

Universal Human Values Ley Hill 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.”*

At Ley Hill these values are taught through our broad, balanced and enriched curriculum. There is an embedded expectation that the children and adults conduct themselves in reference to our three core values;

**Be kind, polite and truthful
Work hard, progress and enjoy
Get involved!**

This helps to ensure that children practise key learning behaviours that support the school’s vision to create valued, mindful members of our community.

At Ley Hill we are determined to actively challenge pupils, staff or parents who express opinions contrary to Universal Human Values, including ‘extremist’ views.

Democracy

Pupil voice is used as a tool for school improvement. The School council is elected annually and has had a marked impact on the provision within the school. For example, over the last five years, the council has been involved in gathering and feeding back to school leadership ideas for the KS 2 adventure area, the safety surface around this and other areas in the playgrounds, the line markings for the new hard surfacing and the installation of quiet areas, some covered, for alternative playtime games. They have also been instrumental in determining the three core values over time.

Children in Year 6 learn about World War Two and teaching includes a strong focus on democracy, extremism and human rights. Several days are spent learning about Anne Frank and the Holocaust with a lot of discussion about liberty and respect of those with different faiths and beliefs. This is followed up with a visit to Normandy and the War graves.

The Rule of Law

A **consistently applied Behaviour Policy** is shared with the children and is freely available from the website. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices. Pupils’ modelling behaviour consistent with the school’s high expectations are recognised and used as role models to others.

Where there are instances of pupils making poor choices in terms of learning and general behaviour, discussions are held with the pupil where our core values are focussed on. The pupils are all aware of our policy “ If you have a bad day, then remember: Own up, make amends and resolve to do better tomorrow. “ Pupils and parents are involved together in this process very quickly.

Through **assemblies** and the school’s **PSHE/Citizenship curriculum**, children develop an understanding of law and fairness appropriate to their age.

Individual Liberty

Protective Behaviours are taught across the school and every child is aware that they have the right to feel safe. They are also taught that there is nothing too trivial or serious that cannot be discussed with an adult. All school stakeholders are aware that the Head has an open door policy and this is regularly referred to in newsletters and parent meetings. We work together to find rapid and meaningful solutions to all manner of issues.

The classroom ethos based on discussion, mutual respect and a collegiate approach really supports the pupils in terms of expressing their thoughts and feelings in a safe environment. This in turn helps the children develop as individuals, increases self-esteem and accelerates progress.

Children are valued for their differences and there is as wide a variety of extra-curricular clubs as possible. We strive to enable children to try new things, develop new skills and practise existing ones. Care is taken to provide equal opportunities for all, with gender stereotypes being challenged wherever possible. For example, girls playing in competitive football matches and boys in netball matches.

The school has a “Good to be Me” ethos which is reflected in a foyer display of photographs showing the children and adults enjoying and achieving outside school.

Time and care is taken to know each child as an individual and regular circle time sessions give children a chance to share their feelings and options in a safe way.

Opportunities for children to take on more responsibility within the school are encouraged. Pupils support daily in the school office, act as Librarians, PE leaders and Junior Road Safety Officers. Many pupils will hold their own fund raising events throughout the year at school to support charities of their choice.

Mutual Respect

Class Expectation Contracts are drawn up at the beginning of each academic year to set clear expectations of respectful conduct and good learning behaviour.

This is all outlined in the Behaviour Policy.

Where a pupil makes poor choices **time is given for repair and restoration** and to talk about the behaviour which is disrespectful or hurtful to others. Care is taken to ensure that children understand why their choice is not acceptable.

Classes run regular PHSE sessions where children discuss differences between people. We work hard to ensure the pupils value and respect these differences and see them as positives.

A consistent behaviour policy is in place and children are encouraged to take responsibility, with support when needed, to resolve conflict and repair relationships. The “Good To Be Me” display and Achievement assemblies help everyone to feel valued and have their strengths recognised by others.

By joining our local Sporting Partnership, all children at Ley Hill participate in sports events. These ensure children experience competitive events and have an opportunity to put into practice both their sporting skills and their mutual respect agenda.

Tolerance of those of Different Faiths and Beliefs

The school follows the Discover RE syllabus which ensures that the children learn about all the religions of the world. This is an enquiry based approach to RE. The scheme represents a gradual approach to discussions of all the main world religions. The discussion topics are also split to focus on either spiritual, cultural, social or moral aspects.

Assemblies

Assemblies contribute heavily to the coverage of PHSE and universal human values education.

Each whole school assembly has a focus;

Monday – stories from around the world/based on moral dilemma/thinking stories where the end is determined by the children's thoughts and feelings/ stories from current affairs.

Tuesday – Whole school singing (cultural) / Achievement within school – two weekly cycle.

Wednesday – KS1 assembly focused on stories and songs

Thursday – KS 2 Choir – often in preparation for performance events.

Friday – Class assemblies followed by certificates/ achievement celebrations [from](#) outside school.

Monday and Friday assemblies are augmented by stories from a local Bible group (Open The Book) four times per term.

Resources in classrooms are regularly audited to ensure that they reflect our multi-cultural society and stereotypes are challenged.

Part of our vision at Ley Hill is to prepare the children of the future to become valued, thoughtful and involved members of society. Promoting Universal Human Values (British Values) enables children to develop a sense of community and begin to understand their responsibilities and role within it.