

Democracy

Pupil voice is integral to our ethos and curriculum. We ensure all children's voices are heard. Children have the opportunity to have their voices heard through our School Council, through their teachers in PSHE lessons, through our subject leadership model and through pupil questionnaires. Elections for School Council representatives are undertaken in each class and representatives are chosen from the School Council to represent each class. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other. Our History curriculum specifically studies democracy and significant democratic events are explored in Assemblies such as parliamentary elections and the recent Platinum Jubilee.



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.”*

The government set out its definition of British values in the 2011 Prevent Strategy. At The Merton Primary School these values are explored regularly and in the following ways:

Mutual

Weaving through our vision is maximizing mental health, nurturing positive relationships and of course respect. This is taught and modelled through PSHE, assemblies, school councils and our work with UNICEF which allows us to explore the rights of children here in Syston as well as developing an understanding of human rights, needs and respect nationally and of different groups in society.



Respect



Tolerance of those with different faiths and beliefs.

We embrace opportunities to develop children's understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures and is supported by PSHE lessons and ad hoc sessions where events need to be addressed. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Links and visits are promoted with local faith communities and places of worship. Whole school religious days are celebrated and promoted within school.

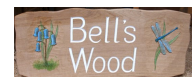
Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour in an open, inclusive and direct way



The importance of Laws Whether they be those that run throughout the school, or the country, laws are considered and are reinforced through our curriculum, as well as when dealing with behaviour and through school assemblies. The school's behaviour philosophy has at its core the principle of making the correct choices, fairness and respect. Reflection and restoration form part of this ethos ensuring that fairness is adhered to and reflection about making correct choices in the future, closure and the opportunity for a 'clean slate'. Our children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken, these are age appropriately explored and link to such things as playground behaviors which are supported by Playground Guardians. Visits from authorities such as the Police, Paramedics and Fire Service help us to reinforce messages.



Individual Liberty At The Merton, children 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 children to make choices safely, through the provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety, PSHE and outdoor provision. Whether it be through choice of challenge, of how they record work, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Children have safe rules to follow at play, in Bells wood etc and are trusted to self moderate (some with adult support) Year 6 play leaders and clubs run by children support children's individual liberty





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Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating the diversity of the UK. These mirror the Merton Primary School principles, values and vision of the school.

Fundamental British Values are not exclusive to being British and are shared by other democratic countries as a way of creating an orderly society, where individual members can feel safe, valued and can contribute for the good of themselves and others.

The importance of Laws

Rule of Law – The need for rules to make a happy, safe and secure environment to live and work. Examples include Agreed ways of working, policies and procedures.



‘An appreciation that living under the rule of law protects individual citizens is essential for their wellbeing and safety’.

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Tolerance of those with different faiths and Beliefs



Tolerance – Understanding that we all don't share the same beliefs and values.



'An acceptance that other people have different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour'

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Individual Liberty

Individual Liberty – Protection of your rights and the right of others you work with.



‘An understanding that the freedom to choose and hold other faiths and beliefs is protected in law’.

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Respect

Respect - Respecting the values, ideas and beliefs of others whilst not imposing our own others.

‘An understanding of the importance of identifying and combating discrimination’

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Democracy

Democracy – A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities. Examples include Team meetings and joint decision making.



‘An understanding of how citizens can influence decision-making through a democratic process’

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