



Redfield Edge Primary School

British Values Statement

Our school is committed to actively promoting British values to ensure our pupils leave us fully prepared for life in modern Britain. British society is founded on fundamental values and principles which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs and expectations. There is no place in British society for extremism or intolerance.

The government emphasises that all schools should ensure that they teach pupils about British values. We take every opportunity to promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

Through the promotion of these values, our school aims to ensure pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not discriminated against.
- Value the importance of identifying and combatting extremism.

These values are officially taught through the RE and PSHE curriculum, and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

Here are just some of the ways our school seeks to embed the teaching of British values.

Democracy

Democracy and the principles that underpin it.

Reaching a consensus:

- Taking responsibility for representing the views of others

School council. -Councillors are elected by their peers and are elected from every year group within the school. They conduct verbal pupil surveys on matters such as playground resources, school improvements they would like etc. Before voting on any proposals for changes or improvements they ask the opinions of their class mates so they all understand that they are representing the views of others.

- Discussing and debating

Children discuss together and make decisions within school council meetings. Children may be asked to make decisions on lunch choices, themes in which their learning is set or playtime games to be played etc. Certain year groups take part in our ENVISION Hub debate tournament to further develop their skills.

- Consultation

Children are consulted on important issues as they arise. For example, new playground equipment, the characteristics required for a new Headteacher etc.

Fairness and equality:

- Equal access

Children are encouraged to take turns and share. They are taught to be considerate and polite so that they understand that they are required to be polite and supportive of others. Every child is treated as a valuable member of our school community.

- The right to a fair vote

Appropriate decisions are often put to the vote e.g. class treats/ activities etc. Teachers also incorporate voting within a range of activities for different purposes for example, right and wrong decision making relating to circle time, relevant teaching activities incorporating a vote choice, drama and role play activities etc.

Impact - children develop an age appropriate understanding of democratic principles. They are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others.

The rule of law

Learning about - Liberty (rights, responsibility, freedom, autonomy, independence, permission)

- Independence and Free Choice

Giving our children the freedom and the responsibility to make their own decisions that affect their learning and behaviour choices but teach them to recognise how their decisions can affect the life of the school and impact both positively and negatively on others.

- Behaviour Expectations

The school behaviour expectations are based upon pupils knowing what their rights and responsibilities are. They are trusted to act appropriately and opportunities are provided for them to benefit from this freedom of choice, for example, the use of the outdoor classroom areas and use of the 'play shed'. They are encouraged to assess the risks they take during playtimes e.g. climbing some trees or building dens etc. They know any breaking of this trust leads to sanctions but also that they will be expected to actively engage in 'putting things right'.

- English Curriculum

Themes of personal freedom are explored at age appropriate levels across different contexts for example in story writing they are encouraged to reflect on the motives of characters from familiar tales such as the wolf in the 'Three Little Pigs' story or Julian in 'Wonder'. This enables them to consider the impact of a person's behaviour as it impinges on the freedom and liberties of others.

Impact - children understand about the importance of accepting responsibility and of their right to be heard in school. They demonstrate independence of thought and action and comments they make evidence that they feel valued as individuals.

Individual liberty

Individual liberty Learning about - Respect and Tolerance / Rule of Law (Responsibility, appreciate, considerate open-mindedness, acceptance, patience, easiness, charity, pay attention to rules and regulations)

- PHSE

Our scheme contains a range of topics specifically aimed at stimulating discussions and recognition of respect for all accessed through themes such as 'Good to be me'.

- Policies

School polices are upheld by all staff and promoted including the Behaviour and Discipline policy, E-safety and home school agreements. These promote fairness and responsibility for one's own behaviour and for that of others through appropriate reporting systems. Class and whole school assemblies always promote respect. Teachers and all staff promote respect by modelling a professional attitude and by promoting it in their teaching and across the school community.

- Curriculum

Our curriculum is founded on a commitment to promote respect for equality, diversity and new learning about cultures and religions.

Impact - children can articulate why respect is important; how they show respect to others and how they feel about themselves. Children's behaviour demonstrates their good understanding of this value in action.

Mutual respect and tolerance of those with different faiths and beliefs

Mutual respect and tolerance of those with different faiths and beliefs Learning about – Mutual respect and tolerance of those with different faiths and beliefs (loyalties, commitments, dedicated, beliefs).

- PHSE, SACRE, SRE and RE

This curriculum is used to promote respect for an interest in learning about the faiths' beliefs and languages in our school and how our school fits into the local national and international community. We aim to inspire an understanding and respect for those who have different faiths and beliefs to ourselves.

We encourage children to recognise that everyone has a right to practice their own religion or to choose not to associate themselves with any religion without prejudice. Our school values uphold many different faiths' values of compassion and kindness.

We encourage children to engage in team games which are attached to 'House' teams for sports so that children develop an age appropriate sense of loyalty to a group.

Impact - children are able to talk about different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions. They are able to confidently tell others about their own religious experiences and they can articulate their understanding of how it feels to be part of a positive group/team experience.