

BRITISH VALUES

How we promote British Values at Brampton 'The Ellis' C of E (Aided) Primary School

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools 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 Brampton 'The Ellis' C of E (Aided) Primary School these values are reinforced regularly and in the following ways:

CURRICULUM:

- In Key Stage 1 pupils are taught about similarities and differences between ways of life in different periods, how changes within living memory reveal changes in national life and about events beyond living memory that are significant nationally. They also learn about the lives of significant individuals in the past who have contributed to national achievements.
- In Key Stage 2 British history is taught through a carefully designed set of ‘key skills’ for history as pupils continue to develop their knowledge of British and local history. Periods of British history studied include Stone Age to Iron Age Britain, The Roman Empire and its impact on Britain, Britain’s settlement by the Anglo Saxons, the Viking struggle for the Kingdom of England and several local history topics.
- In P.S.H.E. and R.E. lessons KS2 children looked at the anniversary of the outbreak of WW1 and this linked with Remembrance Day commemorations where children purchased poppies and a two minute silence was held with the whole school community in attendance.
- As a whole school, we have celebrated the World Cup, the Olympics and Para Olympics, with Olympic themed sports days and special Olympic weeks. We also commemorated the Queen’s Diamond Jubilee in 2012 and recognised the British values that it represented.
- Our daily assemblies are very important to us, and it is here that we regularly uphold the traditional British values of empathy, respect and tolerance. These are also taught within formal SEAL, PSHE, Citizenship and RE lessons and, indeed, the British values of respect, tolerance and empathy are fostered throughout all of our daily interactions: modelled by staff and nurtured in pupils.

DEMOCRACY:

Each year the children decide upon their class rules and the rights and responsibilities associated with these. Each class creates their own 'class charter'. Teachers and other adults in school are expected to follow the same rules as the children, ensuring that all members of the school community are seen as equally responsible for building a positive working environment.

Pupil voice is high on our agenda as a school. Children have many opportunities for their voices to be heard. We have a student council that has representation from every year group in school. The council make recommendations and suggestions across a wide variety of areas. All children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views.

Our School Council members are democratically elected annually having shared their manifesto with the whole school and regular meetings also follow a democratic decision making process.

Democratic values are explained in assembly and the children are encouraged to follow the news in relation to voting, with children given opportunities to debate the issues currently being addressed.

THE RULE OF LAW:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, in assemblies, R.E., as part of Citizenship units in P.S.H.E., as well as when dealing with negative behaviour.

Pupils are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken.

Visits from authorities such as the Police; Fire Service; Ambulance staff etc. help to reinforce this message. In Y6 pupils visit annually the police education programme (Crucial Crew), where such values are reinforced and explained. We have a very close relationship with our Community Police Officer, who is a regular visitor to school. He talks to children both in assemblies and in class around issues such as keeping safe and making the right choices.

INDIVIDUAL LIBERTY:

Within 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 choices safely, through the provision of a safe environment and empowering education.

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.

Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.

MUTUAL RESPECT:

Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

When a child does something well their achievement is celebrated in a weekly 'sharing assembly' and also in our class assemblies with parents and family invited. Part of our school ethos and rewards system, revolve around core values including respect and pupils have been part of discussions and assemblies related to what this means and how it is shown.

These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Additional support is given to individual children to help develop self – esteem and the concept of respect.

TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faiths, including visiting faith buildings and inviting people of other faiths and cultures to come and talk to the children.

We use assemblies to explore and understand the similarities between religions. R.E. curriculum topics include learning about and, most importantly, *from* other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community.

Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the Rotherham Agreed syllabus for RE and use the SEAL materials to enhance PSHE teaching.

By following several local, national and international fundraising initiatives, including those of our local church, we ensure that pupils are actively involved in meeting local, national and international need.