



CHRIST CHURCH CoE PRIMARY SCHOOL



Promoting British Values

A Whole School Strategy

In 2011, the Government defined British Values as:

Democracy / The Rule of Law / Individual Liberty / Mutual Respect / Tolerance

This guidance was initially published to further strengthen previous guidance published to improve the spiritual, moral, social and cultural (SMSC) development of pupils, in order to ensure that young people leave school prepared for modern life in Britain.

In November 2014, the Government outlined that all schools must now have a clear strategy for embedding these values and show how their work has been effective in doing so.

Christ Church CoE Primary School promotes these universal values through our own school values, curriculum delivery and enrichment activities.

The *Pupils & Curriculum Committee* of the Governing Body will monitor our provision in this area.

DEMOCRACY

| Provision | How we promote DEMOCRACY | Impact |
|---|--|---|
| <p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> Maths (data handling) English – Understanding and Speaking SMSC – Social, Moral Lesson activities – Effective participators, Creative thinkers, Reflective learners, Independent workers, Team workers School Council | <ul style="list-style-type: none"> Each class discuss and agree a class Code of Conduct / rules at the start of the year. The children elect their own School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. The School Council meet regularly to discuss issues and concerns that affect the students The School Council discusses how to obtain the views of others through surveys, class visits and meetings A clear SMSC curriculum is established throughout the school. Democracy is promoted through the math curriculum within data handling which involves obtaining views of others Relevant local/national/global elections discussed with children in Assembly programme and PSHE/Circle Time (age appropriate) | <ul style="list-style-type: none"> Pupil voice is recognised and listened to – pupil interviews are regularly completed as part of the school Monitoring Cycle SMSC outcomes addressed in an informed way to ensure that all students make progress within SMSC Long term SMSC curriculum map ensures equality of opportunity for all learners Children have a greater understanding of how democracy affects their lives and the wider community |
| <p>UN CRC Article 12:</p> <p><i>Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p> <p>Students are supported so they can express their views and ideas when they review their work and learning, and at their SEN reviews.</p> | | |

RULE of LAW

| Provision | How we promote the RULE OF LAW | Impact |
|---|---|--|
| <p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • PSHE curriculum • Behaviour Management Strategies • Safeguarding procedures • Anti-bullying strategies | <ul style="list-style-type: none"> • We have high expectations of pupil behaviour which is reflected in our Behaviour Policy and is clearly displayed around school • Good behaviour is recognised and rewarded within classes and the wider school community (e.g. Dojo Points; class certificates) • Individual Behaviour Plans are used with children who have difficulty managing their own behavior • Annual Leavers service held to recognise students' effort, positive behaviour and contribution to the school • all staff monitor and share concerns about individual children; SLT review Behaviour records to identify trends/ patterns • Children are taught how to make right choices to earn trust and respect; Collective worship, PSHE and RE support pupils to develop a strong sense of morality • Staff training /awareness of statutory requirements (e.g. Safeguarding, Prevent Duty, Health & Safety) | <ul style="list-style-type: none"> • Pupils are clear about what is acceptable behaviour in school • Staff are able to identify triggers and use de-escalation techniques to assist pupils in changing their behaviour • Good communication and record-keeping enables staff to determine alternative strategies for the management of behaviour • Pupils celebrate a full range of achievements throughout the school • Behaviour and safety within the school is further strengthened through staff training and agreed protocols |
| <p>UN CRC Article 19:</p> <p><i>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.</i></p> | | |

INDIVIDUAL LIBERTY

| Provision | How we promote INDIVIDUAL LIBERTY | Impact |
|---|---|--|
| <p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • E-safety • PSHE • Anti-bullying work • Nurture Groups | <ul style="list-style-type: none"> • Children are taught that every person is special and valued • Children are reminded that we all have the right to be safe, the right to be happy and the right to learn • The school actively promotes a zero-tolerance approach to bullying. This is emphasized through class circle time and an annual anti-bullying week • All pupils are taught about choices and responsibility, hopes and aspirations through Collective Worship and PSHE/RE curriculum • Pupils aspirations are recognised and promoted • Self-assessment encourages children to determine what went well and how improvements can be made in all aspects of their learning • Pupils are encouraged to take opportunities to follow their interests through the curriculum and in clubs • Students' achievements are celebrated in assembly & in our special achievement display • The school has a high profile approach to e-safety through the curriculum | <ul style="list-style-type: none"> • Pupils are aware that school rules/guidelines are in place to ensure we are all safe, happy and able to learn. • School ethos is conducive to pupil well-being; learning environments continue to support pupil progress • Pupils enjoy school • Pupils are recognised and celebrated by the whole school community • Bullying is extremely rare, with incidences being thoroughly investigated by staff and addressed according to school policy • E-safety protocols are embedded throughout the school |
| <p>UN CRC Article 15:</p> <p><i>Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i></p> <p>UN CRC Article 31:</p> <p><i>All children have a right to relax and play, and to join in a wide range of activities.</i></p> | | |

MUTUAL RESPECT

| Provision | How we promote MUTUAL RESPECT | Impact |
|---|--|---|
| <p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • RE curriculum and scheme of work • SMSC planning • Fundraising • MFL - Spanish • International links | <ul style="list-style-type: none"> • We have high expectations about pupil behaviour as reflected in our Behaviour Policy • We have a zero-tolerance policy to bullying in school; all complaints about bullying is investigated thoroughly following agreed protocol • All pupils are taught to respect each other, to be cooperative and collaborative, to be supportive and to be understanding of difference (Collective Worship, School Values and PSHE/RE curriculum) • Staff treat all pupils with mutual respect; staff assist children on a daily basis in the development of their behaviour and personal skills • Through our wider curriculum we learn about how we can help others, e.g. whole school charity days • We support a range of charities and this is valued as an important part of our school community work • We use Bible stories and the teaching of Jesus to promote Christian values, tolerance and respect within our RE curriculum and in assemblies • We promote a wider understanding of the beliefs of others through our RE curriculum and assemblies • We celebrate a range of different cultures and their faith • Mutual and self-respect is also promoted through the School rules, our PSHE lessons and assemblies | <ul style="list-style-type: none"> • Mutual respect is at the core of the school community and is reflected in our central value - love • The school rules are followed throughout the school • Staff guide pupils into making good choices • Individual Behaviour Plans targets are identified to support respect/ behaviour towards others • SMSC outcomes are firmly embedded to ensure that pupils make good progress over time • our RE curriculum provides appropriate breadth and balance for all learners throughout the school |
| <p>UN CRC Article 2:</p> <p><i>The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</i></p> <p>UN CRC Article 30:</p> <p><i>Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</i></p> | | |

TOLERANCE / ACCEPTANCE

| Provision | How we promote TOLERANCE | Impact |
|---|---|--|
| <p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • RE curriculum • SMSC • Creative Arts (Art, Design and Music) • RE and History • DT – Food Technology | <ul style="list-style-type: none"> • High expectations about pupil conduct is reflected in our Behaviour Policy and Equal Opportunities Policy. • Racial and prejudicial incidences are thoroughly investigation by school involving both pupils and parents. • School addresses pupils' misconceptions and/or stereotypes of groups age-appropriately. • Acceptance of different faiths/beliefs is promoted through the RE curriculum; Students learn about different religions, their beliefs, places of worship and festivals. • Opportunities are used to celebrate difference and diversity; visitors are used to support this where possible. • Topic work ensures children learn about a range of cultures and traditions through history and across the world. • Children are encouraged to see links between tolerance and historic / current conflict around the world. • The school environment celebrates difference and diversity. | <ul style="list-style-type: none"> • Prejudicial behaviour/incidents is monitored by school and reported to Governors; additional teaching activities are implemented to address stereotypes • All pupils recognize 'difference' as a positive – children can explain that we are all unique and all special • Pupils understand that Christians believe that God loves us all and wants us to treat each other with love and care • All pupils, parents and staff are covered by our Equal Opportunities policy ensuring no-one suffers prejudice within our school community |
| <p>UN CRC Article 14:</p> <p><i>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.</i></p> <p>UN CRC Article 30:</p> <p><i>Every child has a right to learn and use the language, customs and religion of their family.</i></p> | | |

Staff at Christ Church CoE Primary School will actively challenge pupils, parents or professionals who express opinions contrary to these fundamental British Values, including extremist views.