



## Statement for:

# British Values

		Date
<b>Reviewed by:</b>	Staff & SLT	October 2024
<b>Authorised by:</b>	SLT & Governors	
<b>Date for next review:</b> (or earlier should legislation require it)	October 2026	

Change Log	



## British Values Statement

### The National Curriculum reinforces the need...



*“to create and enforce a clear and rigorous expectation on 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.”*

### Statement of Intent

All maintained schools have a duty to ‘actively 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. At Woodstock Primary School we promote the spiritual, moral, social and cultural (SMSC) development of our pupils and through this demonstrate our commitment to fostering fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways we ensure pupils’ SMSC development. These values are taught explicitly through the RE, RSHE and Personal Development curriculum, and are further nurtured through the school’s ethos, wider curriculum and promotion of spiritual, moral, social and cultural (SMSC) understanding. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The school’s ethos, curriculum and teaching support the rule of English civil and criminal law.

### Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

### At Woodstock CE Primary School our Core Values are:



## Our Aims

Aims reflect our beliefs and values and represent what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

### CELEBRATE SUCCESS

Nurture self-esteem through the celebration of children's achievements.

### FAITH CENTRED

Promote Christian values, and foster positive attitudes to all people, races, religions and ways of life.

### DYNAMIC & INNOVATIVE

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

### ACCOUNTABLE AT ALL LEVELS

Ensure that everyone understands their role in contributing to sustained school improvement and moving the school forward for the benefit of pupils.

### LEARNING CENTRED

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

### COMMUNITY ORIENTATED

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally.

Engage with the school and wider community to enrich and enhance children's achievement and personal development.

### HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

### CARING AND SUPPORTIVE

Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community.

Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

### INCLUSION

Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

## Fundamental British Values

As a school we 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.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. As a school we recognise attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

### Through our provision of SMSC, we enable and encourage pupils to:

- Develop their self-knowledge, self-esteem and self-confidence.
- Distinguish right from wrong and to respect the civil and criminal law of England.
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

- Acquire a broad general knowledge of and respect for public institutions and services in England
- Show tolerance and harmony between different cultural traditions by enabling them to acquire an appreciation of and respect for their own and other cultures.
- Respect other people.
- Show respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

**The list below describes the understanding and knowledge expected of pupils because of promoting fundamental British values:**

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting discrimination.

There is no expectation for staff to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it considered acceptable for them to promote discrimination against people or groups based on their belief, opinion or background.

## British Values Education

At Woodstock CE Primary School we:

- Include key aspects of British Values in appropriate 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. For example, our children in upper Key Stage 2 follow a theme ‘Rule Britannia’ in which they take a closer look at the role of MPs, Members of the House of Lords, the monarchy in the UK’s parliamentary democracy, how laws are made, General Elections and the history of Parliament.
- 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 our Pupil’s Parliament whose members are voted for by the pupils.
- 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.
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Consider the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.
- Have secure links with Community Groups that meets regularly to maximise the school’s participation in community events, for example, laying a wreath on Remembrance Sunday, singing at the switching on of the Christmas lights in Woodstock, and taking part in local special celebrations.
- Support local, national and international charity events and appeals.
- Work with the local clergy to organise and participate in church services, for example, Education Sunday, Ash Wednesday and Mothering Sunday etc.

## DEMOCRACY

We have a Pupils’ Parliament which meets fortnightly to discuss issues raised in Pupils’ Parliament meetings. The Pupils’ Parliament has its own class representative that has been voted by their peers and they genuinely help to support key decisions that affect change within the school. Members of the Pupil Parliament are responsible for supporting the leadership of key areas of the curriculum.

Children have an annual questionnaire where they can put forward their views about the school. We regularly seek pupil feedback for key events through other questionnaires and pupil consultations, for example, related to behaviour, anti-bullying and equality.

## **THE RULE OF LAW**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Woodstock CE Primary School. From an early age pupils are taught about the need for rules in school and the community. Our system for behaviour is aligned to an agreed Code of Conduct and if children are given verbal warnings this is always set against the agreed school Behaviour Policy. Through a restorative approach, children are given the opportunity to have their voice heard and work with adults to support making better choices moving forward.

To encourage and promote good behaviour, attitude and work, we have devised a reward system which is consistently followed throughout the school. We are committed to praising children's best efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and the whole school. Children are rewarded not only for achievement in curriculum areas, but for behaviour and general community contributions. Children's achievements are also recognised during weekly Celebration Worship.

Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce these messages.

## **INDIVIDUAL LIBERTY**

At Woodstock CE Primary 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 informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and advised how to exercise these safely, for example through our Online Safety teaching and PSHE/RSE lessons. Pupils are given the freedom to make choices, for example, in their learning by contributing to curriculum plans and research methods and signing up for extra-curricular clubs. They also understand that with rights come responsibilities. We are a Respecting Rights School.

## **MUTUAL RESPECT**

Part of our school ethos and Behaviour Policy are based around our core Christian values and these determine how we live as a community at Woodstock CE Primary School. Collective Worship is based on 'Christian Values for Life' which are central to how we expect everyone to go about their life at our school. Our SIAMS inspection confirms this is an outstanding aspect of life at Woodstock CE Primary School.

## **TOLERANCE OF THOSE OF DIFFERENT FAITHS & BELIEFS**

At Woodstock Primary 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 in our local community. We actively promote diversity through our celebrations of different faiths and cultures during Religious Education and PSHE/RSE lessons which reinforce messages of tolerance and respect for others. The children visit places of worship that are important to different faiths. As a school we work closely with families from different faiths to ensure that all children are included.

We invite guest speakers and run workshops to give the children a real experience of different belief systems.

## **Community Cohesion**

Promoting community cohesion through teaching, learning and the curriculum is at the heart of our practice. We aim to help pupils value differences, and challenge prejudice and stereotypes. Central to our curriculum are the aims to:

- Contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
- Develop children's knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- Value diversity whilst also promoting shared values and the skills of participation and responsible action.

- Continue to forge meaningful links locally and globally through shared curriculum-based activities with schools from contrasting locations, where skills, experience and learning can be shared.

Ongoing activities are enriched by focus days and events throughout the school year, such as Cultural Arts Week, Community Day, Black History Month, Human Rights Day, RE Days, Fairtrade Fortnight and European Day of Languages.

Children are encouraged to take an active part in our local community - for example through class support initiatives on Community Day, visiting the elderly residents in care homes, contributing produce to our local Food Bank at Harvest and supporting other charity events.

## **Monitoring & Evaluation**

Provision in respect of promoting British values is reviewed regularly as part of the curriculum monitoring and evaluation cycle. This will be achieved by:

- Monitoring of planning, and teaching and learning by senior and middle leaders
- Regular discussion at staff and governors' meetings
- Audit of policies and Schemes of Work
- Sharing of classroom work and practice
- Audit of Collective Worship Policy and practice
- Scrutiny of pupils' work
- School evaluation processes

# Promoting British Values



Hand in hand we...  
**Love | Learn | Flourish**

The government defines British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and enrichment activities.

British Value	How We Promote It
<p><b>Democracy</b></p> <p><b>Links to school values:</b> Respect Love Perseverance Hope Courage</p> <p><i>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions considered.</i></p>	<ul style="list-style-type: none"> <li>• We have an elected Pupil Parliament. This is used as an opportunity to promote and teach about democracy and the electoral process.</li> <li>• Children are encouraged to volunteer in school and represent the school in the wider community. This includes things like the Eco-Council, Playground Leaders appointed following application and interview, Sports Leaders; and also raising money for local and national charities.</li> <li>• The beginnings of democracy are taught through historical research of the Ancient Greece civilisation. Our older pupils visit parliament as part of a theme on Rule Britannia.</li> <li>• Democracy is also promoted through PSHE lessons and assemblies.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>
<p><b>The Rule of Law</b></p> <p><b>Links to school values:</b> Respect Honesty Courage Hope</p> <p><i>UN CRC Article 19: 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>	<ul style="list-style-type: none"> <li>• We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Star of the Week' and 'Pupil of the Week' awards.</li> <li>• Through our school assemblies, circle time and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</li> <li>• The local police officer / PCSO visit the school to talk to the children and explain about their role in society.</li> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> </ul>
<p><b>Individual Liberty</b></p> <p><b>Links to school values:</b> Respect Courage Love Perseverance</p> <p><i>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</i></p> <p><i>UN CRC Article 15: 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>	<ul style="list-style-type: none"> <li>• Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</li> <li>• Through our school values and PSHE/RSE programme, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc.</li> <li>• Our PSHE/RSE provision has specific units relating to individual liberty including 'Good To Be Me!'</li> <li>• Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and celebrating the National Safer Internet Day, as well as through the PSHE/RSE curriculum.</li> </ul>

