

## **Promoting British Values at Castilion Primary School**

It is important that our school endeavours “to create and enforce a clear and rigorous expectation 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.” DFE 2014.

We are a **Values Based Learning Community**. Each month the children find out about and explore a particular value. This approach enables the children to learn about the importance of **Global Values** with a particular reference to the **fundamental British Values**. This helps to support the children's social, spiritual, emotional and cultural development. Our aim is to ensure that children are prepared for, and have an appreciation of life in modern Britain.

We ensure that the fundamental British Values are introduced, discussed and lived out through our Values-based philosophy that infuses the ethos and work of the school. These Values are:

- Democracy.
- Rule of Law.
- Individual Liberty.
- Mutual Respect and the Tolerance of those with different faiths and Beliefs.

All curriculum areas provide a vehicle for furthering understanding of these concepts and lessons provide excellent opportunities to deepen and develop understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

### **Democracy:**

Our school is a democracy for all its stake holders. All staff have a voice and most importantly so do the children. The voices of children are heard through our Children's Leadership team and questionnaires. Election week is a big week in our schools! We research speeches, make speeches, create campaigns and then hit the campaign trail. The week culminates in voting for the whole school.

Elections for CLT representatives are also undertaken- these happen in each class. Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other.

The children see democracy borne out in a whole variety of ways and see this as being an essential component of successful team working. Democracy is a school value that children meet when discussing respect and fairness.

### **The Rule of Law:**

The children at Castilion Primary School are familiar with this concept through the strong Values-based philosophy that infuses the entire work of the school. Rules are important in our school and we all have shared responsibility for them. An understanding of behaviour for learning expectations rules and the importance of them is part of our ethos. We refer to them daily as well as in specific school assemblies. Pupils are taught the value and reasons behind our expectations; it is important for us that all children realise the value of them to promote great learning and to keep us safe. Visits from authorities such as the Police; Fire Service; local counsellors and local community support officers are regular parts of our schools lives and help reinforce our high expectations of behaviour both inside and outside of school. Children are used to debating and discussing laws/rules and their application.

### **Individual Liberty:**

Our pupils are actively encouraged to take risks and make choices. They do this knowing that they are in a safe and supportive environment where it is ok to make mistakes. As a school we provide boundaries for young pupils to enable them to make choices safely, they are encouraged to know, understand and exercise their rights and personal freedoms. We do this through our E-Safety lessons, PSHCE sessions, Values assemblies and P4C discussions. Challenge and choice are key parts of all our lessons, we encourage pupils and staff to ‘take a risk’ in their learning in a safe, managed environment. We also offer numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices at every step of their school lives with us, knowing that our schools are safe places to explore individual choice and liberty.

Our Values-based discussions and acts of worship begin with discussion about the self, e.g. self –respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence-based views. Children are strongly encouraged to develop independence in learning and to think for themselves.

### **Tolerance of those of Different Faiths and Beliefs and Mutual Respect**

We are a culturally diverse school. We believe that children should have a clear understanding of their place in our culturally diverse society and should be given opportunities to experience diversity. We work closely with members of different faiths and religions who share their knowledge to enhance learning and acceptance within our schools. We follow the Agreed RE Syllabus for Bexley and regularly go on trips to various places of worship. In addition to this our RE, PSHCE, P4C all foster an ethos of acceptance, of working with others and of respecting others opinions despite our own situations or beliefs.

Whilst actively promoting British Values we ensure that our school challenges pupils, staff or parents if expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum. The Value is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.

### **Evidence and Impact**

<b>British Value</b>	<b>Evidence</b>	<b>Impact</b>
Democracy	<ul style="list-style-type: none"> <li>• School Council minutes and records</li> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to work co-operatively in pairs and groups as well as in whole class situations.</li> <li>• They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect, e.g. ‘I agree with/ I don’t agree with...’ through their philosophy training.</li> </ul>
Area Date	Strengths	•

	Areas of Development	•
The Rule of Law	<ul style="list-style-type: none"> <li>• Expectations</li> <li>• Behaviours</li> <li>• School Values</li> <li>• PSHE/Citizenship lessons on the role of law and parliament</li> <li>• School Council minutes and records</li> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</li> <li>• They are able to discuss and debate philosophical issues in relation to these.</li> </ul>
Individual Liberty	<ul style="list-style-type: none"> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand about the importance of accepting responsibility and of their right to be heard in school.</li> <li>• They are consulted on many aspects of school life and demonstrate independence of thought and action.</li> </ul>
Tolerance of those of Different Faiths and Beliefs and Mutual Respect	<ul style="list-style-type: none"> <li>• Records of P4C sessions</li> <li>• Collective Worship planning and outcomes file.</li> <li>• RE curriculum</li> <li>• RE planning and work books.</li> <li>• Learning Walks for behaviour and behaviour for learning</li> <li>• School Values</li> </ul>	<ul style="list-style-type: none"> <li>• Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</li> <li>• Children's behaviour demonstrates their good understanding of this value in action.</li> <li>• Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</li> </ul>