

Sedlescombe Church of England Primary School

Promoting British Values 2016-17

The DfE have recently reinforced the need 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, mutual respect and the tolerance of those with different faiths and beliefs'* which was set out in the 2011 Prevent Strategy and reiterated by the Prime Minister in 2014. At Sedlescombe Church of England Primary School, these values are reinforced and modelled daily and used in the following ways.

Understanding and knowledge expected of children as a result of schools promoting fundamental British values:

1. Identifying and combatting discrimination
2. An understanding of how citizens can influence decision-making through the democratic process;
3. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
4. An understanding 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;
5. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
6. 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;

As Sedlescombe, our school ethos ensures these values are reinforced regularly in the following ways:

Democracy:

- Pupils are able to offer their opinions within Class Circle Time discussions.
- School Councillors are voted by their peers and play an active part in listening to their peers ideas and voicing them to the council.
- Children in all years groups complete regular pupil voice questionnaires which are kept in a classroom folder (topic based learning, subject

leadership, school council discussions, residential trips, sports & clubs, outside environment)

- Working as a team, and deciding/voting which child will take on which role, is consistently modelled and reinforced by staff and children are encouraged to work effectively together, valuing one another's ideas and opinions. This can be seen in group learning activities and talk partners in all subjects.
- There are plenty of voting opportunities within the classroom. Children are able to choose golden time activities, what learning takes place and what reward/sanctions they should receive. We all abide by a fair, democratic system and children are taught to adhere graciously to these systems.
- Our school motto, 'The best that we can be' supports children in making a difference within their own lives and that of our school and local community.
- Children in years Reception, 1, 2 and 3 have a classroom reflection book where they can reflect upon weekly assembly themes. In years 4, 5 and 6 the children have their own reflection books.
- In each classroom is a worry box where children can write anonymously to the teacher, sharing their ideas, opinions, anxieties and anything else they wish.
- We have a school council which meets every month with the PSHE leader to discuss issues to develop and improve our school. Children on the school council are voted in by their class.
- We encourage children to organise their own fund-raising events, such as talent shows, colouring competitions etc. An appointment is made with the Headteacher for the children to present their fund-raising ideas and discuss the process.
- We have Year 6 prefects who apply for this high profile position in our school. They are interviewed by staff and sometimes a governor. They are then informed if they are successful or not. If they are selected, they take on responsibilities for specific areas of our school and work with staff on keeping our school safe and happy for all children.

Rule of Law:

- The importance of laws, whether they be those that govern the class, the school or the country are consistently reinforced at Sedlescombe school. As a school, we educate and provide boundaries for young children to make their own informed choices through a safe environment and an empowering education.
- Our simple and effective school rules (introduced to children at the beginning of their primary school journey) are underpinned by the key Christian value of Respect: Do be kind, Do be helpful, Do be generous, Do look after property and Do be honest.
- Children are taught the value and reasons behind our rules and laws: that they govern and protect us, keep everyone safe, are important in being fair to all, the responsibilities that this involves and that there are consequences when laws/rules are broken.
- Around the school and in the classrooms, effective displays are created, maintained and updated to reflect our rules.
- The values and reasons behind these 'laws' are governed to ensure that all children are kept safe which is explained clearly to all our pupils.
- The importance of 'laws' to govern classes, school or community are reinforced, modelled and upheld at all times.
- Older pupils have been trained as peer mediators to support and ensure other children are following our school rules and playing together positively. In addition to peer mediators, children are chosen as sports leader and prefects to support a happy, safe environment for all.
- We have a home/school agreement and an E-safety/social networking agreement which all stakeholders must sign and abide by.
- Visits from people in authority reinforces the need for rules, e.g. Police, Firemen, Ambulance Service, PCSO's, Nurses

Individual Liberty:

- In school, children are encouraged to take charge of their learning and make independent, sensible choices to support their social, emotional and academic well-being. This can be seen through our 4 B's learning method (Brain, Buddy, Books, Boss), choosing a level of work they think will

challenge them and using visual prompts to solve small difficulties between peers before asking help from an adult.

- We model and encourage the children to regularly self-assess their own learning as well as responding to teacher marking comments.
- Children have the opportunities to reflect upon their learning in their reflection books.
- Our assemblies focus on a specific theme each week: SMSC, British Value, Different faiths, Golden rules. Children are involved as much as possible and take an active part in the assembly process (acting, talking, answering questions, reflecting, singing, celebrating their achievements)
- We have a wide range of extra-curricular, free after school clubs (Art, Sport, Social Skills, Singing, Baton Twirling etc.) and different activities during play times (Boom, Football, Basketball, Playground games and equipment, the quiet garden, the play area and climbing frames, the land of learning, the gardening area) for the children. The children are given the freedom to join and participate in the activities that interest them.
- We allow children to make their own choices and encourage these to be a right choice. If a wrong choice is made, children are forgiven and are trusted to try again.
- In all subjects, children are given the freedom to express their opinions and ideas in a safe, accepting environment.
- With all this in place, we aim to support children in evaluating the society in which they live and to make informed, independent choices to become pro-active, good citizens.

Mutual Respect:

- Showing mutual respect to one another is our over-arching golden rule that we reinforce and model to the children daily within the classroom and the wider school area.
- Our school is a fully inclusive school, incorporating children with physical disabilities, behavioural difficulties and learning needs. This requires a clear understanding by all children of the diversity of the needs of children within our own school, leading into the need for an understanding and empathy for the differences in people beyond the school community.

- A key principle we work with the children on is, understanding that each person is equal and unique therefore, we must respect other people's opinions and ideas especially when it is different to our own.
- All staff treats each other and the children in our care with respect.
- We model, reinforce and celebrate children showing respect to one another and their environment (sharing resources, looking after one another's property)
- Children are taught to respect one another through celebrating another's success (Sport superstar, Writer of the Week, Star Maths Wizard and Stars of the Week awards) Each week, children hear the results of the whole-school team points for each house. They are taught to accept the results and be gracious in winning and losing.
- Our school takes part in charitable events and outside school events. The children support these, understanding that their contributions can make a big difference. If they take part in a competitive event, they are also taught to thank and congratulate others.
- Through our on-site animals (chickens, fish and guinea pigs) as well as the local wildlife, children are taught to respect and care for animals and how this is put in practice and applied to the wider world.

Tolerance (respect) of those of different faiths and beliefs:

- Although as a school we have lower than average number of minority groups represented, we fully appreciate the importance of enhancing pupils' understanding their place in a culturally, diverse society.
- At Sedlescombe, we actively promote diversity through our celebrations and teachings of different faiths and cultures.
- The local resources at Pestalozzi allows us to see different faith houses, borrow resources and invite students from different faiths and cultures to visit and talk to us.
- Children are given many other opportunities to experience such diversity through: visits to different places of worship, visitors, links to a school in India, topics focussing on different parts of the world and through collective worship and classroom discussions.
- As a Church of England school, we use core Christian values to teach the children to love and look after one another.

- We successfully educate against any form of prejudice or prejudice-based bullying through well-planned and delivered RE and PSHE work, Collective Worship, our Values Education and any other subjects where these issues may arise.
- Our RE curriculum is well resourced and contains appropriate materials to support the teaching of the six main faiths.
- Across all year groups, children will learn about two major faiths in details.
- Awareness days/weeks such as Anti-bullying, E-safety, Children in Need, French Day, Prayer Day etc. are actively promoted and celebrated.