

TREETON C E PRIMARY SCHOOL

British Values Policy L Hales

Reviewed: September 2024

Date of next review: September 2026

Introduction

This policy reflects the statutory guidance issued through the National Curriculum (2014) 'Promoting Fundamental British values as part of SMSC in schools. Schools are required to teach British values as part of their responsibility for promoting the Spiritual, Moral, Social and Cultural (SMSC) development of their pupils. In doing this they can also show that they are 'actively promoting fundamental British Values.'

Let your light shine (Matthew 5:16)

At Treeton C of E primary our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can let their light shine to the world.

To do this we seek to inspire our children to:

have courage

have respect

have faith

As a school throughout every curriculum area, and alongside our school's ethos, we promote the school rules of:

Being **Ready**

Being **Respectful**

Being **Safe**

Our RSE curriculum supports this and aims to ensure that all feel safe and supported.

At Treeton C of E Primary School we prepare children to become valuable and fully rounded members of Modern British Society who treat others with respect and tolerance, regardless of background.

British values are promoted in much of what we do, during school assemblies, Religious Education, and Personal, Social and Health Education (PSHE) sessions. The values are also integral to our vision and values.

Pupils are 'respectful, well behaved and diligent young people. This reflects the Christian values that guide the work of leaders and staff'

Pupils can 'describe how they learn to respect people with different beliefs and lifestyles. Assemblies, religious education (RE) and Personal Social and Health Education contribute to pupil's development as tolerant, rule-respecting citizens. Christian values and a commitment to equality underpin the work of leaders and have a positive impact on pupils' spiritual, social, moral and cultural development.'

'The school's work to promote pupils' personal development and welfare is good. Pupils say that they feel safe, they get on well together and staff help them sort out any 'falling out'. Older pupils talk confidently and in detail about all aspects of personal safety.'

OFSTED 2022

The examples that follow are just some of the ways that 'British values' are embedded into our everyday life and curriculum at Treeton C of E Primary School.

Evidence

Impact

Democracy

- School Council – A new school council is elected every year pupils are given the opportunity to consider why they would make a good school council and the election reflects our British electoral system and demonstrates democracy in action.
- British Values Day – This includes a mock election, where the child receive ballot papers and place their vote in booths.
- As a member of the School Council children are able to share their opinions and the opinions of their peers on a range of issues (curriculum, lunchtime routines, rules)
- Pupil Voice – Pupil are given the opportunity to share the views on the school through the yearly pupil voice. Pupils also take part in pupil voice around particular subjects throughout the year.
- Parent Surveys – Parents are also given the opportunity to share their views and opinions on the school.

Children understand the importance of making decisions fairly and considering the opinions of all.

Children have a strong understanding of democracy and the British Electoral system.

Rule of Law

- Rules are consistent throughout school, with the ‘5 finger rules’ displayed in every classroom.
- The use of the Reward systems linking to our school rules: Be Safe, Be Respectful, Be Safe is consistent through school with a personalised weekly focus for each class.
- The difference between right and wrong is taught extensively through PSHE, following the Rotherham Healthy Schools scheme of work.
- Pupils are taught that living with rules help to keep us safe and protected. Pupils are also aware of aspects of civil and criminal law, through the PSHE curriculum and Y6 visit to Crucial crew
- Visits from authorities such as PCSO’s and the Fire Service are a regular part of the yearly diary.

Children have clear, consistent rules to follow. Children know what is expected of them through school and know how to achieve this.

Children have a clear understanding of right and wrong and appreciate the importance of rules and laws.

Children have an understanding of criminal law and that their actions have consequences.

Children know who they can turn to for help.

Individual liberty

- Children are taught about their rights and responsibilities through PSHE lessons.
- Behaviour and reward systems encourage children to take responsibility for their own actions. (Piece 1: Being me in my world)
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons.
- In Y6 pupils have the opportunity to become Prefects and Y6 reading partners allowing them to take on more responsibility.

Children are aware of their rights and their responsibilities and can exercise their rights and know how to do so safely.

Children understand that their actions have consequences and begin to take responsibility for the choices they make.

Pupils are given opportunities to take on responsibilities which prepare them for life outside of school.

Mutual Respect

- School Council – children have to work with other children outside of their class and their friendship groups, they must listen to and respect one another’s ideas.
- Children are given the opportunity to take part in discussions around important topics e.g. anti-bullying and developing listening skills.
- Many lessons through school involve group and team work, for example Enterprise where children have to develop their teamwork and leadership skills.
- Children are given many opportunities to take part in community events (sports competitions, work with care homes)

Children understand that others may have different opinions to them but that all opinions are to be valued.

Children have strong listening and discussion skills.

Children are provided with opportunities to interact with people in the community that they may not otherwise meet.

- Lunchtime routines allow our Key Stage 2 pupils to model behaviours and expectations to younger students and build on relationships within our school.

Tolerance of those with different faith and beliefs.

- Collective Worship
- RE curriculum, children are taught about other religions and beliefs. They are aware that other people have different beliefs and follow different religions.
- PSHE lessons – work through school around challenging stereotypes. Children are taught about similarities and differences between people.
- Sex and Relationship Education – children are taught about different types of families
- Black History Month – children learn and celebrate successes of people and events which impacted and changed the lives people both within our community and globally.
- Diversity Week – children learn about different, religions, genders, races and disabilities.

Children are aware of other beliefs and religions and treat these with respect.

Children understand and respect that people may come from different families.

Children are aware of differences (gender, race, disability etc) and are able to challenge common stereotypes.

Policy written by L Hales Review date: 01/10/24 Next review due: 01/10/26