



## British Values at Eden Primary

At Eden Primary we incorporate the living and teaching of British Values into the school ethos, the curriculum, daily school life and school events. British Values imbue many aspects of teaching and learning at Eden in close relation to and complementing the Jewish values that also inspire our school.

The school's ethos stresses the importance of having a strong Jewish identity and education firmly established within the equally valued context of life in Britain in the 21<sup>st</sup> century. Central components of the school's core values and vision are celebrating and learning from diversity and difference and the importance of inclusion. Eden aims to prepare children for taking on roles and responsibilities within life in modern Britain.

The school's ethos strongly encourages children and their families to share, express and respect a wide range of differing views, opinions, interpretations, challenges and practices and creates a school culture in which mutually respectful discourse is highly valued and taught.

As part of our broad and balanced curriculum and in line with our approach to Spiritual, Moral, Cultural and Social education the school actively promotes and teaches about fundamental British Values defined by the DfE as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## Jewish Values and British Values

British values are Jewish values. Examples of how Jewish Values relate to British Values:

- *Dina de'malchuta dina* – The law of the land is our law
- *Ve'ahavta le'reacha kamocho* –Love your friend as yourself
- *Betzelem Elohim* – We are all created in God's image
- *Kol yisrael arayvim ze la'zeh* – All Jews are responsible for each other
- *Baal Taschit/Pikuach Nefesh* -Care for the planet to preserve what God has created for future generations including human life

- *Consider the importance of your actions* –Ethics of the Fathers
- *Tikkun Olam/Tzedakah/Chesed-* social action, charity and acts of loving-kindness
- *Value integrity and fairness*–Babylonian Talmud
- *What would be hateful to you do not do to others-* Hillel
- *Cherish diversity and challenge discrimination-*Love your fellow person as yourself
- *Walk in the way of good men and keep the paths of the righteous -Proverbs*

## Curriculum Planning

Our yearly curriculum themes are designed to provide opportunities for promoting British and Jewish values.

Reception	Developing a Relationship with Our School and Community/Cycles
Year 1	Me, My Family and Taking Care of Myself
Year 2	Our Local Community and London
Year 3	My Country: The UK
Year 4	Our World – Peoplehood, Community, Global Responsibility
Year 5	Civilisation and Heritage
Year 6	Leadership

Planning and delivery of our curriculum explicitly incorporate opportunities for exploring and teaching about British values. This is constantly reviewed and developed taking into account current issues and events in Britain as they evolve and change.

This creates an approach within which:

- Children and staff do not shy away from challenging conversations
- The school ensures that children feel safe to share opinions in mutually respectful discourse
- Views that are not consistent with British Values are challenged

## Whole School Planning and Activity

In 2016-2017 the school adopted the Olympic Values as the theme for PSED work for the year, and in September 2017 we developed a set of values relevant to the developments we wished to see across the school year 2017-18, closely linked to staff development and the PSHE curriculum. These two sets of planning are as described in the following documents.

**‘PSED: WHOLE SCHOOL VALUES 2016-2017:** This year our PSED work will be based on Olympic and Paralympic Values which closely match Eden and British values. At least one session a week in class and assemblies once a half term at least.

## Week 1 and 2

Introduce all values with Dreaming of Being an Olympian Self-Portrait (By end of week 2)

Children to think of themselves as a future Olympian in a sport that they are excited by. Assembly will be about this on first day. They will think about what it takes to be successful and what values and qualities are required. This can take into account the Olympic values but also **our expected and exceptional behaviours**. Each child will do a portrait of a high standard which reflects where they are at developmentally and label it with age appropriate words, phrases, sentences or paragraphs.

### Autumn 1: Friendship and Respect

- **Community** -Kehilah Kedusah
- **Collaboration** - Chevruta: partnership
- **Mutual respect** (*Ve'ahavta lere'echa kamocho*: love your neighbour as yourself)
- **Loving kindness** (*Chesed*; kindness)

### Autumn 2: Determination

- **High expectations and improvement for all children and adults:** (*Lihiyot B'simcha*: doing everything with joy and a positive attitude)

### Spring 1: Excellence

- **High expectations and improvement for all children and adults:** (*Lihiyot B'simcha*: doing everything with joy and a positive attitude)
- **Passion for continuous learning for all**
- **Cross communal study of Torah and Judaism** (*Shivim Panim L'Torah*: 70 faces of the Torah; *Elu V'Elu*: these **and** these are the words of the living God, openness to different interpretations)

### Spring 2: Inspiration

- **Creative Learning:** (*Lilmod ul'lamed*: to teach and to learn, an important value within Judaism, particularly to children as mentioned in the prayer *Shema* but for adults too )
- **Supportive, safe and inspiring learning**

### Summer 1: Equality

- **Inclusion** (*Gmilut chasadim*: good deeds; *Tikkun olam*: repairing the world; *Or la'goyim*: a light unto the nations)
- **Individuality:** (*B'tzelem Elohim*: in the image of God)
- **Cross communal study of Torah and Judaism** (*Shivim Panim L'Torah*: 70 faces of the Torah; *Elu V'Elu*: these **and** these are the words of the living God, openness to different interpretations)

## **Summer 2: Courage**

- **Loving the world around us:** (*Tikkun Olam*: repairing the world, social action; *Tzedek Tirdof*: pursue justice)
- **Caring for the world, the environment and the outdoors.'**

## **'Eden Primary Values 2017-2018**

### **AUTUMN 1 – INTRODUCE ALL VALUES AND EXCELLENCE**

**(Lilmod U'Lelemed-to teach and to learn, Derech Eretz – way of the world, Chevruta-learning in collaboration, Lihiyot B'simcha-doing everything with joy and positive attitude)**

- Embracing challenge
- High expectations
- Determination, effort and resilience
- Thinking
- Confidence
- Pride in our achievements

### **AUTUMN 2 – RESPONSIBILITY**

**(Tikkun Olam- repair the world, Tzedakah- charity, Gemilut Hassadim- good deeds, Tzedek Tirdof- pursue justice)**

- Care for each other
- Care for school
- Care for nature and the environment
- Care for the wider community
- Taking responsibility for our learning

### **SPRING 1 – RESPECT**

**(Ve'ahavt Lereacha Kamocha-love your neighbour as yourself, Chesed- kindness)**

- Compassion
- Kindness
- Valuing all others - children and adults
- Getting along

### **SPRING 2 –COMMUNITY**

**(Kehillah Kadusha- holy community, Tzelem Elohim- made in the image of God)**

- Inclusive
- Unity
- Celebrating difference/uniqueness
- Diversity
- Inclusion of children with Sen and from different faiths and backgrounds
- Family

### **SUMMER 1- CREATIVITY**

**(Shivim Panim L'Torah- 70 interpretations of Torah, Elu V'elu- these as well as these are the words of the living God)**

- Courage
- Curiosity
- Exploration
- Innovation
- Fun
- Risk taking
- Innovative teaching and learning

## **SUMMER 2- REVIEW ALL'**

### **Democracy**

It is important that children at Eden have an understanding of how citizens can influence decision making through the democratic process. Children develop an understanding of the advantages and disadvantages of democracy and how they work in Britain compared with other countries. Understanding the democratic process is promoted through the school council, encouraging pupil and parent voice and feedback and in our relations with children, parents and the wider community. Pupil voice and democracy are valued at Eden. Pupils have the opportunity to express themselves through regular circle times, discussions in a variety of group sizes, gathering pupil feedback through surveys and pupil focus groups.

Curriculum planning provides structure but introduces opportunities for children to pursue their own paths or interests along the way.

Judaism had a large impact on ideas of democracy and this is studied in our Jewish Education programme:

- The right of the individual
- Allowing women to inherit
- All people are equal
- Requirement to have a just legal system
- Punishment not exceeding the crime
- Workers' rights
- A weekly day of rest

Each class is represented on the School Council which is led by a teacher and the school administrator. In this way and through others the school gathers feedback on areas such as bullying, school dinners, safety, the playground, school clubs and teaching and learning.

Mutually respectful conversations and discourse are central to the learning process at Eden where children often learn from each other in social dialogue. Children have

many opportunities across the curriculum to learn how to argue and defend points of view. The school runs a debating club from time to time.

Political and topical events such as general elections, elections around the world, referenda and current events are a focus for teaching, learning and conversation amongst staff and pupils in age appropriate ways. Voting opportunities are often built into school and classroom life. Children have voted on sports they would like to see at Eden and gave detailed feedback about school lunches as part of a governor/SLT review of school meals.

Visits to local councils, courts, parliament and places of worship of other faiths are integrated into our project themes and contact with those in political office and local office are encouraged.

Children in KS2 have independently developed a school newspaper and are keen to be involved in fundraising for the school and organising extra-curricular student participation events such as talent shows. Children are given opportunities to organise and participate in events such as Eden's Got Talent and Comic Relief joke events. They understand the importance of auditions, judging and participating with fairness.

### **The Rule of Law**

The importance of laws and rules, whether they are those that guide and govern the class, the school or the country, are consistently reinforced at Eden. Pupils 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. Visits from authorities such as the police, road safety specialists, Bikeability and the fire service are regular parts of our calendar and help reinforce this message.

Children are involved in creating class and school rules at the start of each year and have a good knowledge of systems for learning and social behaviours at Eden including exceptional, expected and unacceptable behaviours and the sanctions and rewards that are employed at Eden. Children are shown that rules are valued and what the consequences are for breaking and keeping them.

We are committed to celebrating children's efforts in class, with parents, in special mention assemblies, with class teacher certificates and as part of our termly exceptional behaviour tree presentation and teas with the Head Teacher. Children are rewarded not only for achievement in curriculum areas, but for behaviour, effort and improvement.

We have an 'exceptional behaviour tree' upon which certificates, in the form of leaves, are displayed. These can be awarded for both learning and social behaviours. We take care to celebrate and display examples of pupils' achievements

and excellence both in school and out to celebrate children showing excellence in a wide variety of areas.

Children take on considerable responsibilities for running the school and following rules and guidelines. For example, through taking care of our school environment, preparing the school for festivals and events such as Pesach (Passover), and serving as table leaders in Café Eden working with a range of ages of children.

### **Individual Liberty**

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. As a school we provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. However there is openness to children's interests and room for them to have an impact on the direction of questioning, research and further study. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching which helps children to make safe choices online. Pupils are given the freedom to make choices about many aspects of school life e.g. signing up for choir, taking on responsibilities in Café Eden, organising activities and events, acting as reporters documenting school events.

Pupils are encouraged to be independent learners, constantly making choices, within a safe and supportive environment. Developing their self-esteem and self-confidence is very important. Pupils are encouraged to understand their personal freedoms and are taught how to use these rights to best effect.

Children and their families are given opportunities to choose to participate in a wide range of charitable and social action projects: mitzvah day, support for refugees, calling a sick friend when they are absent from school, providing support for families in challenging circumstances such as when a baby is born or when they have suffered a bereavement, comic and sport relief events, working on art and drama with seniors at a local care home, Jeans for Genes, weekly tzedakah /charity collections., bake sales etc.

Pupils are taught to understand, respond to and calculate risk effectively through our work on PSED, behaviour and keeping safe. They are aware of and know how to access the support available to them in school. The school's response to extremist or discriminatory views or behaviour is robust, although this is extremely rare.

Opportunities to learn and communicate through creative languages with our artist enable children to have wider range of ways of expressing themselves and their learning.

## **Mutual Respect and Tolerance of Those of Different Faiths and Beliefs**

At Eden respecting and learning from difference in an inclusive community are core to our ethos and values. We are an inclusive school where everyone is valued and makes a contribution. Children are aware of the fact that their peers at school come from a variety of different backgrounds, both Jewish, and of other faiths or none. They are aware of the challenges that different children might face and what their strengths are too. They learn that their behaviours have an effect on their own rights and on the rights of others and develop respect for those in the wider community.

Community cohesion and showing children how different communities (both religious and cultural) can be united by shared universal values and experiences are central to the ethos of Eden. British values are promoted in order to enhance and learn about community cohesion and to ensure that children underrated the diversity of religious belief and life in the UK. Pupils are encouraged to regard people of all faiths, races and cultures with respect and understanding and recognise that they can learn from difference.

Our Pikuach inspection (Section 48) inspection (July 2013) graded Spiritual, Moral, Social and Cultural development as outstanding.

Eden has links with other primary schools in Haringey and with Jewish schools of different denominations across London. When the local Bravanese community centre/mosque was burnt down we welcomed their after school programme to our school for a few weeks in the evenings. We have shared learning with the children at a local Catholic school and a church school nearby too. Children have visited places of worship of other faiths and within Judaism as part of their curriculum thematic learning and at every opportunity the children learn about the stories and faiths of other religions.

This enhances pupils' understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity in our local community. We use opportunities such as the Olympics and World Cup to study and learn about life and culture in countries such as Brazil.

Our approach to inclusion allows children to learn how to respect others and we regularly support charities such as Jeans for Genes developing a respect for difference. Visits to and projects with care homes for the elderly and special education schools build on this learning.

### **The Jewish Education Curriculum provides opportunities to learn about:**

Freedom and Slavery: Pesach/Passover

Holocaust Memorial Day: The Holocaust/Second World War

Yom Hashoah: celebrating difference and understanding the dangers of racism

How different families celebrate  
Jewish values and their relationship to British values  
Homelessness: Sukkot

### **Examples of whole School Assemblies, Themes and Events focus on:**

British Values  
Other cultures and religions  
Remembrance Sunday/Poppy Day and Israeli Remembrance Day incorporating Israeli and Jewish parallels  
The Queen's Golden Jubilee street party  
The Queen at 60 years  
The Queen's birthday tea  
Olympics and Paralympics  
Chinese New Year  
Christmas and Easter and other religious festivals  
Anti-Bullying week  
Olympic and football world cup sports days  
Elections  
Safety

### **Examples of Curriculum Planning related to British Values include:**

Reception: Building school community, festivals of light, a unit of work on Let's Vote  
Year 1: Diverse and Fascinating Families, homes around the world, helping the homeless, caring for pets and animals, Diwali  
Year 2: Investigating our local area, the history of our city, London, different religious communities in our local area, Ramadan and Islam, Rainforests  
Year 3: Different communities within the UK, Christianity, teaching about equality and caring for the environment  
Year 4: A link with a school in Ghana, storytelling in different cultures, climate around the world and its impact  
Year 5: Democracy and the rule of law in Ancient Greece, the experience of immigrants to Britain  
Year 6: Teaching about the holocaust and WW2 and issues related to leadership