

# Stratford-sub-Castle Church of England VC Primary School

*Life in all its fullness*

## Promoting British Values Statement #7

The *Promoting British Values Statement* was reviewed during the Autumn Term 2022.  
This document is the result of that review.

DATE AGREED BY FULL GOVERNING BODY:	<b>21/11/22</b>
REVIEW DATE:	<b>November 2025</b>
REVIEW CYCLE:	<b>Three years</b>
PLACED ON WEBSITE:	<b>29/11/22</b>
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FGB/COMMITTEE:	<b>Curriculum &amp; Standards Committee</b>
NOMINATED GOVERNOR:	<b>Mrs Nicola Clare</b>
HEADTEACHER:	<b>Mrs Kay Bridson</b>
CHAIR OF GOVERNORS:	<b>Miss Angela Britten</b>
SIGNED:	
TO BE READ IN CONJUNCTION WITH:	<b><i>Access and Inclusion Policy</i></b> <b><i>Aims of the School</i></b> <b><i>Assessment for Learning Policy</i></b> <b><i>Behaviour for Life and Learning Policy</i></b> <b><i>Safeguarding Policy</i></b>

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## Promoting British Values Statement #7

Our school ethos is founded on the Christian values of PEACE, LOVE and JOY. These values underpin everything we do. Our ethos is one where people are valued for their 'uniqueness'. This means, that as individuals and as a community, we are able to flourish and live 'life in all its fullness'.

Our curriculum has been designed to fuel ASPIRATION and ACHIEVEMENT and to foster the CELEBRATION of success in all its forms!

Our school aims are to:

- ensure that each person knows they are valued and supported, so that they can achieve their full potential; spiritual, emotional, social, physical and intellectual, in an ethos of Christian peace, love and joy
- broaden horizons and promote aspiration
- serve the whole community and warmly welcome children and their families whatever their faith, culture or means
- fuel and sustain every person's love of learning
- provide a happy, safe and stimulating environment so that each pupil has the opportunity to achieve and acquire skills and knowledge required for life now and in the future in a meaningful way
- create an active, positive and purposeful learning environment where effort, progress and attainment are encouraged, recognised and celebrated.

We serve the whole community and warmly welcome children and their families whatever their faith, culture or means.

The school uses 'Jigsaw' PSHE scheme of work to support the teaching of British Values. The school uses the government's web-site 'educate against hate' to provide information and training for adults and to enhance learning for pupils. <https://educateagainsthate.com/>

The DfE requires schools: ***"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."***

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. These values are explored regularly and in the following ways:

### **Democracy**

Democracy is embedded within the life of the school. Children are listened to and are taught to listen to and value the opinions of others. They have the opportunity to have their voices heard through our School Council which meets regularly and discusses issues raised on class or as a whole school. Children are taught to respect the right of individuals to have their voices and opinions heard. They are taught to discuss issues in a balanced and calm way. Minutes from the School Council Meeting are discussed at weekly staff meetings.

The views of children are sort regularly through governor interviews and questionnaires. They are encouraged to suggest improvements to support their learning and the environment.

### **The Rule of Law**

Pupils are taught from an early age the value and the importance of the school's rules and routines and these are consistently reinforced by all. 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. The school has agreed “Rights and Responsibilities” which acts as a school Code of Conduct. These form 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.

### **Our Rights and Responsibilities**

***Right: To be respected and treated fairly.***

***Responsibility: To respect others and treat others as we wish to be treated.***

***Right: To be heard and have our ideas respected.***

***Responsibility: To listen to others and let others have their say.***

***Right: To learn and play in a safe environment.***

***Responsibility: To use equipment safely and keep the environment a clean and safe place.***

***Right: To feel safe.***

***Responsibility: To make decisions which keep yourself and others safe***

***Right: To be given independence and responsibility.***

***Responsibility: To be trustworthy, think for oneself and make good decisions.***

***Right: To be educated and to receive broad and balanced learning opportunities (the curriculum).***

***Responsibility: To take charge of one’s own learning and to support other people in their learning.***

*Written by Year 6 in 2013. Reviewed and updated by Year 6 2019.*

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

### **Individual Liberty**

Children are actively encouraged to make appropriate choices. They are encouraged to make decisions, knowing they are in a safe and supportive environment. Children are expected to practise taking responsibility for their own actions and to understand the consequences their actions might have. The understanding of rights and responsibilities are also promoted through responsibilities, collective worship, online- safety, PSHE. We provide a safe platform from which children can express their views about a range of issues, knowing that these views will be respected and listened to. Pupils are given freedom to make choices throughout the day, for example how to move around the school, where to sit in the dining hall and where to play at lunchtime.

### **Mutual Respect**

Our core values are embedded in all that we do. Our Behaviour for Life and Learning Policy is rooted in mutual respect for all. Children have been part of discussions and assemblies related to what this means and how it is shown. All members of the school community treat each other with respect.

### **Tolerance of those of Different Faiths and Beliefs**

Stratford-sub-Castle Primary School is situated in an area which is not greatly culturally diverse, therefore we place a great emphasis on promoting diversity with the children. We believe that children need to see themselves as part of a global, diverse community. We seek to allow every child in the school to celebrate and identify with their own culture. We enhance understanding and respect for different faiths and beliefs through Religious Education, PSHE and worship. Teachers link learning together to and develop awareness and appreciation of other cultures and places.

### **Implementation of this policy**

Regular procedures, expectations and events in school include:

- Schools Council
- Pupil consultations regarding school issues
- Remembrance Services / commemorations
- Rights and Responsibilities ethos
- Responsibilities: Hall Monitors, Library Monitors and eco-warriors
- Competitive sports i.e. Sports Day and inter school competitions
- National events such as Magna Carta commemorations, WW1 commemorations etc.
- Visits to local places such as Stonehenge, Salisbury Cathedral and Old Sarum
- Topic Days: 'A taste of Britain, Colours of the World.
- Visitors from various religions and community groups
- Online-safety education

This policy will have been successful if in 2025 our pupils have a better understanding of what it means to be an effective global citizen and are beginning to know and live out their rights and responsibilities as British and global citizens.