

## British Values Statement

The Department of Education states that there is a need to:

“Create and enforce a clear and rigorous expectation in 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”

The Department of Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the English law is made
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religions, and other beliefs.

Rosliston Church of England Primary School reflects British values in all that we do. We encourage children to be creative, unique, open minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant young people and adults who make a positive difference to British society and to the world.

Periodically we will audit British Values by examining evidence as indicated in Appendix 1

At the school we uphold and actively promote British values in the following ways:-

### Democracy

- We have our own school council with elected representatives.
- All children are able to put themselves forward to their classmates. A ballot is held and pupils are voted for.
- The older children at the school (years 4, 5 and 6) can also elect each other onto various Committee's and Councils at the school. For example Eco Committee and Sports Council
- All children are encouraged to debate topics, express their views and make a meaningful contribution to the running of the school on matters that directly involve them.
- The Head Teacher reports annually to the Governors about the activities of the Council.
- Children have helped in the development of the schools aims and vision.
- Pupils also have the opportunity to have their voices heard through questionnaires.
- Our school behaviour policy involves rewards which the pupils have discussed
- The principles of democracy are explored in a range of topics within the curriculum as well as assemblies.

### Rule of Law

Our school has “Golden Rules” which are deeply embedded in our work every day.

Each class also discusses and sets its own rules that are understood by all and seen as necessary to ensure that every class member is able to learn in a safe and ordered environment.

School rules and expectations are clear, fair and regularly promoted.

Pupils are helped to distinguish right from wrong.

Pupils are helped to respect the law.

Pupils are helped to understand that living under rule of law protects individuals.

Visits from authorities such as the Police, Fire Services, Ambulance etc are regular parts of our calendar and help to reinforce the message.

The school Behaviour and Anti-Bullying policies encourage the restorative justice process to resolve conflict.

### **Individual Liberty**

Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment. For example- by signing up for extra-curricular clubs, choosing the level of challenge in some lessons and becoming increasingly more involved in child-led learning.

As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering approach to education.

Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

Pupils are encouraged to take responsibility for their own behaviour.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through e-safety teaching and PSHE lessons.

Freedom of speech is modelled through encouraging pupil participation.

Vulnerable children are protected and stereotypes challenged.

A strong anti-bullying culture is embedded in the school.

Pupils have key roles and responsibilities in school e.g., playground pals, milk monitors and head of table at lunch times.

### **Mutual Respect and Tolerance to those with different faiths and beliefs.**

Respect is one of the core values of the school. This can be seen and felt in our pervading ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

All of the above is embedded throughout the school and strongly promoted at break and lunchtime through our playground pals scheme.

The school strongly promotes respect for individual differences.

Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life. This is strongly promoted within the vertical groups that the pupils work within for various topics of the curriculum.

Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.

Actively promoting our values also means challenging pupils, staff or parents expressing opinions contrary to fundamental values, including “extremist views”

Links and visits are promoted with local faith communities and places of worship.

Through the PHSE and RE curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers.

Assemblies and discussions involving prejudices and prejudiced-based bullying have been followed and supported by learning in RE and PHSE.

We offer a culturally rich and diverse curriculum in which all major religions are studied and respected.



### Preparing children for life in Modern Britain

At Rosliston Church of England Primary School we take very seriously our responsibilities to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, our RESMSC, PSHE and citizenship 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.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond the local community during which these concepts are shown e.g., a range of education visits and use of outdoor centres.

British Value	Statement	Evidence	Impact
Democracy	The children see democracy borne out of 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 establishment of a school Council each year models the democratic process. Election of representatives for Sports Council and Eco Committee RE planning and workbooks. Learning walks for behaviour and behaviour for learning school values.	Children are able to work cooperatively in pairs and/or virtual groups as well as whole class situations. They understand about turn taking and respect the views of others. Children in KS2 in particular are able to use the language of respect.
Rule of Law	The children are familiar with this concept through the philosophy that infuses the entire work of the school. They are familiar with the concept through the discussion of values and, in RE lessons, the idea that different religions have guiding principles. Children are used to debate and discussion of law/rules and their	Class Rules/Learning Behaviours School Values. PHSE/Citizenship lessons on the role of the law. School Council meetings. Collective worship. RE planning and work books. Learning walks for behaviour and behaviour for learning.	Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate philosophical issues in relation to these.

	<p>application Children are familiar with the local Police who visit to talk to them informally.</p>		
Individual Liberty	<p>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.</p>	<p>Children are able to show independence in learning and to think for themselves</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school. They are consulted on many aspects of school life and demonstrate independence of thought and action.</p>
Mutual Respect and Tolerance	<p>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. Respect is a school value that is discussed as deeply as possible starting with self-respect and covering respect for the family, friends and other groups; the world and its people; and the environment.</p>	<p>Records of PHSE sessions/collective worship. RE curriculum RE planning and workbooks Learning walks for behaviour and behaviour for learning School Values.</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves. Children's behaviour demonstrates their understanding of this value in action. 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.</p>

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