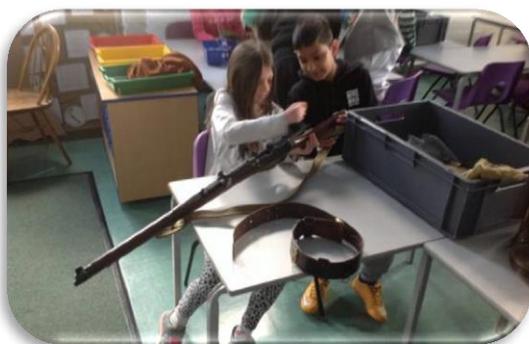
Year 4 told parents, carers and visitors about the importance of supporting children in emergencies. They produced posters to illustrate the facts about the SDGs and children in emergencies to educate everyone.

Their Ancient Greece study culminated in a debate on the continuing retention by The British Museum of the Elgin Marbles.



In a National Curriculum history unit 'Who are the people of Britain?' they began by exploring their family histories creating family trees, which featured old photographs of relatives.

In their National Curriculum unit on The Maya, Year 5 investigated the myths surrounding the supposed demise of this Ancient people by studying their presence and experience today in Guatemala.



Year 5 learning about WW1 included The Trench Brothers project, their own musical puppet performance, telling the story of the Indian Army, West Indies Regiment and black British Soldiers during WW1.

In National Curriculum History Year 6 learnt about the legacy of World War One through a Meaning in The Mud workshop, which featured stories, artifacts and poems from Sassoon and Brookes, amongst others. It inspired creative writing responses including poetry.



We believe deep learning is best achieved through whole school themes, which are planned to create coherent cross-curricular learning where the children can explore issues over time with skills (subject and generic) and values being explicitly highlighted by teachers. Previous themes have included

- The World We Want after 2015 (Millennium Development Goals)
- Louder Together (Brazil and the World Cup)
- These can be viewed in the news or work section of the website.
- Their Past, Our Future (WW1 Centenary) and
- Law, Liberty, Legacy (British Democracy).

In this last theme we celebrated the evolution of British Democracy through studying a mix of historical and topical events. The whole of KS2 attended The British Library exhibition on Magna Carta. Participation by the children included:

- The RRS Council election on Scottish Referendum day
- The Speaker's Awards, School Council
- De Montfort Parliament
- Magna Carta
- My Digital Rights
- Making Waves
- Universal Suffrage
- General Election

Our current theme in 2015-16 is Leave No one Behind (Global Goals)

Pupil Voice

Rights Respecting School Council

Each class elects representatives whose contributions to the school community and beyond are well recognised in UNICEF reports, by visitors to the school and on our website. As well as the usual questionnaires, consultations, fund raising, creation of class charters and involvement in school policy development e.g. the behavior policy, they are highly articulate and informed advocates on a range of issues, especially those affecting children locally and globally.

A recent example of our children wanting to be the generation that changes the world is the creation of a video by the whole school to tell everyone about the Global Goals as part of the World's Largest Lesson campaign. Their video has been featured by The Global Learning Programme and UNICEF and promoted by DfID.

<http://www.torrianojun.camden.sch.uk/news/the-worlds-largest-lesson/>



Co-creation

Children can volunteer, or apply, to co-create strategies with staff. Examples include:

- **Careers Week**, taking a different theme each year (see above), which the children help organise.
- **Children's Commissioner's Takeover Day** which is celebrated annually.
- **Cultural Charter** - Our school curriculum has long included co-creation partnerships with many and varied organisations, notably those from the cultural sector. The children participate in the Southbank's WHY? Festival reaffirming their right under the UNCRC to participate in such experiences as part of the school curriculum. As a result they drafted their own charter to which the school leadership and governing body is now committed.
- **Children's Annual Work Plan** - A representative group of children produce a work plan for each term, which mirrors that for staff, including sections such as school improvement, monitoring and reporting and peer to peer support.

Teaching resources

These are carefully scrutinised, e.g. in R.E. where they are taken from a wide variety of sources to help understand the range of faiths in our country. Camden's Living Difference syllabus is used to teach R.E., a subject regarded as crucial to the school's SMSC curriculum. The majority of units have a cross faith focus emphasising the commonalities between world faiths. The children know that the right to practice your religion is enshrined in law. Images and texts are chosen carefully to avoid stereotyping in all its forms.