



British Values at St George's Primary School

Introduction

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Since 2014, The DfE 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."*

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE) (using the Coram Life Education – SCARF scheme), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum, and offer a variety of experiences through our planned enrichment programme as well as making cross-curricular links to enhanced learning. In doing this we aim to provide the children of St George's with the best education possible. The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' – values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Promoting British Values at St. George's

St George's Primary School is committed to serving its local national and international community. It recognises the multi-cultural, multi-faith and ever-changing landscape of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within any environment are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. Our school fosters a strong sense of belonging both to the school community and as a citizen of Britain with the responsibilities that citizenship brings.

The school has policies in place regarding Equalities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We provide a safe and inclusive environment that serves all children and the community and prepares them for life in our modern world.

At St. George's Primary School we recognise the importance of teaching the fundamental British Values that underpins modern society. Through ensuring the provision of SMSC education of each child through a range of different opportunities pupils are encouraged to regard people of all different faiths, races and cultures with respect and tolerance.

We use a variety of structured learning opportunities: the National Curriculum (R.E./History/Geography/ P.S.H.E./P.E.), our enrichment program, school clubs, School Council, RRS, Eco-Club, Sports Games Awards and child-led learning to promote these values, for example:

Democracy

Pupils are taught how they can influence decision-making through the democratic process. They are taught to value the opinions of others, consider different viewpoints and to make decisions based on the evidence offered to them. As a community (St George's) the children use the democratic process to make decisions that affects their learning and life in school. Our environment is one where children are safe to disagree and can be confident in being heard. This 'Democracy' is promoted in school through the election of the School Council and Eco-committee, and the collection of pupil opinion through pupil voice, questionnaires and subject leader monitoring. Children's views directly influence our school improvement activities with each subject representing pupil voice through an improvement objective, which in turn is monitored by the SLT and Governors. Children and the community are also consulted when policies and procedures are being developed – Consultation on School Charters (RRS), Marking and Feedback, Behaviour, SEND, Curriculum and Anti-Bullying etc. Throughout the curriculum there are opportunities to understand how democracy works within our nation, its origins and its effects on our lives today.

These different elements work proactively to represent the voice of the pupils and ensure that their voice is heard when improving the school.

Rule of Law

Pupils are taught the value/benefit of why we need rules and laws within school and society. Our school consistently reinforces the importance of rules and this is reinforced daily through our School Charter, Behaviour Policy and assemblies. At St George's we introduce this concept through a variety of ways. All children are taught the ability to recognise the difference between right and wrong and to respect one another and the people within our school community. At St George's the children value and recognise the importance of laws, whether they are those that govern class, school or country. They understand that they have rights and responsibilities to themselves, their families, the community, country and world and the decisions they make will lead to consequences, either positive or negative.

Each class has a Charter co-written by the children and teacher. This works in partnership with our School Charter and School aims. Other charters have been developed for key areas in the school. Visits from people that help us: police, coastguard, health visitors, fire brigade and clergy reinforce this rule of law. We believe that our rules, laws and values make us kind and responsible citizens of the future. At St George's there are clear expectations, rewards and sanctions for following rules. To encourage and promote good behaviour children are rewarded through a variety of systems: amonite certificates and badges, British Values Award, Growth Mindset and Scarf Awards. These are complemented with daily rewards such as: Dojo points, stickers, marbles in the jar, raffle tickets and positive praise.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment (100% of parents agree or strongly agree that their child feels safe in school). As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and they are advised how to exercise these safely; examples of this can be clearly seen in our e-safety, Life Education Van and P.S.H.E. lessons. Pupils are actively encouraged to make choices in their everyday life through the attitude and behaviour they display, 'Choice and Challenge', or participation in our numerous extra-curricular activities. At St George's we have a robust anti-bullying culture and clear behaviour policies in place to keep all children safe. We pride ourselves in providing a safe environment for our pupils to make these choices.

Mutual respect

Mutual respect is at the heart of our values. Children learn that their own behaviour has an effect on their own rights and those of others. All members of the school community treat each other with respect whilst valuing each others' differences. The pupils know and understand that it is imperative that respect is shown to everyone, whatever differences we may have and to the creatures and environment around us (Eco-Club/Forest School). The children demonstrate the respect they have for one another and themselves by showing a positive attitude toward their work and in the way they try their hardest in everything they do: lessons, School Games Day Values, representing the school and helping one another. Collective Worship is based on 'Christian Values' which are central to how we expect everyone to go about their life at our school. Within school we also use the 'Values for Life' and 'Discovery R.E.' schemes with other enrichment to learn about other cultures and beliefs. We do not tolerate any discriminatory behaviour.

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 in our local community which is by large white British. We learn about the major faiths to foster an understanding and acceptance of the beliefs of others. Collective Worship and discussions involving prejudices and prejudice-based bullying have been followed-up and supported by learning in R.E. and P.S.H.E. We value our links with churches in the local community and endeavour to provide opportunities for the children to be able to share and reflect on issues relating to inequality and intolerance that present themselves in our school and society. We build the children's confidence in tackling these difficult issues. In addition to the curriculum we use opportunities provided by global events and charities, the Olympics and World Cups to study and learn about life and culture in other countries. We provide opportunities for the children to visit places of significant cultural interest and places of worship.

We use assemblies, lesson time, special days/theme weeks and visits/visitors to extend the children's knowledge and provide opportunities for them to experience diversity. This includes addressing prejudices and prejudice-based bullying. In English (poetry and texts from different cultures), R.E., Geography, History and P.S.H.E. lessons children have the opportunity to learn about different cultures and religions. We actively promote diversity through celebrations of different faiths and cultures (Diwali Day, Chinese New Year and making/tasting food from around the world) and our links with our partner-school in Kenya. In the EYFS and Key Stage 1 the use of persona dolls are used as a resource to support children's exploration and understanding of issues relating to equality, diversity and justice.

British Values Award

As part of our commitment to celebrating pupil achievement and traditional British Values both within our curriculum and in the child's own time we have revamped how children may be awarded one of our special community citizen badges. This award will celebrate how the school promotes the children's Social, Moral, Spiritual and Cultural development.

A child may win this award through nominations from school staff, parents or from a member of the wider community.



These coloured ammonite badges will be purchased from the local charity the Jurassic Coast Trust.

Nomination forms will be made readily available: website, staffroom, main entrance and will need to be returned to Mr Coombs. There are many different coloured badges for the children to collect so they may win on multiple occasions. Their photographs will be placed on the display board and school website. Mr Coombs will keep a Roll of Honour for the winners.

To win one of these badges a child must consistently fulfil one or more of the following criteria:

- **Displaying excellent behaviour – being a role model to other pupils;**
- **Participating/supporting a local/national/global charity;**
- **Demonstrating curiosity and wonder when learning about the wider world;**
- **Representing the school or other organisation in a leadership role;**
- **Demonstrating excellence in Science, Design Technology, Humanities, Music, Sports or the arts;**
- **Showing bravery and resilience when tackling a new challenge;**
- **For knowledge, understanding and empathy of a cultural or global issue;**
- **For going the extra mile in _____ (to be defined by the proposer)**

Children may be nominated at any time but we will aim to ensure that an award is presented at least every month in a whole-school assembly.