



King David Primary School

British Values Policy

Introduction

This policy brings together and replaces the Citizenship Policy, the Community Cohesion Policy and the Respect Action Plan, with guidance from the Chief Rabbi's Briefing Note entitled "Fundamental British Values and Teaching About Judaism and Other Faiths". It was formulated by the Director of Jewish Studies, the Head of Religious Education and the Headteacher, and discussed and adopted by the Governing Board on 26th October 2023.

The British government has set out its definition of British Values as values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

These values are also Orthodox Jewish values and King David School is proud to promote British Values, in the curriculum and ethos of the school.

The Ethos of King David School

The ethos of King David School reflects the values and practices of Orthodox Judaism, set in the context of a multicultural community in the heart of Britain's second city. There is synergy between these values and the commonly shared British and European values. In keeping with this ethos, every child is valued as a member of the school community and each has their part to play in the rich diversity, which is cherished and celebrated at King David School. The ethos and curriculum provided at King David School already promote the sense of community cohesion and the school works closely with a number of community groups and other schools to further promote this. This inclusive ethos aims also to reduce the potential for individuals to become isolated and vulnerable to radicalisation.

As part of our everyday creative curriculum we believe that in order to prepare all of our children for living and working in a diverse and cohesive society, we should work with the pupils to:

- Encourage the development of a strong sense of their own identity, not only as individuals but as part of different community groups (locally, nationally and globally).
- Encourage positive and open attitudes towards diversity and develop the skills, the understanding and the confidence to challenge prejudice, discrimination and stereotyping.
- Support their development as active citizens within the community, citizens who know their own rights and responsibilities as well as knowing those of others.
- Develop a knowledge and appreciation of the democratic heritage and systems in this country and a willingness and ability to take part in the democratic process when they reach adulthood.
- Understand what equality means in terms of opportunity, non-discrimination and preventing any barriers or harassment.
- Provide opportunities to find out more about and positively interact and build relationships with people from a range of different backgrounds and faiths within their local community as well as within the wider society.

- Ensure they receive a broad and balanced curriculum which uses elements from the local, national and global community to support their understanding of humanity and to support them in reaching their individual potential.
- Provide strong Spiritual, Moral, Social and Cultural support and teaching to enable all aims to be achieved.
- Teach the basic principles of monotheism, as reflected in Judaism and a common element across almost all of our school community.
- Instil the values of Orthodox Judaism in a way that pupils of all faiths or none can relate to, as are seen in the practices through the Themes of the Week, the Golden Threads of the curriculum, the KD STARS initiative and the messages of the festivals.

Citizenship

Citizenship gives pupils the knowledge, skills and understanding to play an effective role in society. In promoting their spiritual, moral, social and cultural development, it enables them to be more self-confident and responsible, both in and beyond the classroom. It comprises all aspects of schools' planned provision to promote their children's personal and social development, including health and well-being. Pupils will be encouraged to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. Citizenship encourages respect for different national, religious and ethnic identities, giving them values so that they can develop their ability to take part in discussions. Through the teaching of Orthodox Jewish values, likewise fundamental British values are promoted, which guide the children in developing their sense of national identity.

Promoting Key Skills

- *Social and moral responsibility.* Pupils learning from the very beginning self-confidence together with socially and morally responsible behaviour, both in and beyond the classroom, towards those in authority and towards each other.
- *Community involvement.* Pupils learning how to become helpfully involved in the life and concerns of their neighbourhoods and communities, including learning through community involvement and service.
- *Political literacy.* Pupils learn about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally, through skills and values as well as knowledge – this can be termed political literacy, which encompasses more than political knowledge alone.

How these aims fit into the curriculum

- Building on what is done already in school through RE and PSCH.
- Helping children value their achievements and to become more secure, motivated, confident and independent learners.
- Helping to promote equal opportunities for all.
- Linking in with Health Education.
- Helping pupils deal with risk and the challenges of life now and in the future.
- Encouraging awareness of issues within each curriculum area.
- Using "Circle Time" to promote relationships and understanding of others' needs.
- Ensuring that playtimes are an opportunity for pupils to put some of the skills learned into action.
- Creating effective learning environments in which all pupils have the opportunity to flourish, identifying their values and skills in order that they may strive to live up to them and their potential.

Active Citizen Awards

Pupils in Years 4, 5 and 6 are able to explicitly show their commitment as citizens of the school community, by working towards and achieving the Active Citizen Awards. The Bronze, Silver and

Gold Awards are designed to be achievable, one level each year, as the children pass through Years 4 to 6. While the aim is for the majority of children to achieve the awards, they are not simply given, but must be earned by proactive engagement by the children, taking responsibility for their actions and their contributions to the King David School community.

School Council

King David School pupils have a real and active engagement with democracy, as School Councillors seek the votes, and are elected by, the pupils from Reception through to Year Six. The relatively unusual structure of a Council of eight elected Year Six pupils, who each are connected to a link class, raises the efficacy of the School Council and ensures real engagement with school structures is possible.

Sexual equality

Judaism teaches that men and women are equal but different. Notwithstanding, there is no halachic reason why a woman cannot make kiddush if a man is not available to do so, say kaddish for a departed relative, or a man light shabbat candles in the absence of a woman. This is explicitly acknowledged in assemblies, for instance, in the Friday afternoon Shabbat Kiddush assembly. In the adult world of work, professions and culture, etc, Judaism encourages equal opportunities for men and women. Some well-known examples are: Rosalind Franklin, Judge Rose Heilbronn, Professor Ruth Deech, Lady Lira Winston. There are also biblical examples, such as Yocheved and Miriam (Moses' mother and sister) who were midwives, and Deborah, who was a biblical Judge and prophetess. Pupils may also learn about Jewish contributions to inventing, literature, science, art, music, finding male and female examples.

Judaism, marriage and homophobia

In Orthodox Judaism, marriage, *Kiddushin*, can only be the union of a man and a woman. It is acknowledged and respected that the civil law in Britain and some other countries allows marriage between two men or two women. There is a fundamental teaching of the Torah "not to stand idly by the blood of your neighbour" (Lev 19:16). Consequently, Jews, along with other people, must confront intolerance and actively combat all forms of abuse, including homophobia, transphobia, biphobia and acephobia.

Examples of homophobia may include the use of the word "gay" as an insult. Staff training includes making clear that the word "gay" is not a swear word, but its use as a pejorative term is unacceptable. Staff members will make judgments on how to deal with specific incidents by judging the knowledge and understanding of homophobic language by the user and those who have been exposed to it.

All incidents of homophobia are treated with zero tolerance and recorded on the My Concern safeguarding software. The number of such incidents is low (one or two each year) and is reported to the Governing Board in the termly Safeguarding Governor's report.

At the weekly Shabbat Kiddush assembly on a Friday afternoon, it is often recognised that different family structures exist, that not all households have a mother and a father, and children with different family structures at home will, in these assemblies, hear their own situation reflected and respected. The Torah teaches us to respect all people regardless of their beliefs and lifestyles. The Torah teaches us that all people are made in the image of God.

Understanding a range of faiths and beliefs

The Religious Education syllabus of King David School, first established in the 19th Century and developed over time, teaches the children about, and helps them to learn from, the values, practices and festivals of Orthodox Judaism. Through the parallel streams of RE lessons, the content is made relevant to both Jewish and non-Jewish children, and they are encouraged to apply the values and content to their own experiences at home, in their lives and in their place of worship.

Children will also gain knowledge of faiths and cultures other than Judaism, mainly through the secular curriculum:

- Pupils may learn how to compare and contrast the solar, lunar and lunisolar (Jewish) versions of the calendar; about non-Jewish holy days of the week; to name non-Jewish and secular festivals and know when they occur (e.g. when they encounter ‘Happy Diwali’ signs in supermarkets) and what they might mean.
- Children particularly hear about the festivals of other religions that are practised by the children that attend King David School. This is done during assemblies, under the auspices of Mrs Cohen. Individual children speak about their festival celebrations, enhanced by photos of traditional clothing and foods. They also have opportunities to speak about their own faith’s holy day of the week and name the holy books of their particular faith. They may also encounter the names of the holy books of other religions and how they are respected by the adherents of those religions, within the context of secular lessons, for instance, in how they are used for taking oaths in business and in court.
- Pupils should learn how one should behave in relation to those festivals, e.g. to act respectfully outside a church or mosque; avoiding noise on non-Jewish rest days or holy days and the usual cultural and social implications (e.g. sending cards/gifts) for their holy days.
- With reference to visits to places of worship, pupils should learn how to distinguish, externally, non-Jewish places of worship, e.g. by recognising from the outside the design, images, icons and symbols associated with non-Jewish places of worship. This is covered through the Geography and History topics, and focuses on the Birmingham community.

CUSP – the Curriculum with Unity Schools Partnership

In September 2023, the school adopted the CUSP for its curriculum in the National Curriculum subjects of Writing, Reading (KS2), Science, Geography, History, Art, Music and Technology. This is a huge development for the school and it is essential that the school’s ethos continues to be expressed and promoted throughout all of the work of the school. Where resources supporting the CUSP are at odds with the school’s ethos, these resources are discarded or altered appropriately. For instance, where History dates are expressed as BC and AD, the school has an agreement with the Unity Schools Partnership that we can gain the editable pdf versions of the resources, to alter these to the more inclusive BCE (Before Common Era) and CE (Common Era). As the implementation of the CUSP rolls out and becomes more established, more opportunities for the school’s ethos to be promoted will be exploited.

Birmingham Faith Leaders Group

The Chief Minister of Birmingham Hebrew Congregation, Rabbi Yossi Jacobs, is the Director of Jewish Studies at King David School, and a member of the Birmingham Faith Leaders Group. We are proud to welcome the Faith Leaders Group to King David School, on a rotating basis with other places of education or worship. These occasions are used as an opportunity for the children to meet the faith leaders of other religions, to see respect being given and to themselves show such respect. The titles and methods of address to such leaders are taught.

Links with other schools

King David School has a thriving relationship with Moseley Church of England School, with connections at the Senior Leadership level and in mutually supporting safeguarding systems, and in active collaboration between the pupils. The children of Year 2 of Moseley CofE School visit King David School every year, to participate in Chanukah activities with our own Year 2 children. Our children will reciprocate with a visit to Moseley CofE, for a sports, science or art day.