

British Values – Case Study

Barley Class – Summer 2018

The children in Barley class have engaged extremely well with the theme of British values as part of their learning. We have completed a specific unit of work relating to the different strands of British Values, but the themes have been spread across other areas of the curriculum as well. Exploring the different values, in a range of contexts, has enhanced the children's learning; led to some very meaningful and mature discussions; and been valuable in broadening the children's life skills. This case study will demonstrate how the four primary strands of British values have been explored in Barley class.

Democracy

The value of democracy is embedded in the way that the classroom is managed in Barley class. The daily use of behaviour ambassadors is decided by the children and shares their voice as part of the selection process. Children are also encouraged to use pupil voice as a frequent element of feeding back about curricular and extra-curricular experiences around the school (such as choosing the activities for sports day and providing their thoughts on our royal wedding celebration).

Further to this, Barley have completed activities in the classroom linked to enhancing their understanding of how democracy works in the United Kingdom and around the world.

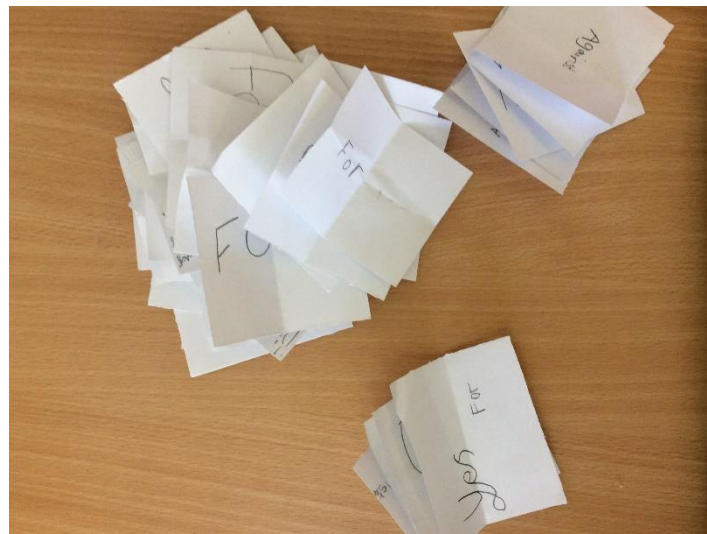
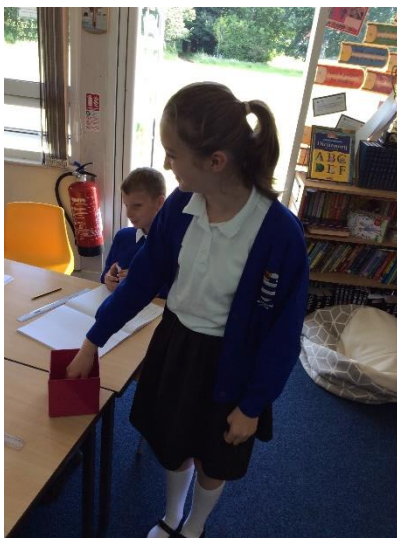
We began by watching this video, which the children engaged extremely well with:

An Introduction to Parliament



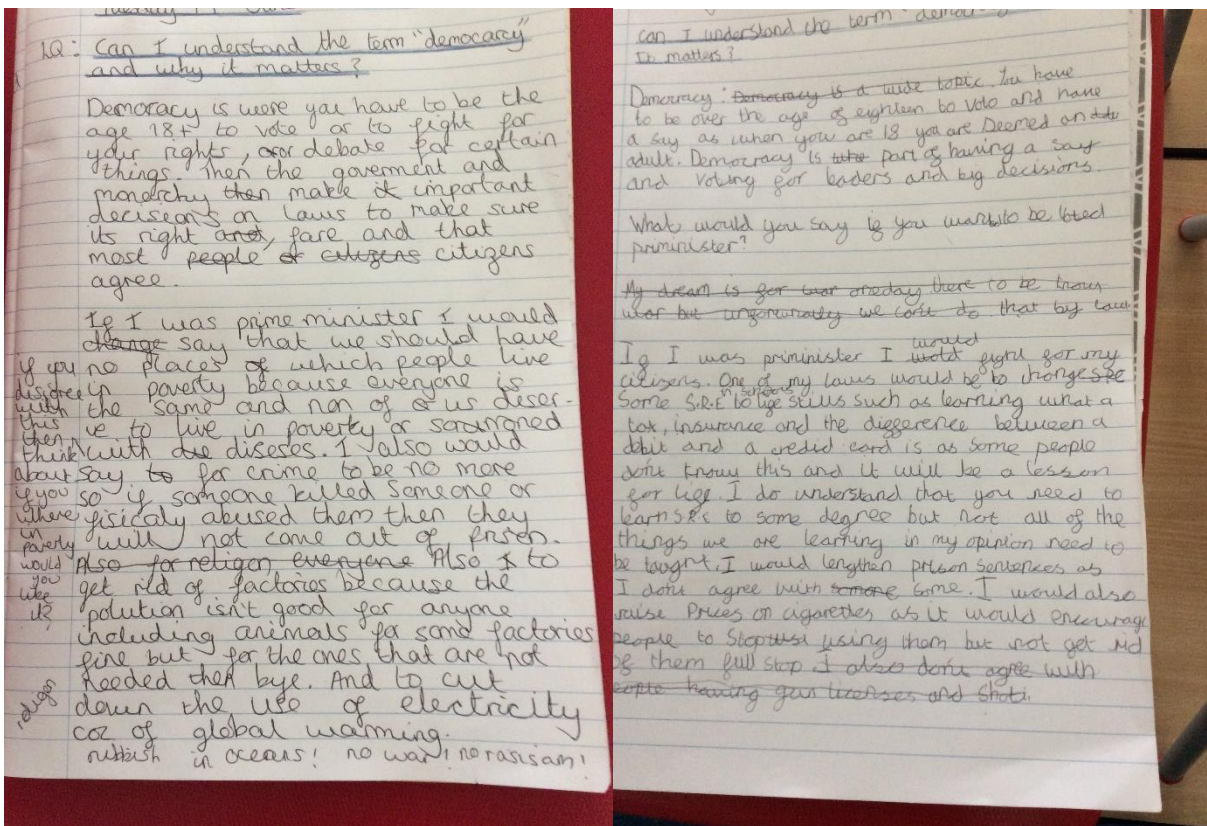
The video introduces the idea of parliament and shows how it is comprised of the monarchy, House of Lords and House of Commons. It then very clearly explains how laws are made and passed and how, ultimately, it is our voice and our elections that decide who many of the members of parliament are. The discussion from the children, at different points in the video, showed a depth of understanding and the children were able to draw comparisons to the election of Prime Ministers and Presidents, as well as the controversial topic of the referendum on Brexit. The children were able to discuss why Brexit is a topic that has divided the nation.

Following discussion, we held an anonymous vote on whether we would like an additional hour of art every week. The children were instructed on the rules for voting: that they needed to remain anonymous and that “spoiled” ballots would not be counted.



The votes were cast with a result of: 26 'For', 6 'Against' and 5 'Spoiled' (either by inclusion of names or due to unclear voting.) The result was a vote for increased art as part of the curriculum. The children shared their opinion on what it felt like to be part of a majority or a minority on the vote.

Following on from this, we discussed the concept of politicians creating manifestos and campaigns in order to be elected as members of parliament. The children worked independently on creating their own speech which could see them elected as Prime Minister. They were encouraged to consider what laws they would want to set and what changes they would want to make to the country, including considering how they would fund some of their initiatives. What the children presented next was outstanding and I was so impressed by their level of deep thinking and consideration for others. They delivered their speeches confidently and approached many important themes such as healthcare, schooling, helping the homeless and many more.



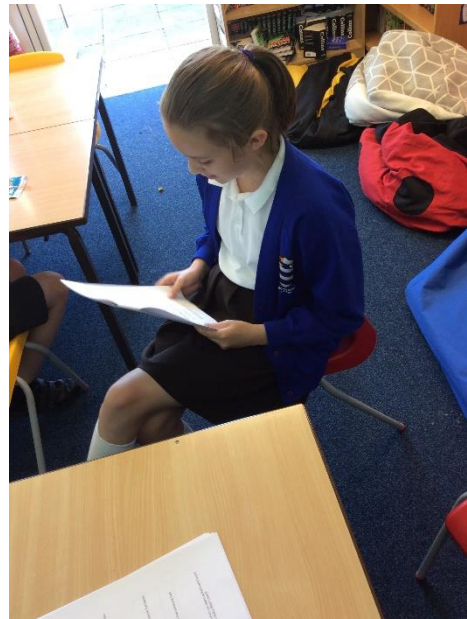
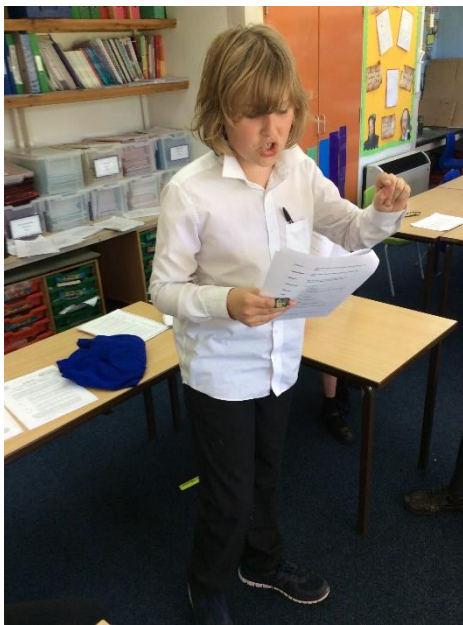
The Rule of law

Discussion of the rule of law in Barley began with discussing the different rules that we have around the school. We discussed rules, rewards and sanctions and the positive/negative effects of any of these rules. Most children agreed that the rules made the school a safer and more positive environment. We then linked this to a discussion about what the most important laws children think there are in the United Kingdom. Which laws are the most and the least important to follow? How are laws created and upheld?

As a class, we played a team game with a set of strict rules. We then played the same game without any rules and chaos ensued... During discussion afterwards, most children agreed that it is important to have rules. The children then learned

about the imagery of Lady Justice and what the different parts of the image represent, creating some nice artwork of their own.

The children were interested to learn more about how laws are upheld in court and what the different roles are that people play in court. Using 'Goldilocks and the 3 bears' as a stimulus, we took part in a court case and the children learned about the roles of: judge, prosecuting barrister, defence barrister, witnesses, clerk, usher and jury. They had lots of fun acting out the trial and the hands-on experience gave children a strong understanding of the different staff and procedures in a court of law.



Further to this, during some cross-curricular writing on the Tudors, we discussed how archaic and unreasonable some laws from the past appear to us now, such as Anne Boleyn's severe punishment for not bearing a son for King Henry, and the idea of this being labelled as treason.

Individual Liberty

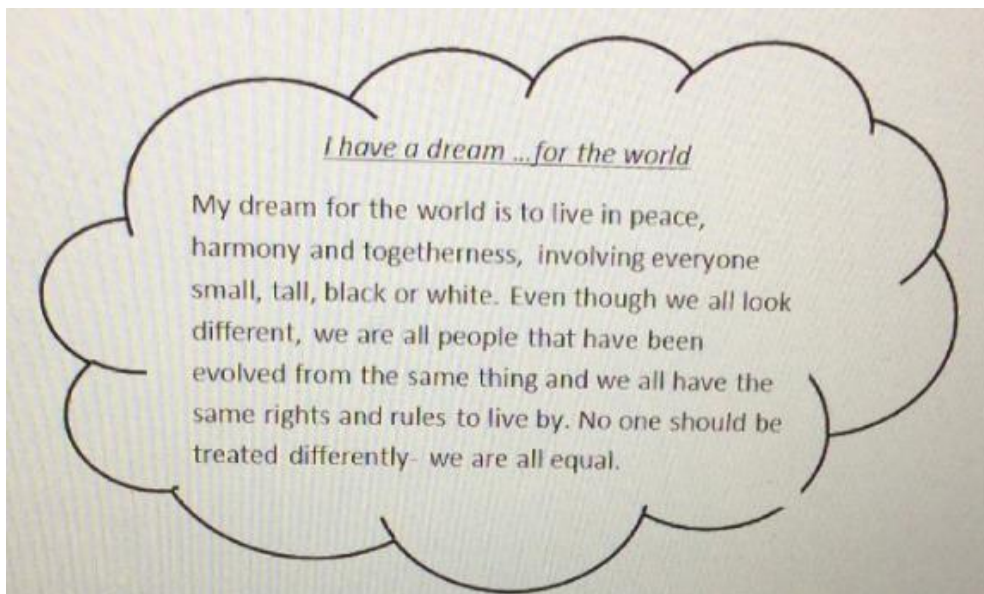
When discussing the idea of individual liberty and freedom of expression, some of the children completed some lovely artwork, based on the idea of a park/playground. The children learned about there being a box in Hyde Park where people can stand and express their thoughts, and people can respond to them with their own thoughts and opinions. We looked at an example of a 'Freedom Park' in a book called 'We Are All Born Free' and discussed the use of a Nelson Mandela statue and how he stood up for people's freedom and rights. We talked about the importance of inclusion and children were very much aware that we are an inclusive school that value each and every child, with their best wishes at the forefront of our agenda. The children then

designed their own artwork that shows important traits of individual liberty and inclusion.



Tolerance and respect for others

Tolerance and respect for those who are different from ourselves is an embedded part of learning at Stanford and Barley class are very aware of this and respectful of others differences, lifestyles and beliefs. This is evident in day-to-day discussion with the children as well as in their learning. Children have experienced assemblies about tolerating others and taken part in school events such as 'mix-it-up' lunchtime, where they sat with children they didn't know. Earlier in the year, Barley class studied Martin Luther King Jr's famous speech called 'I have a dream' and discussed the words 'tolerance' and 'segregation'. The children learnt that being tolerant is being accepting of everyone and that segregation is not right. They then took inspiration from the "I have a dream" speech to create their own dreams for themselves and their dreams for the world.



Later in the year, Barley class considered the diversity that we have in the United Kingdom and all of the fantastic contributions that different cultures have made to our country. We considered how the United Kingdom became multicultural through invasion (Romans) and immigration – historically from Africa, India and China, and European countries during wars, as well as the current immigration status of the country. Children spent some time discussing and creating art to show how different cultures had a daily impact on our lives (through food, entertainment, leisure, fashion, etc.) and how our lives were enriched by diversity and tolerance of others.

In conclusion, I feel that the children in year 6 have really benefited from having British Values (delivered in a cosmopolitan way) integrated into their curricular and extra-curricular activities at school. Exploring British values has led to some of our most meaningful discussions and enjoyable lessons in the classroom, and it is something that I will be keen to implement further across the curriculum, alongside the global policy that broadens children's awareness of being not only British, but global citizens as well.