



## Promoting British Values

### What are 'British Values'?

All schools are required to promote the spiritual, moral, social and cultural development of children. In addition to this, in line with the requirements set out by the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values.

These values fall into the following broad areas:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs

As a Church of England Primary School, the Christian ethos is at the heart of our school family and underpins all that we do. Our moral values and teaching are Gospel based and uphold the message of God's redeeming love. Whilst these are the principles of faith upon which our school and church stand, we actively promote respect and tolerance for our 'neighbours' of all faiths, races and cultures.

Our curriculum promotes not only the academic development of all our children, but also their spiritual, moral, social and cultural development. This means we encourage our children to be unique, creative, independent individuals, respectful of themselves, their fellow children in school, those in our local community and beyond. We actively promote their development towards becoming caring, democratic, responsible and tolerant adults who will make positive contributions to our society and the wider world.

### Democracy

Respect for democracy, democratic participation and active involvement of all pupils is evident across our school. We aim to provide children with a broad general knowledge of, and promote respect for, public institutions and services. Our aim is to teach children how they can influence decision-making through a 'democratic process'. For example, children have the opportunity to have their voices heard and are able to express their views freely through their class representatives in our School Council.

The elections of School Council representatives each year are based solely on pupil votes (which helps to highlight some of the advantages and disadvantages of democracy and how it works in Britain). This effective involvement of pupils in democratic procedures enables them to influence and make decisions in matters which affect their lives within school. These types of contributions to decisions made in school have, for example, established guidance for healthy eating and playground behaviour, promoted fundraising for specific charities, proposed design plans for the school grounds and shaped approaches to worship.

All children in school are listened to and made aware that their opinions and thoughts are valued. Embedded within each English unit of study in our Junior curriculum are 'Big Questions'. These form the focus for discussion and debate, often presenting moral or ethical issues to consider and provide children with the opportunity to learn how to argue and defend points of view.

## **The Rule of Law**

Our children are taught to understand the need for rules - that they are there for individual protection, the responsibilities that this involves and the consequences when rules are broken. By appreciating the need and importance of these principles at an early age, with relevance and context, we hope to instil this same appreciation for the laws of our land. We have general school rules and specific class rules which all promote the importance of the law. Some are explicit, some are implicit – reflecting our Christian ethos and respect for others and their property.

Our children are trusted and know that with trust comes great responsibility both for themselves and in their dealings with others. Our children can clearly demonstrate an understanding of the rewards and sanctions that are used to promote our school rules and implicit expectations for behaviour and conduct. Through our collective worship, class discussions and in our day-to-day dealings with fallouts or incidents, we aim to teach children to distinguish right from wrong, to respect school rules and to show both tolerance and forgiveness.

## **Individual Liberty**

Our children are encouraged to be independent learners, constantly making choices, within a safe and supportive environment - developing their self-esteem, self-knowledge and self-confidence is seen as very important. Children are encouraged to understand their personal freedoms and are taught how to use these rights to best effect. Teaching children how to make safe and appropriate choices, especially in the face of peer pressure, is of utmost importance. We use school's own

Each year, during our designated 'Keeping Safe Week', children have lessons based on our special 'Pocket Book Guide to School'. This is a document written for children, explaining all about school and presenting questions to children regarding their own wellbeing. It ensures that children understand many aspects of school life including extra rewards and opportunities and essential Christian values. It covers the following topics: Our School, The Staff, We are a Church School, Feeling Happy and Safe in School, Feeling Happy and Safe Outside School, Keeping Healthy, Rewards and Responsibilities, Extra Fun Opportunities in School, Christian values at the heart of our school. Firmly embedded within this teaching are clear messages regarding E-Safety and anti-bullying measures.

As with trust, with liberty comes great responsibility. Through the teaching offered and the examples set, we hope that our children will grow to understand how they can contribute positively to the lives of those around them – in our school, local community and beyond. We hope that our children will learn to anticipate the consequences of the choices they make, whether these be positive or negative and accept full responsibility for their actions.

Whether it is through choice of challenge, or of participation in our numerous extracurricular clubs and opportunities, children are given the freedom to make personal choices. We welcome freedom of speech through pupil participation, whilst ensuring the protection of vulnerable groups and the challenge of stereotyping others.

## **Mutual Respect**

As a church school, our ethos and behaviour policy are based on Gospel values. Our Mission Statement includes the aim 'to provide a caring and happy environment where each child can develop to their full potential'.

As a school family, this environment is only made possible through the existence of mutual respect – respect by children and respect for children; respect by staff and for one another. Our daily acts of worship promote these values and their existence is evident in the day to day behaviour of our children and in the comradery and relationships between our staff.

It is fully expected that all children, adults and visitors behave respectfully toward one another. We would challenge anybody who demonstrated disrespectful, prejudicial or discriminatory behaviour.

### **Tolerance of those of Different Faiths and Beliefs**

As a school family, we are diverse in our backgrounds, faith, culture and beliefs. This diversity reflects the world, our town and the society in which we live. Through our everyday teaching, behaviour and worship we seek opportunities to celebrate this diversity – drawing on the children themselves to share their personal experiences. This promotes tolerance and harmony between different cultural traditions by enabling children to acquire a first-hand appreciation of and respect for other cultures.

Our Mission Statement aims to ‘provide children with an understanding and knowledge of Christian heritage, develop a spiritual dimension in each child and offer the basis of a faith by which to live’. Whilst the Christian Gospels set the principles of faith upon which our school and church stand, we actively promote respect and tolerance for our ‘neighbours’ of all faiths, races and cultures.

The principles of individual liberty promote the importance and respect for individual choice and the understanding that the freedom to choose and hold other faiths and beliefs is protected in law and should not be the cause of prejudicial or discriminatory behaviour.