# British Values at St. Andrew's CE Primary

The Department for Education define British values as having 5 different elements:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those of different faiths and beliefs**

The promotion of British values and ethos is a key part of life at St. Andrew's

**Being part of Britain**

At St. Andrew's we welcome and promote diverse heritage. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs throughout the year such as Harvest festival during the Autumn term, and the Nativity at Christmas, as well as larger events such as the King's coronation. Children learn also about being part of Britain from different specific perspectives, through our history and geography milestones and year group topics.

**Democracy**

Every member of the school community have opportunities for their voices to be heard. We value the important opinions and ideas of all our stakeholders.

**PUPILS:** We have a variety of councils within our school (School, Eco, Diversity, Wellbeing, Music and Faith) and these form an important part of school life. The election of the council members reflects our British electoral system and demonstrates democracy in action. Each council is made up of a representative from each class, from Y1-6. The councils meet regularly to discuss issues raised by the different classes or issues that are current within the wider community or world. They hold regular class meetings and they are given the opportunity to present key messages in whole or key stage assemblies.

Other examples of 'pupil voice' are:

- Children agree to uphold and respect the school rules and are actively encourage to discuss what these mean and the importance of them
- Regular pupil voice surveys are carried out to find out the opinions of our pupils on a range of subjects / themes
- Pupils comment on their own work, and are asked to respond and reflect on their own learning as part of the marking and feedback process
- Pupils are 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 fundraising and charity projects (school wide and year group specific, e.g. Donate-a-day projects). This encourages a heightened sense of both personal and social responsibility.

**STAFF**: A wellbeing committee is established and actively seeks out the views and opinions of all in a fair and honest process. The team is made up of staff and governors. A wellbeing survey is conducted yearly, and the results are shared with the Senior Leadership Team. In partnership with the SLT, the wellbeing team operate a 'you said, we do' process, acting upon the needs and suggestions of staff members within the school.

**PARENTS/CARERS**: We have active parent/carer forums that are invited to meet regularly, to discuss prevalent issues and themes. Wider parent/carer surveys are also conducted to find out what is working well, and what may need attention.

**Rules and Laws**

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. We have a set of 'bee' rules which are in place across the school. Children from reception to year six are taught to value and uphold these rules:

1. **Be kind**
2. **Be unique**
3. **Be respectful**
4. **Be honest**
5. **Be prepared to have a go**
6. **Be a good team member**
7. **Be creative**

Pupils were at the heart of establishing these rules initially, and they are taught to value and understand the reasons behind the laws; that these rules are necessary in order to create a safe, stimulating learning environment. Children are taught that each individual has a responsibility to uphold these rules in order to create a harmonious place to learn and that those who do not uphold the rules are subject to negative consequences, in the same way they would be in the wider community. We also reinforce these rules in a positive way through mature discussion and positive feedback.

These values are reinforced in different ways:

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

We aim to provide children with an understanding of the importance of the Rule of Law that will aid them in both in their life outside of school and in their future adult life.

## Individual Liberty

We promote children's freedom of choice and their right to hold and express views and beliefs in a respectful and considered way. Through the provision of a safe, supportive environment, we have boundaries in place that allow children to make choices safely. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. We give ownership to the children at the start of each new topic via our 'Curiosity Captures' that allow them to steer some of the learning as a result of their questions and interests.

## Mutual Respect and tolerance of those with different faiths and beliefs

Mutual respect and community spirit is at the heart of school ethos. At St. Andrew's we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum (PSHE and RE specifically) and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens who can build a better Britain for the future.

# British Values at St. Andrew's

## INDIVIDUAL LIBERTY

- Curiosity Captures introduced – allow children to steer the learning and make choices based on interests and questions.
- 'Outdoor and Beach Explorer' sessions – child-led activities offered (pupils explore and learn based on own ideas and interests, encouraging independence, problem-solving and freedom of choice)
- A range of clubs offered to children. We support FSM families, funding one club / music lesson per term.
- Library sessions timetabled in – children to choose reading books based on own interests and suggestions given by others. This has also been guided by our 'Reading Passport' initiative.
- Regular opportunities given for viewpoints to be shared (councils, class assemblies, PSHE sessions, group work).

## MUTUAL RESPECT

- 'Donate-a-Day' charity initiative (each year group 'giving back' and supporting a local charity).
- JIGSAW PSHE scheme – 'Celebrating Differences' unit, highlighting the importance of difference and what makes us all unique.
- Visits welcomed to understand and respect the work of others (e.g. Salvation Army visit to Y4)
- Core Values: COURAGE, CURIOSITY, JOY, LOVE, RESPECT. These values amongst other themes form a focus each term – respect for others is a running message throughout these.
- Theme weeks/months: 'Anti-Bullying Week' – respect for others.
- Sporting events, both in school and out – emphasis placed on respect for all players and team-mates.

## TOLERANCE / DIFFERENT FAITHS AND BELIEFS

- A broad and balanced RE curriculum is in place based, exploring other cultures and religions.
- Visits to other places of worship (e.g. Mosque, Synagogue)
- Visits welcomed from parents/carers of other faiths to enhance learning and understanding of other beliefs (e.g. Holi colour festival)
- Staff leading sessions to explain their beliefs and customs (e.g. fasting during Ramadan).
- Weekly assemblies and acts of worship offer opportunities to reflect and learn.

## THE RULE OF LAW

- 'New Nations' project (Sept 2023) – developing a new country, complete with laws, understanding why these are needed and the associated implications.
- Bee Rules (school rule system developed by the children and our councils)
- Rules and safety sessions for each year group (e.g. Road safety, Pedestrian Training, Bikeability, Online safety).
- Rules associated with new projects (Outdoor Explorers, Beach Explorers).

## DEMOCRACY

- A range of school councils (School, Eco, Diversity, Wellbeing, Music and Faith) – pupils regularly meet and consult on a range of areas.
- Pupil Voice (subject leaders and Tuesday assembly sessions)
- Lollypop Stick randomiser – all pupils given chance to respond and contribute in lessons.
- Voting systems (e.g. for charity events)
- Decision-making, responding/reflecting, paired and collaborative opportunities weaved into the curriculum.
- Close collaboration with governors and parent/carer groups (regular meetings held to discuss next steps, e.g. Black History Month working group)