

Promoting British Values at Edenbridge Primary School

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

The government has identified promoting fundamental British values as part of SMSC education (spiritual, moral, social and cultural education) in schools. From November 2014 all schools should promote the fundamental British values of:

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

It is therefore important that as a school, through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to 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;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage 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 guidance also gives specific examples of the understanding and knowledge that is expected of students.

- 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; and
- an understanding of the importance of identifying and combatting discrimination.

At Edenbridge Primary School, these values are taught through Personal, Social, Health and Emotional (PSHE), Religious Education (RE) and Physical Education (PE). We also teach British Values through planning and delivering a broad and balanced curriculum.

The School takes opportunities to actively promote British Values through our assemblies and whole school systems such as electing and running a successful School Council. We also actively promote British Values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values.

The following examples show some of the ways we seek to promote fundamental British values:

DEMOCRACY

We have a School Council, Environmental, Conservation Organisation Committee, and Sports Ambassadors. These pupils are elected on by their peers and have to provide reasons and arguments why they should be voted for. The School Council make a difference and have made decisions that have led to improvements within school.

We provide pupils with a broad general knowledge of, and promote respect for, public institutions and services (police visits, local councillors explaining what they do etc.). The police and Fire Brigade make visits into school to talk to the children around a range of aspects of their work and to help children to stay safe.

As part of our curriculum we provide regular opportunities for children to persuade each other or others of something and as a result are giving children the opportunity to demonstrate they are able to come to a reasoned view. We provide many

opportunities for pupils to express their views about a range of subjects and value their opinions.

THE RULE OF LAW

Our school rules are clear and are understood by the children. They are discussed regularly in class, during assemblies, and they are consistently used by all staff. Our behaviour policy is clear and is re-visited regularly in staff-meetings. It provides clear guidelines for the children and staff to follow, and as a result children have a clear understanding of what is right and wrong and the consequences of breaking the rules. We teach children that rules are important in a variety of ways, e.g. rules for games. We also work closely with local agencies such as the police, PCSOs (Police Community Support Officers) and Reform, Restore, Respect.

INDIVIDUAL LIBERTY

At Edenbridge Primary School we aim to ensure that children develop self-esteem, self-confidence and self-knowledge. We work hard to achieve this through encouraging peer and self-evaluation of work as well as developmental marking and ensuring we provide positive feedback to the children on a regular basis. Recognition of hard work, effort and good behaviour is celebrated through the awarding of team points, smiley face stickers and at 'Achievement Assemblies' once a week.

Children are actively encouraged to take responsibility for the choices they make, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely, through the provision of a safe environment and a planned curriculum. Children are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely and with respect for others, for example, through our e-safety teaching and sessions on anti-bullying, alcohol, drugs and RSE (Relationships and Sex Education).

MUTUAL RESPECT AND TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

We work hard to promote the respect for individual differences and also celebrate this. We work in an environment of mutual respect and understanding of each other. Through assemblies, RE and PSHCE (Religious Education and Personal, Social, Health, Citizenship Education) we help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. Prejudicial or discriminatory behaviour is challenged robustly. Children make visits to places of worship. We

discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations such as looked after children or young carers.