



British values play an important role in education and how well a school promotes such values is an aspect of Ofsted's inspection process.

British values are promoted in so much of what we do, not least during our school assemblies, Religious Education, PHSE sessions and by using *The Linking Network* scheme of work which develops our pupil's understanding of British values and universal values. *Votes for Schools* on-line resource used in upper Key stage two promotes individual liberty by encouraging pupils to express their opinions as well as to respect and the views of others.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

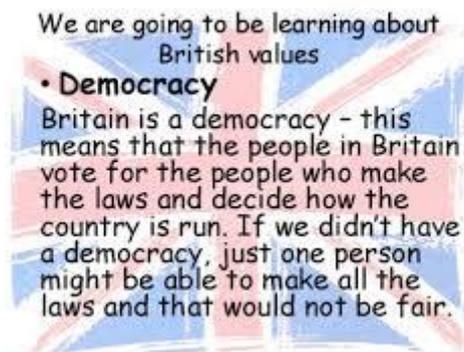
The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world - they differ in no way from the values of most western European countries.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

Being part of Britain

As a school we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year, for example, Remembrance during the Autumn term, and the occasional trip to a pantomime around Christmas time (what could be more British than that!). We also value and celebrate national events, the Royal Wedding in May this year.

Democracy



Children, parents and staff have many opportunities for their voices to be heard at Thursfield Primary. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of one representative from each class, the School Council meets regularly to discuss issues raised by the different classes. Last year, the council organised a voting day where the children and staff voted for new names of our house teams. Currently our Council is working out the best way to spend money raised by our children last term on improving our outdoor area. Later this year they will be helping the Governors to review our anti-bullying policy and they will producing posters and leaflets to help children to know what to do if they were ever to encounter bullying of any type.

Other examples of 'pupil voice' are:

- children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter
- children help their teacher to come up with their own class name
- children have the opportunity to nominate and vote for others to receive a certificate for great learning or choices.
- At the end of each topic, children are asked to respond and reflect on the teaching and learning
- Head girls and boys meet weekly with our Head Teacher to discuss various issues.
- Children have taken part in various surveys - Healthy Eating, Physical Exercise, range of Clubs on offer etc.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.



The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities such as the police
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules - in a sports lesson, for example

We follow 'Good to be Green' behaviour system where consistently good behaviour is recognised and rewarded but children who do not follow their class charters are given amber and red cards and they miss out on the treats and rewards that other children receive.

Individual Liberty

We are going to be learning about British values

• Individual Liberty

In Britain, as long as we do not break the law, we can live as we choose to and have our own opinions about things.

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

It is our school practice that when we are dealing with challenging behaviour that we make very clear that it is the child's choice how to behave.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and The Linking Network lessons.

Mutual Respect and Tolerance

We are going to be learning about British values

• Mutual Respect

We might not always agree with other people, but we try to show respect for their thoughts and feelings.

We can give respect to others and we can expect other people to show us respect.

We are going to be learning about British values

• Tolerance of those of different faiths and beliefs

In Britain we accept that other people might have different beliefs than ours and they may believe in different religions.

Thursfield Primary is in an area which is not greatly culturally diverse but we are proud to promote and celebrate the different backgrounds and beliefs of some of people living in Britain. Recently Key Stage One launched their topic of

Around the World by dressing up in traditional costume and tasting food from around the world.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Thursfield Primary enhance pupils understanding and respect for different faiths and beliefs are: through Religious Education, The Linking Network and other lessons where we might develop awareness and appreciation of other cultures - in English through fiction and in Art by considering culture from other parts of the world.

Mutual respect is at the heart of our motto - *We Care, We Share, We Dare to Dream.*

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Thursfield Primary, such instances are extremely rare and are treated very seriously.

Let's look at that list of British Values again:

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

Take a moment to think about how lucky we are to live in Britain, a country with such strong values.