



Promoting British Values Policy

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INTRODUCTION

All schools have a duty 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. At Croft Church of England Primary School we promote the spiritual, moral, social and cultural (SMSC) development of pupils and through this demonstrate our commitment to fostering fundamental British values.

Meeting the requirements for Collective Worship, establishing a strong school ethos supported by effective relationships throughout the school and its community and providing relevant activities beyond the classroom are all ways we ensure children's SMSC development. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos, curriculum and teaching support the rule of English law and criminal law.

OUR VISION

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

FUNDAMENTAL BRITISH VALUES

As a school we promote the fundamental British values of Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. As a school we recognise attempts to promote systems that undermine fundamental British values would be completely at odds with the school's duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining British values.

Through our provision of SMSC, we enable and encourage pupils to:

- Develop self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect the civil and criminal law of England
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively in the lives of those living and working in the locality of the school and to society more widely
- Show tolerance and harmony between different cultural traditions by enabling them to acquire an appreciation and respect for their own and other cultures
- Respect other people
- Show respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of promoting fundamental British values:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

Christian Values: Respect, Compassion, Koinonia

Croft church of England Primary School Policy for promoting British Values September 2021

- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination

There is no expectation for staff to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it considered acceptable for them to promote discrimination against people or groups on the basis of their belief, opinion or background.

DELIVERY OF BRITISH VALUES

At Croft Church of England Primary School we:

- Include key aspects of British Values in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as our School Council whose members are voted for by the pupils.
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view for example at the small schools cluster debate.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activities, including *any run directly by pupils*, in promoting fundamental British values.
- Invite representatives of charities to talk about their charity and welfare work.
- Maximise the school's participation in community events, for example, the village scarecrow competition, carol singing, and taking part in local special celebrations and events.
- Support local, national and international charity events and appeals.
- Work with the local clergy to organise and participate in church services, for example, Education Sunday, Ash Wednesday and Mothering Sunday etc.

DEMOCRACY

We have a School Council which meets regularly with a class teacher to discuss issues. The Council has its own class representative that has been voted by their peers and they genuinely help to support key decisions that affect change within the school. The school also has a number of other pupil leadership groups which make significant contributions to change in school, for example, Christian Values, Health and Well Being, Health and Safety, E Safety.

Children have an annual questionnaire where they are able to put forward their views about the school. We regularly seek pupil feedback for key events through other questionnaires and pupil consultations, for example, related to behaviour, anti-bullying and equality.

THE RULE OF LAW

The importance of laws, whether those that govern the class, the school, or the country, are consistently reinforced at Croft Church of England Primary School. From an early age pupils are taught about the need for rules in school and the community. *Our system for behaviour is aligned to an agreed Code of Conduct and if children are given verbal warnings this is always set against the agreed school Behaviour Policy.* Children are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school. We are committed to praising children's best efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general community contributions.

Rewards are given in the form of stickers, certificates and a 'special' visit to Mr Robson when pupils have '*Reached the Stars*'. Children's achievements are also recognised during weekly Celebration Collective Worship.

Pupils are taught the value and reasons behind rules and 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 and Fire Service help reinforce these messages.

INDIVIDUAL LIBERTY

At Croft Church of England Primary School, pupils 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 young pupils to make informed choices, through a safe environment and an empowering education. Pupils 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 teaching and PSHE lessons. Pupils are given the freedom to make choices, for example, in their learning by contributing to curriculum plans and research methods, and signing up for extra-curricular clubs. They also understand that with rights come responsibilities.

MUTUAL RESPECT

Part of our school ethos and Behaviour Policy are based around the core Christian values of '*respect, responsibility, kindness and friendship*' and these values determine how we live as a community at Croft Church of England Primary School. Collective Worship is based on 'Christian Values for Life' which are central to how we expect everyone to go about their life at our school. Our SIAMS inspection confirms this is an outstanding aspect of life at Croft Church of England Primary School.

TOLERANCE OF THOSE OF DIFFERENT FAITHS & BELIEFS

At Croft Church of England Primary tolerance of those of different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community which is by large white British. We actively promote diversity through our celebrations of different faiths and cultures during Religious Education and PSHE lessons which reinforce messages of understanding and respect for others. The children visit places of worship that are important to different faiths. As a school we work closely with families from different faiths in order to ensure that all children are included.

We celebrate whole-school RE days each term linked to a World Faith, where we learn about the key customs, practises and festivals of that religion, for example, Diwali and Eid. We invite guest speakers and run workshops to give the children a real experience of different belief systems.

COMMUNITY COHESION

Promoting community cohesion through teaching, learning and the curriculum is at the heart of our practice. We aim to help pupils value differences, and challenge prejudice and stereotypes. Central to our curriculum are the aims to:

- Contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
- Develop children's knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.

- Value diversity whilst also promoting shared values and the skills of participation and responsible action.
- Continue to forge meaningful links locally and globally through shared curriculum-based activities with schools from contrasting locations, where skills, experience and learning can be shared.

Ongoing activities are enriched by focus days and events throughout the school year, such as *Diversity Day, Faith Workshops, Fairtrade Fortnight and European Day of Languages*.

Children are encouraged to take an active part in our local community - for example through the Archbishop of York's young citizen programme, contributing produce and making food to sell at Harvest and supporting other charity events.

MONITORING & EVALUATION

Provision in respect of promoting British values is reviewed regularly as part of the curriculum monitoring and evaluation cycle. This will be achieved by:

- Monitoring of planning, and teaching and learning by senior and middle leaders
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work
- Sharing of classroom work and practice
- Audit of Collective Worship Policy and practice
- Scrutiny of pupils' work
- School evaluation processes