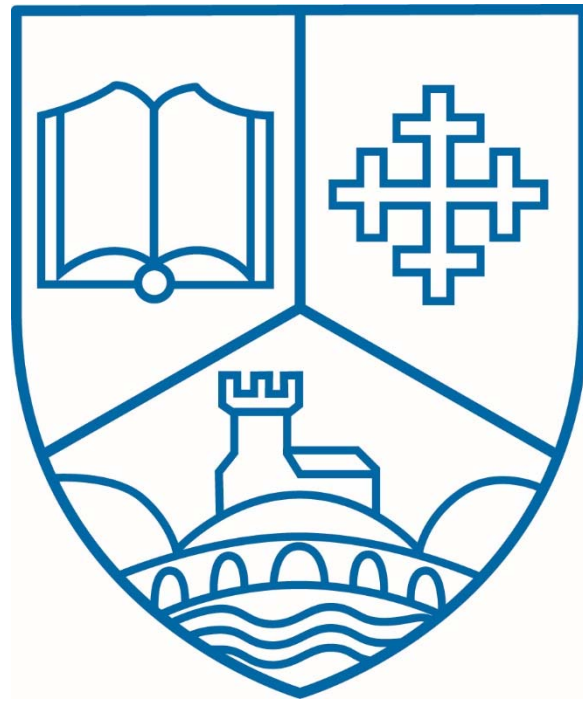


**BIDFORD ON AVON
CHURCH OF ENGLAND
PRIMARY SCHOOL**



Policy for Promoting British Values

September 2018

Review date – September 2021

Bidford on Avon C. of E. Primary School policy on promoting British Values.

Sept 2018

Schools are required to promote fundamental British values as part of the spiritual, moral, social and cultural (SMSC) development of their pupils. The fundamental values are outlined in 'Promoting fundamental British values as part of SMSC in schools,' DfE November 2014. At Bidford on Avon C. of E. Primary School we are committed to promoting British values through a wide range of explicit and implicit educational activities. We recognise that this is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils. Our approach to promoting fundamental British values follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status.

Democracy

All students have an opportunity to develop and demonstrate their knowledge and understanding of democracy:

- Democracy and the ability to communicate is core to our school ethos.
- Children have the opportunity to have their voices heard through participation in focus groups with the school leadership, governing body and parish council.
- Young leaders are developed across the school and pupils encouraged to play a part in the management of the school's daily routines
- We promote democracy through assembly themes, debates and open ended discussion
- All children vote annually for their class school councillors and house captains.
- Children are encouraged to express their opinions and we foster an environment where children are safe to disagree with each other.
- We celebrate national events that reflect important landmarks in shaping our nation.

The Rule of Law

All students have an opportunity to develop and demonstrate their knowledge and understanding of the rule of law:

- The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced in our expectations throughout every day.
- The school's ABC behaviour code which was developed in partnership with all school stakeholders, is displayed around the school and reinforced by all members of staff.
- The school has an outstanding system of pastoral care, guidance and support.
- A robust anti-bullying culture supports equality and inclusion.
- The PSHE curriculum reinforces community values, individual rights, responsibilities and the connection between action and consequence.
- Pupils take part in a range of safety schemes in which they learn how rules, regulations and laws support a safe, cohesive community.
- Regular visits from the emergency services reinforce the idea that laws, rules and regulations are in place to keep us safe and protect our liberty.
- As a C. of E. school we recognise the teachings, values and guidance presented in the bible are rules by which we can lead a meaningful life.

Individual Liberty

All students have an opportunity to develop and demonstrate their knowledge and understanding of individual liberty:

- Pupils are encouraged to become valued citizens who understand their rights and responsibilities.
- The behaviour code supports children to make choices about their learning and their behaviour and to express opinions that develop their character and self-belief in the context of the rights and needs of other members of our school community.
- Pupils are encouraged to know, understand and exercise their rights, personal freedoms and responsibilities and advised on how to exercise these safely.

- Pupils have key roles and responsibilities in school, encouraging individual autonomy and responsibility for their actions and for those around them.
- Freedom of speech and opinion is modelled and promoted through pupil participation in class discussions, school debates and activities across the wider school.
- Stakeholder activities ensure pupils are able to voice their ideas and opinions about the school community and provide input on school self-evaluation and improvement.
- Through the role of school councillors, house captains, pupil committees and focus groups pupils are able to develop a sense of purpose and empowerment in their management and leadership of the school.

Tolerance and Respect for those of Different Faiths and Beliefs

All students have an opportunity to develop and demonstrate their knowledge and understanding of the tolerance of different beliefs, cultures and faiths:

- We enhance pupil's understanding of their place in a culturally diverse society by celebrating the range of rich cultural heritages we have in school, in the local community, in Bidford on Avon C of E Primary School and in Great Britain.
- Pupil's Spiritual development is enhanced through a comprehensive PSHE curriculum, our Christian ethos, value-based assemblies and an excellent pastoral support programme.
- Pupils are encouraged to share their faith and beliefs within the school and celebrate festivities throughout the year.
- RE, collective worship and the PSHE curriculum challenge prejudices, stereotypes and prejudice based bullying
- We will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.
- The school code emphasises that each person is respected and valued equally without regard to ability, gender, faith, heritage or race.
- The RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures to help learners understand similarities and differences to the Christian faith and understand tolerance and respect for different customs.

As a result of our promotion of British values, our pupils are expected to gain:

- 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 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 combating discrimination

The learning outcomes are outlined in pages 5 and 6 of the DfE guidance for maintained schools, and pages 6 and 7 of the [DfE's advice for academies and independent schools](#) on improving SMSC development.