



St. Thomas' Church of England Primary School



British Values Policy

Purpose of the policy

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which St. Thomas' pupils learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

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. St. Thomas' is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

What is 'Britishness'?

Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect: Support for equality of opportunity for all and respect
- (e) Tolerance of different faiths and beliefs: Valuing cultural diversity and having tolerance of different faiths and religions and other beliefs

Government Advice to guide school policy

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school must:

- (a) Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- (b) Prevent the promotion of partisan political views in the teaching of any subject in the school
- (c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

Schools must also ensure they actively promote principles that:

- (a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (b) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- (c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- (d) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- (e) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- (f) Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- (g) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

How do we actively promote British Values at St. Thomas'?

All staff and students at St. Thomas' are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British Values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take priority.

Democracy

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, Collective Worship, speakers and the curriculum i.e PSHE (JIGSAW)

(b) We have an elected school council. This is used to teach about democracy and the electoral process.

(c) The beginnings of democracy are taught through historical research of the Ancient Greece civilisation.

(d) We encourage volunteerism in and out of school. This includes such things like the Eco-Council, iPad monitors and also raising money for local and national charities.

(e) Through clubs like debating and school council, the children are encouraged to voice their opinion, listen and respect others.

Rule of Law

(a) We have high expectations regarding pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Golden Jumper' award, JIGSAW award, Sports Star and the Victor Ludorum award.

(b) Help pupils to distinguish right from wrong through discussion and modelling positive behaviour.

(c) Local police officers, officers from the prevent team and the fire service visit the school to talk to the children about their role in society.

(d) Through Collective Worship, Class Assemblies, JIGSAW lessons and circle time, children 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.

(e) Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.

(f) Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies

Individual Liberty

(a) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self knowledge. 'Everyone' is encouraged to take opportunities to follow their interests in sport, music, public speaking etc.

(b) Through Collective Worship, Class Assemblies, JIGSAW lessons i.e 'Being Me in My World' , circle time and school values, the children are taught about personal responsibility, choices, ambition and aspiration.

(c) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.

(d) Children are taught to keep themselves safe. This is done through computing lessons regarding e-safety, assemblies, outside organisations such as Road Safety, NSPCC, Young Carers

as well as issues being taught through the JIGSAW curriculum. Body awareness and keeping safe lessons are taught across both Key Stages with 'Preventing CSE' lessons taught in Year 6.

(e) Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated

Mutual Respect

(a) Promote respect for individual differences

(b) We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.

(c) Through Collective Worship, Assemblies, JIGSAW lessons 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.

(d) The JIGSAW theme of 'Celebrating Differences' and 'Relationships' explores these issues well.

(e) Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

(f) Visiting speakers from the Foodbank, Nightsafe, NSPCC, Young Carers etc will visit collective worships to help children gain an understanding of differing needs.

Tolerance of different faiths and beliefs

(a) Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education, JIGSAW and Collective Worship. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in Collective Worship is often displayed in the classrooms.

(b) Collective Worship and Assemblies mark and celebrate significant religious festivals such as St. George's Day, Christmas, Easter, Ramadan, Eid and Diwali etc

(c) Visits are made by local religious leaders and children have the opportunity to visit places of worship.

(d) The Prevent team will visit, discuss and work with children around the topic of extremism when appropriate. Staff have also had basic counter terrorism training to improve awareness

Promoting British Values

Value	How we promote it
<p>Democracy</p>	<ul style="list-style-type: none"> • We have an elected school council. This is used to teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes such things like the Eco-Council, iPad monitors and also raising money for local and national charities. • The beginnings of democracy are taught through historical research of the Ancient Greece civilisation. • Democracy is also promoted through JIGSAW lessons, Collective Worship and Class Assemblies. • Through clubs like debating and school council, the children are encouraged to voice their opinion, listen and respect others.
<p>Links to school values:</p> <ul style="list-style-type: none"> • Truth • Justice • Courage 	
<p>The rule of law</p>	<ul style="list-style-type: none"> • We have high expectations regarding pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Golden Jumper' award, JIGSAW award, Sports Star and the Victor Ludorum award. • Through Collective Worship, Class Assemblies, JIGSAW lessons and circle time, children 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. • Local police officers, officers from the prevent team and the fire service visit the school to talk to the children about their role in society.
<p>Links to school values:</p> <ul style="list-style-type: none"> • Justice • Truth • Courage 	

<p>Individual liberty</p>	<ul style="list-style-type: none"> • Through Collective Worship, Class Assemblies, JIGSAW lessons, circle time and school values, the children are taught about personal responsibility, choices, ambition and aspiration. • 'Everyone' is encouraged to take opportunities to follow their interests in sport, music, public speaking etc. • JIGSAW has specific units relating to individual liberty including 'Being me in my world'. • Children are taught to keep themselves safe. This is done through computing lessons regarding e-safety, assemblies, outside organisations such as Road Safety, NSPCC, Young Carers as well as issues being taught through the JIGSAW curriculum. Body awareness and keeping safe lessons are taught across both Key Stages with 'Preventing CSE' lessons taught in Year 6.
<p>Links to school values:</p> <ul style="list-style-type: none"> • Hope • Humility • Creativity 	
<p>Mutual respect</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Through Collective Worship, Assemblies, JIGSAW lessons 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. • The JIGSAW theme of 'Celebrating Differences' and 'Relationships' explores these issues well. • Visiting speakers from the Foodbank, Nightsafe, NSPCC, Young Carers etc will visit collective worships to help children gain an understanding of differing needs.
<p>Links to school values:</p> <ul style="list-style-type: none"> • Friendship • Compassion • Peace 	
<p>Tolerance of different faiths and beliefs</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Equality, Diversity and Cohesion Policy. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education, JIGSAW and Collective Worship. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in Collective Worship is often displayed in the classrooms.

	<ul style="list-style-type: none">• This is supplemented by Collective Worship and Assemblies which also mark and celebrate significant religious festivals such as St. George's Day, Christmas, Easter, Ramadan, Eid and Diwali.• Visits are made by local religious leaders and children have the opportunity to visit places of worship.• The Prevent team will visit, discuss and work with children around the topic of extremism. Staff have also had basic counter terrorism training to improve awareness.
<p>Links to school values:</p> <ul style="list-style-type: none">• Forgiveness• Trust• Thankfulness	