



## Fundamental British Values



### **General statement:**

'Legacy' is the vehicle used to drive aspects of the curriculum that we believe to be the foundation and ethos of our school. As we hang everything off 'Happiness Through Learning' we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual, Emotional aspects of learning. Alongside this we promote the values and principals of the Convention in order to become a Rights Respecting School.

Legacy will turn our Vision into action, purpose into practice and pressure into results. It will help us all to accept that 'Good isn't Good enough' and to be the best that we can be. As a result, Brompton Community Primary School will be a better place than when we found it.

'Build your Legacy - This is Your Time'

Our school recognises our responsibility to prepare children for life in modern Britain and is committed to ensuring that the fundamental British values are introduced, discussed and lived out through the ethos and work of our school. We value the diverse backgrounds of all pupils, staff and families and celebrate these through a wide range of lessons and events, teaching tolerance and respect for each other, the differences in our community and the wider world.

We are committed to:

- giving children the opportunity to explore values and beliefs including religious beliefs, and the way in which they impact on peoples' lives;
- encouraging children to explore and develop what engages themselves and others;
- giving children the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful;
- developing a climate or ethos within which all children can grow and flourish, respect others and be respected;
- accommodating difference and respecting the integrity of individuals;
- promoting teaching styles which value children's questions and give them space for their own thoughts, ideas and concerns;
- enabling children to make connections between aspects of their learning;
- encouraging children to relate their learning to a wider frame of reference, e.g. asking 'why', 'how', and 'where', as well as 'what' and 'when'.

All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RE, RSE, PSHE and Citizenship lessons aim to provide excellent opportunities to deepen and develop understanding. All pupils are encouraged to embrace these concepts with enthusiasm and are expected to demonstrate a good understanding of their application to their own lives.

We are aiming to develop:

- an agreed sense of right and wrong with the confidence to stand up for what individuals believe in;
- honesty;
- respect and consideration for others and an appreciation of their uniqueness and qualities;
- concept of "fair play" - winners and losers - in sport and games;
- drug awareness and personal safety;
- responsibility for self and others;

### **What are British Values?**

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools.

Actively promoting 'British Values' also means challenging pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

At our school, values of tolerance and respect permeate all areas of school life. This engenders a climate within which pupils feel safe and secure and facilitates the fulfilment of potential. Pupil voice plays an integral part in driving the school forward and school rules at different levels are seen as the foundation upon which this can be achieved. The government set out its definition of British values in the 'Prevent Strategy':

Democracy  
The rule of law  
Individual liberty  
Mutual respect  
Tolerance of those of different faiths and beliefs

### **British values at our school**

#### **Democracy:**

Democracy is an integral part of our school life. We include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.

Our 'Pupil Voice' is strong - we have Student Council, Rights and Respecting Steering Group, Well-Being Champions, Online Ambassadors, Eco Committee and Junior Road Safety Officers in place. We ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as the groups mentioned and whose members are voted for by the pupils.

We use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view. We use every opportunity to debate in areas across the curriculum.

The Rights Respecting charters have been monitored and highlighted articles have been placed around school by the appointed RR steering group. The curriculum extends beyond the academic and provides a broader development for the pupils to develop their interests and talents. We endeavour to prepare our learners for future success and life in modern Britain.

#### **Examples of activities:**

- The elections of House Captains and Student Council, Rights and Respecting Steering Group, Well-Being Champions, Online Ambassadors, Eco Committee and Junior Road Safety Officers based solely on pupil votes;
- Monthly meetings of the above groups ensuring the reinforcement of democratic processes, the application of freedom of speech and group action to address needs and concerns;
- Pupils have an opportunity to acknowledge a child in their class to receive recognition;
- School visit from local MP; and Councillors
- Understanding of the differences between local and national roles for politicians;
- Opportunities to consider freedom and World War 1 and 2 and recent conflicts through remembrance celebrations - assembly;
- Books are purchased reflecting the various issues in our world: tolerance, equality, different faiths
- Participation in the local debate with local schools

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

The importance of Laws, whether they be those rules that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through collective worship. Pupils are taught the value and reasons behind boundaries, rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences should rules and laws get broken.

#### **Examples of activities:**

- Pupils learn a sense of 'right' and 'wrong' through the setting of classroom rules - within an overall behaviour policy with its clear rewards and sanctions;
- School and class rules are shared with parents and carers at 'meet the teacher' sessions;
- Assemblies introduce work around civil rights through eg. Martin Luther King, Rosa Parks, and Nelson Mandela;
- Class charters are created through discussions with pupils around rights and responsibilities and how pupils/teachers will ensure these rights are respected;
- PE lessons promote the concept of fair play;
- Sporting events, a range of visits and use of outdoor education centres are planned to ensure children's experiences are broad, meaningful and varied;
- Anti-bullying focus/range of events and activities; encircling the school with our whole school of pupils and adults to reiterate that we will endeavour to protect our school from bullying.
- Keeping safe in school & on the internet and workshops for parents on internet safety;
- Visits from agencies/community such as the Fire Service and the Police

### **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 guided on how to exercise these safely, for example through our E-Safety and PSHE&C lessons. Whether it be through choice of challenge, of how they record or participate in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Examples of activities:**

- Pupils are aware of their freedom to make choices and to do the right thing;
- Pupils are encouraged to make the right choice through being made aware of consequences of choices and actions;
- Subject leaders speak to pupils about their learning and achievements - so that individual learning styles can be taken into account and reflected in teaching and learning;
- Stories in assemblies reflect the theme of liberty;
- Children make appropriate decisions to use good learning behaviours in class to maximize the progress in their learning, making positive contributions to establishing 'law and order' in our classes

### **Mutual Respect:**

Part of our school ethos and behaviour policy has centred around curriculum drivers such as 'Respect', and pupils have been part of discussions and collective worship related to what this means and how it is shown.

### **Examples of activities:**

- All staff model mutual respect in their dealings with one another, with children and parents, with a focus on manners;
- Establishing class charters and sharing differing beliefs;
- Respect merits for politeness;
- Fundraising for charities;
- Leadership commitment and monitoring to ensure there is consistency in class approaches to this work;
- Posters around the school promote respect for others;
- Agreed classroom rules, as well as behaviour policy;
- The concept of 'fair play', being magnanimous in defeat and participation in activities that promote kinship and affiliation with others are actively promoted in school

### **Tolerance of those of Different Faiths and Beliefs:**

Collective worship is fundamentally Christian in character, but recognises that those attending may have a wide range of faiths, or none. Tolerance of those of different faiths and beliefs is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Collective worship and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE&C. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

We use teaching resources from a wide variety of sources to help pupils understand a range of faiths.

### **Examples of activities:**

- Collective Worship where stories, images, events & music promote agreed and accepted values;
- Behaviour Policy supports respecting difference;
- PSHE&C Programme with a focus on respect and tolerance of difference;
- Debating is a regular part of lessons and pupils listen to contrasting viewpoints as is Philosophy; Ensuring that tolerance is promoted through diverse resources - e.g. books that describe different religions, family circumstances etc. that deal with potential racist or homophobic issues;
- All incidents of racism or any form of bullying related to disability, religious or other issues are recorded and dealt with in line with agreed procedures;
- The RE curriculum reflects all world religion and is taught across the school;
- The celebration of religious differences and similarities through a focus on Christmas, Easter, Eid, Holi, Passover, Rosh Hashanah, Diwali etc.

### **British History within the Curriculum:**

Our school offers a range of curriculum topics which have strong links to Britain both past and present. As a school we encourage knowledge of current affairs that are significant to us as a nation.

### **Examples of activities:**

- Celebration of the King's Coronation;
- Across all years, there is a strong focus on the work of famous British figures both past and present; these include Florence Nightingale, Edith Carvell, Winston Churchill and Queen Victoria. The children enjoy learning about people from the past and in particular those who have had an impact on the modern world and our community;
- A number of activities are planned in school to mark centenaries, including a Remembrance Day Service, wreath-laying at the memorial and money-raising events for our armed forces charities;
- The school is proud of its history and takes every opportunity to use first-hand historical evidence to find out more about its past and we work very closely with Brompton Heritage

### **Curriculum themes and topics:**

Our curriculum prepares children for life in British society; this includes developing the understanding and use of money, effective reading and writing skills, collaboration and discussion to research ideas and concepts. Curriculum themes include historical and geographical study in the context of the United Kingdom as well as national and international comparisons. School drivers vary and British Isles is used regularly within the school curriculum.

We value and respect all pupils' first language and culture whilst supporting families to feel welcomed and fully integrate them into the everyday life of the school.

### **Daily acts of collective worship/ whole school assembly:**

In line with regulation our assemblies are "wholly or mainly of a broadly Christian character".

Our assemblies uphold traditional values of empathy, respect and tolerance. The whole school along with parents attend the local church for our annual Harvest Festival and Christmas Carol concert in school.

**PSHE&C:**

Mutual respect is also taught within discrete PSHE&C, SEAL; RSE, ECM and RE lessons and when appropriate throughout the school day. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety policy and PSHE work on keeping oneself safe. Staff have completed the 'Prevent' online training regarding radicalisation. ECM meetings are carried out throughout the year where staff discuss children in the classes especially those who may be 'under the radar' and other vulnerable groups. Pupil and parent questionnaires are sent out regularly regarding how safe pupils feel in school and action is taken when safety issues are raised.

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