



Southcote Primary School

Promoting British Values

At Southcote Primary School we uphold and teach pupils about the British Values as directed under new Ofsted guidance, September 2014

‘Ensure that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and supports and helps, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain’ .

The British values are:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

We ensure that through our school aims, agreed rules, curriculum and teaching we promote respect and tolerance for all cultures, faiths and lifestyles. As educators we have a duty to prepare our children for life in modern Britain and to keep them safe. We value the importance of and support the current Ofsted guidance.

The promotion of modern British values and democracy is clearly evident within our school through the following:-

Value	How We Promote It
<p>Democracy</p> <p>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 taken into account.</p>	<p>We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process.</p> <p>We encourage volunteerism in and out of school. We have raised money for local and national charities, for example Children in Need and Cakes for Nepal.</p> <p>Democracy is promoted through PSHE lessons, R Time and assemblies. Our Core Values of Respect, Co-operation and Responsibility reflect the importance of Democracy.</p> <p>Our history teaching shows how our British history has helped to shape the modern Britain of today and the modern British values of our society. Children also learn about the birth of democracy in Ancient Greece and how our own democratic system has been shaped by it. (Year 5)</p> <p>Children vote for class books (Year 4), the naming of Book Corners, the incentives they want for good work/behaviour (Year 3), classroom displays and prizes for Reading Challenge (Year 4) group leaders (Year 6), Star of the Day (Nurture). Class debates have been organised in Year 3.</p> <p>Class jobs are rotated regularly.</p>

<p>The rule of law</p> <p>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.</p>	<p>We have high expectations of pupil conduct and this is reflected in our Behaviour Policy.</p> <p>Through our Diamond Rules, children are taught how to value trust and respect and supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</p> <p>Our Core Values of Vision, Reflection and Appreciation reflect the importance of the rule of law.</p> <p>If children do not follow our Diamond Rules they are given an opportunity to reflect upon their behaviour and what they need to do to change their behaviour in future.</p> <p>The local police officer / PCSO regularly visit the school to talk to the children about the reasons behind rules and laws and the consequences if they are broken.</p> <p>Visits from other authorities such as the Fire Service; Ambulance, Road Safety etc. are regular parts of our calendar and help reinforce the message of the consequences if rules are broken.</p> <p>The school has a Home/school agreement with every child and parent setting out rights and responsibilities.</p> <p>Children in Foundation learn about People Who Help Us as a theme.</p> <p>Child-led games are encouraged, where children make up and agree their own rules.</p> <p>Finger print agreement.</p> <p>There is daily discussion of emotional well-being (Nurture).</p> <p>Class rules are negotiated and agreed with a strong emphasis on taking responsibility for children's own actions and honesty (Year 6).</p>
<p>Individual liberty</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>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.</p>	<p>Through our assemblies, R Time and PSHE sessions, children are taught about personal responsibility, choices, ambition and aspiration.</p> <p>Our Core Values of Respect, Reflection and Co-operation reflect the importance of individual liberty.</p> <p>Children are taught how to keep themselves safe, including on-line. This is done through workshops run by the Local Authority and outside organisations such as the NSPCC, as well as through the PSHE and Computing curriculum, as set out in our E-Safety policy.</p> <p>We have an Anti-Bullying strategy and we actively participate in Anti-Bullying Week with events held across the school.</p> <p>Classroom behaviour discussions emphasise the importance of children making a choice on how to behave.</p> <p>Our Enterprise Week allows children to choose their own roles and agree on ideas for the design, production, marketing and selling of products in school.</p> <p>Children's views on themes are incorporated into curriculum planning.</p> <p>Older children act as Play Leaders for the younger ones.</p> <p>Children are encouraged to make independent decisions and take opportunities to follow their interests in art, music, sport etc. They get opportunities to make their own choices; for example, reading books, who to work with in class, classroom jobs, incentives for good behaviour.</p> <p>In Key Stage 1 and Foundation, children are able to choose their own independent learning every day.</p>

<p>Mutual respect</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: 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.</p>	<p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.</p> <p>Through our Diamond Rules, children are taught to respect each other, to be cooperative and collaborative, be supportive and to be understanding of differences.</p> <p>Our Core Values of Love, Charity and Friendship reflect the importance of Mutual Respect.</p> <p>Mutual respect is also promoted through PSHE lessons, R Time and assemblies. Children’s achievements are celebrated in School through the regular School newspaper, Gifted and Talented Assemblies and termly Eagle Awards. Children are rewarded with certificates in assemblies for behaving well throughout the term and year.</p> <p>During PE, teachers actively promote an attitude of equality and fairness. Our hall displays the national flags of all the countries with which our children have connections and there is a range of multicultural signs in school. All children are taught about Black History Month.</p> <p>Our Muffins for Mums/Doughnuts for Dads mornings allow parents the chance to support children in class and recognise their achievements.</p> <p>Our Future Stories Day offers children the opportunity to consider different ways they might live their lives.</p> <p>We actively promote respect and support in school; for example, the children’s Behaviour Promise in Year 3; a Recognition Jar in Year 6 where children write praise notes about others, which are read out in class; peer reading with older children supporting less able readers; sharing and reviewing each other’s work; team building lessons in Theme (Year 3); Lead Learners helping other children in class; Writer/Mathematician/Reader of the Week.</p>
<p>Tolerance of different faiths and beliefs</p> <p>UN CRC Article 14: 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. Parents should guide their children on these matters.</p>	<p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.</p> <p>Tolerance of different faiths and beliefs is promoted through the Locally Agreed Syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals. The children’s work is often displayed in the classroom and throughout school.</p> <p>This is supplemented by assemblies (class, Phase and whole school), which although mainly Christian in nature, also mark and celebrate significant religious festivals such as Ramadan, Diwali and the Jewish, Chinese and Islamic New Years. Children are encouraged to talk about the customs of their own culture in RE and PSHE lessons. They can also write in their own language about their faith (Year 3). Children answer the register in their own language or different ones and teach their peers phrases to communicate in their own native language (Year 3).</p> <p>Our Core Values of Tolerance, Respect and Friendship reflect the importance of understanding different faiths and beliefs.</p> <p>Visits are made by local religious leaders and children have the opportunity to visit different places of worship. We have a close relationship with our local Church, St Matthews, and all children learn about Christianity through the RE Inspired programme.</p> <p>Children have opportunities to learn about different cultures during Round the World Day. Parents can come in at any time, but are particularly encouraged to come and talk to children about their culture.</p>

Signed	L Telling
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Date	7 th July 2015
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Ratified by Governors	7 th July 2015
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