

## **British Values Policy**

### **Legal requirements**

Departmental advice 'Promoting fundamental British values as part of SMSC in schools' was issued for maintained schools in November 2014. Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils and of society.

### **The aims of promoting fundamental British Values**

At St. Mary's CE Primary we offer a curriculum and school life experience that enables students to embrace British Values through:

- Developing their self-knowledge, self-esteem and self-confidence
- Distinguishing right from wrong and to respect the civil and criminal law of England
- Accepting of responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquiring a broad general knowledge of and respect for public institutions and services in England
- Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging 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.

Through development of these skills our children are encouraged to come to an understanding, acceptance and appreciation of:

- How citizens can influence decision-making through the democratic process
- That living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- 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
- That the freedom to choose and hold other faiths and beliefs is protected in law
- 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
- The importance of identifying and combatting discrimination.

The following grid outlines how each of the British Values is developed within our school life and curriculum.

<p><b>Democracy</b></p>	<p>School life</p> <ul style="list-style-type: none"> <li>• Parent, staff, pupil questionnaires – surveys (paper and online)</li> <li>• School governors – elected</li> <li>• School council members – elected</li> <li>• Y5 playleaders – interviewed</li> <li>• Y6 prefect roles – applied for</li> <li>• Class Dojo – rewards system</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• Enabling Enterprise projects e.g. Teams, Dragon’s Den, marketing etc</li> <li>• Build your own country themed week</li> <li>• Class debates – voting (and understanding it as a majority vote so you may not get what you want)</li> <li>• PSHE units: Democracy and debating topical issues (KS2)</li> <li>• Conscience alley activities – EYFS to Y6.</li> <li>• History – Ancient Greeks, Martin Luther King (KS2)</li> <li>• Pupil feedback on curriculum topics e.g. subject leaders carrying out pupil voice as part of subject monitoring.</li> <li>• All pupils being given opportunities to contribute verbally in class.</li> <li>• Pupil involvement in recruitment</li> </ul>
<p><b>The Rule of Law</b></p>	<p>School Life</p> <ul style="list-style-type: none"> <li>• INSPIRE – class rules e.g. Golden Rules</li> <li>• Building safety e.g. Fire Drill</li> <li>• Safety on trips e.g. Risk assessments</li> <li>• Rewards e.g. Bronze, Silver and Gold treats and ‘Good to be Green’ charts, ‘Gold Spot’ (EYFS)</li> <li>• Consequences e.g. Sanctions – amber/red cards</li> <li>• Attendance – red/green/yellow letters</li> <li>• Water safety – swimming</li> <li>• PE safety – PE code of conduct (after school clubs)</li> <li>• Y6 prefects</li> <li>• Uniform policy</li> <li>• Outside agencies e.g. HHKids – inappropriate touch workshops, Y6 SRE, counselling, play therapist.</li> <li>• Health and safety e.g. Dress code, use of ladders (ladder training)</li> <li>• School documentation: OTrack, PHPs, IBPs and reports to parents</li> <li>• Clear guidelines on rights and responsibilities (e.g. Behaviour policy)</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• PSHE units: How rules are laws are made and enforced (KS2), Children’s rights/Human Rights (KS2)</li> <li>• Visits from the Police and Fire Service to reinforce the law</li> <li>• Exploring different rules for different faiths through RE</li> </ul>

<p><b>Individual Liberty</b></p>	<p>School Life</p> <ul style="list-style-type: none"> <li>• School Council e.g. Choice of fundraising themes</li> <li>• Homework projects – choice of project and choice of whether it is completed or not (KS2)</li> <li>• Choose own rewards including KS1 100 points and class rewards</li> <li>• Online school menu – children choose their lunch from a choice of three.</li> <li>• Playleading (Y5)</li> <li>• Dinner time – choosing what to do – play within zones</li> <li>• Y6 prefects giving out tokens to pupils who are good role models.</li> <li>• Choice of afterschool clubs</li> <li>• Picking up litter in the local community</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• Maths investigations e.g children choose how to record findings</li> <li>• EYFS – continuous provision e.g. choice in learning and interest</li> <li>• Marking – children responding to teacher comments</li> <li>• Learning challenge curriculum – pupils choose what they want to find out</li> <li>• Assertive mentoring – teacher/pupil discussion on targets.</li> <li>• Nurture: restorative approach (group work to restore peer relationships after a disagreement)</li> <li>• PSHE units: Making decisions (KS2)</li> <li>• Pupils learning about their rights and responsibilities in PSHE lessons, e.g. human rights, work on staying safe etc.</li> <li>• E-safety work and encouraging families to have security in place on computers to protect pupils online</li> <li>• Anti-bullying lessons and the role of the bystander</li> </ul>
<p><b>Mutual Respect</b></p>	<p>School life</p> <ul style="list-style-type: none"> <li>• Mutual respect for each other including prefects, new starters, EAL children, staff and visitors using good manners, following ‘Golden Rules’ and using appropriate titles e.g. Mr, Mrs, Miss</li> <li>• Respect for school e.g. Wearing school uniform</li> <li>• Respect for school property from an early age e.g. Tidy up time (EYFS)</li> <li>• Respect through team building residential trip (PGL)</li> <li>• Behavior policy (‘...that aims to ensure that every member of the school community feels valued and respected’ Behavior policy, p1)</li> <li>• Analysis and follow up of incidents in school, e.g. racist or homophobic incidents etc.</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• PSHE units: Challenging Discrimination (KS2), Team building (KS2), Recycling (KS2) and Looking after Places (KS1)</li> <li>• Christian values through whole school &amp; class worship</li> <li>• Respect for yourself taught by other agencies eg. Life Education caravan and HHKids</li> <li>• Respect for yourself and other through pastoral support eg. Nurture, circle time and strong parent relationships.</li> <li>• Displays around school that promote the school values school including</li> </ul>

	respecting others <ul style="list-style-type: none"> <li>• Listening to the views of others through EE projects</li> </ul>
<b>Tolerance of those with different faiths and beliefs</b>	<p>School life</p> <ul style="list-style-type: none"> <li>• School welcomes children from different culture, dialect, colour, ability, behaviour and caters for all dietary requirements.</li> <li>• Multicultural week</li> <li>• Fundraising for charities: Harvest, Starlight Clothes collection &amp; Sport Relief.</li> <li>• Challenging extremist views ('Prevent' staff training and reporting via 'Channel')</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>• PSHE units: Difference and Diversity (KS1), Friendships (KS1), Relationships (KS1), Feelings and Relationships (KS2), Anti-Social and Aggressive Behaviour (KS2),</li> <li>• RWI units: Stories from different cultures</li> <li>• RE: Understanding different faiths eg. Islam (KS1/2), Judaism (KS1/2), Christianity (KS1/2) and Hinduism (KS2). This also includes trips to places of worship eg. Liverpool Cathedral, Manchester Synagogue, local mosque and church.</li> <li>• Altru Drama: Homophobia workshops</li> <li>• Christian Values – whole school/class worship</li> <li>• EYFS: understanding the world (People and communities)</li> <li>• Nurture - social stories/social skills, circle time (understanding of others' needs)</li> </ul>

### **Assessing, Monitoring and recording arrangements**

Promoting British values in an integral part of all school life and as such assessment, monitoring and recording arrangements are carried out through curriculum subjects and policies in which British Values are promoted.

**Signed** \_\_\_\_\_ **(Chair of Governors)**

**Date:** \_\_\_\_\_