

Brighter Futures Academy Trust

British Values Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	July 2015	July 2017
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British Values

Introduction:

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “being British”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is “Britishness”?

British Values, as defined by the government in 2011 are:

Democracy, the respect for democracy and support for participation in the democratic process;

The rule of law, respect for the basis on which the law is made and applied in England;

Individual liberty, support and respect for the liberties of all within the law;

Mutual respect and tolerance of those with different faiths and beliefs.

Our School:

At Siddal Primary School we believe that promoting these values is of paramount importance and do so daily, (in line with the individual pupils’ capacity) through every day school life.

As part of the thematic approach to the school curriculum at Luddendenfoot, we ensure the principles of the British Values are embedded within all subjects and topics on a half termly/termly basis. Lessons and discussions are specifically planned and evident with the topic webs. All the yearly plans showing how we promote British Values can be found on our school website.

<http://siddalprimary.org.uk>

Further to this; we also ensure that the lessons, discussions, assemblies and any specific tasks are evidenced on the SMSC/British Values/PSCHE tracker.

<https://www.gridmaker.net/lsiddal/index.php>

Democracy:

We provide pupils with a broad general knowledge of, and promote respect for, public institutions and services. We teach our pupils how they can become involved in the democratic process. Our pupil selected School Council teaches about the importance of democracy. Our pupils have the opportunity to volunteer their time in activities/roles such as Reading Partners, Eco-Warriors, Lunchtime Monitors and other classroom responsibilities. We also take part in fund raising events for local and national charities. Democracy is also promoted through daily decision making, Philosophy for Children, PSHE lessons and assemblies. Pupils are taught about the freedom of speech through assemblies. We also model how perceived injustices can be peacefully challenged. Included in our curriculum is information and lessons on the advantages and disadvantages of democracy and how it works in Britain.

The rule of law:

Our behaviour policy demands high expectations of pupil conduct and this is shared with and agreed by all pupils. Each class agrees a class set of rights and responsibilities. Pupils are rewarded for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through things such as 'Achievement Awards', termly awards and our 'Praise Assemblies'. Through our PSHE lessons, Philosophy for Children and circle time our pupils are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. We take part in local initiatives and maintain links with local police officers, visiting court and attending the civil ceremony award at Spring Hall registry office. Children are taught about equality and mutual respect for all and this is reinforced through our behaviour policy. We use restorative justice approaches to resolve conflict. We teach children to respect the law and the basis on which it is made.

Individual liberty:

Through our school values and PSHE lessons, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, sport etc. Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, e-safety days, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.

Mutual respect:

Mutual respect is at the heart of our values. Our behaviour policy demands high expectations of pupil conduct and this is shared with and agreed by all pupils. Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. Mutual respect is an expectation of all and is promoted through daily life, PSHE lessons and assemblies.

Tolerance of different faiths and belief: (Respect, tolerance and understanding)

Pupils learn about a range of faiths and beliefs and how difference enriches life experiences. We celebrate different races, religions and beliefs around the world. . Our behaviour policy demands high expectations of pupil conduct and this is shared with and agreed by all pupils. Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education. Pupils learn about different religions, their beliefs, places of worship and festivals. We hold special assemblies celebrating significant religious festivals such as Ramadan and Diwali, St George's Day, St David's Day where guest speakers, staff and pupils are invited to share their beliefs and traditions. Pupils have the opportunity to visit places of worship.