Claypole Church of England Primary School
Promoting Fundamental British Values Policy

Aims
This policy sets out the ways in which Claypole Church of England Primary School encourages pupils to develop their understanding of the four key areas defined by DfE as British values, through the curriculum, extracurricular and other opportunities. The Social, Spiritual, Moral and Cultural Development of pupils is important to us and one way in which we foster this is by promoting our Christian Values alongside our British Values.

Ethos
We ensure that through our vision, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles through our Christian values and our British values.

The Senior Leadership team also ensure that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone has the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Background
As of November 2014 the government published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

Definitions
Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process;

- The rule of law: Respect for the basis on which the law is made and applies in England;

- Individual liberty: Support and respect for the liberties of all within the law;

- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs;

Curriculum
We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the school's core Christian values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values,

including 'extremist' views. The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, our Autumn celebration about the harvest & bonfire night, Easter services and seasonal Fayre's... and of course our Christmas celebrations! We also value and celebrate national, charity and sporting events such as the FIFA world cup, Children In Need and the Poppy Appeal.

Furthermore, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically and historically: We ensure that the children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains
- the local area, specifically the farming background of the village and the river
- how 'Great Britain' differs from 'England' and 'the United Kingdom' where Britain is in relation to the rest of Europe and other countries in the world
- British history, Monarchs, rulers and significant events that defined society

Democracy: Children, parents and staff have many opportunities for their voices to be heard at Claypole C.E. Primary. Democracy is central to how we operate.

One example is our School Council; the election of the School Council members reflects our British electoral system and demonstrates democracy in action. Made up of one representative from our Key Stage 2 classes, the School Council meets regularly to discuss issues raised by the different classes. The council has its own action plan and is able to genuinely effect change within the school.

Other examples of 'pupil voice' are:

- children agree their 'Golden Rules' and the rights associated with these;
- using Pupil Feedback opportunities, children are asked to respond and reflect on the teaching and learning.

Children are always 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 not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

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. At the start of the school year, each class discusses the 'Golden Rules', 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.

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:

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

Individual liberty: Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity;
- choices about how they record their learning;
- choices around the participation in extra-curricular activities.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety lessons.

Mutual respect and tolerance of those with different faiths and beliefs: Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Claypole Church of England Primary enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education and other lessons where we might develop awareness and appreciation of other cultures;
- in English through fiction;
- in Art by considering culture from other parts of the world...

At Claypole Church of England Primary School, we aim to:

- Provide high quality teaching within a broad and balanced curriculum.
- Support children towards reaching their academic, emotional and physical potential.
- Develop in each child an enquiring mind and promote a love of learning.
- Offer a rich variety of opportunities and experiences for children to enjoy their childhood, extending their creative and social abilities.
- Encourage in pupils: responsibility, honesty, tolerance and a healthy self esteem.
- Provide a secure, caring and stimulating environment.
- Encourage an understanding of the meaning and significance of faith and beliefs, and promote Christian values through the experience offered to all pupils.
- Promote a respect for others and the wider environment.
- Encourage each child to make a continuing contribution to their community.
- Work in partnership with the parents and carers of our pupils.

Through our balanced curriculum and SMSC we aim to actively promote principles that:

Spiritual Development

God is love. Whoever lives in love, lives in God and God lives in him. 1 John 4:16

As a school we aim to provide learning opportunities that will enable pupils to:

- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

As part of our Christian distinctiveness we have a commitment to nurturing childhood spirituality and well-being. It is at the heart of all we do. Children at Claypole Church of England Primary School learn that they are unique and special from the moment they come into the Foundation Stage - they are encouraged to love and care about each other and the world. Opportunities to live, learn and grow in faith are afforded our children through the arts, language, outdoor learning and experiences or visits. We enable children to develop their self-knowledge, self-esteem and self-confidence.

Moral development

Love must be sincere. Hate what is evil; cling to what is good.
Be devoted to one another in love.
Honour one another above yourselves. Romans 12:9-10

And what does the Lord require of you?
To act justly, to love mercy and to walk humbly with your God. Micah 6:8

As a school we aim to provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Take action for justice.
- Make informed and independent judgments.

Our children have a clearly defined sense of right and wrong underpinned by Christian values and the teachings of Jesus. In addition, they are guided toward consideration of wider moral issues through their study themes and classroom discussion and debate. We enable children to distinguish right from wrong. We also encourage children 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.

Social Development

The human body has many parts, but the many parts make up one whole body. *So it is with the body of Christ*. 1 Corinthians 12:12

As a school we aim to promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.
- Develop an 'I can do' philosophy.
- Develop their out of school hours learning.

Behaviour and the quality of all relationships within our school has been judged as 'outstanding'. Our children genuinely care about and consider the feelings of others. They take their social responsibilities seriously both locally, nationally and internationally through charitable support and sponsorship. We help our children to acquire a broad general knowledge of and respect for public institutions and services in England, through worship assemblies, history, geography and PSHE lessons.

Cultural Development

After this I looked and there before me was a great multitude that no-one could count, from every nation, tribe, people, and language, standing before the throne. Revelation 7: 9a

As a school we aim to promote opportunities that will enable pupils to:

- Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
- Learn an additional language (to raise pupil aspirations and promote internationalism)

As a school we will also promote opportunities which encourage the involvement of parents and carers in pupils' cultural development.
Children at Claypole Church of England Primary School are encouraged to explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; using imagination and creativity to reflect.

We encourage further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures through learning across the curriculum. We work hard to ensure children show 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 Great Britain.

Teaching and Organisation of SMSC

Development in SMSC takes place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflecting on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions and Collective Worship provide pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, eg bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others' needs and behaviour.

- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging, both within the school and within the wider community.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally — eg empathy, respect, open mindedness, sensitivity, critical awareness

Many of our curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals.
- Agree and disagree.
- Take turns and share equipment.
- Work cooperatively and collaboratively.

Practical activities that develop SMSC in our school are:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at meal times.
- Taking responsibility e.g. prefects, class monitors, door monitors, register monitors, cloakroom monitors, delivering messages and looking after younger children.
- Encouraging teamwork in PE, games and out of school hours learning.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres e.g. Composer of the month.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Links with the local community made through the encouragement of parental involvement in school life.
- Participation in live performances.
- Use of Collective Worship themes to explore important aspects of our heritage and other cultures e.g. festival days, the patron saints and national celebrations.
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Opportunities for the children to hear and see live performances by professional actors, dancers and musicians.
- Opportunities to make and evaluate food from other countries.
- Opportunities in music to learn songs from different cultures and play a range of instruments.
- Studying the contributions to society that certain famous people have made.

Our links with the wider community

Visitors are welcomed into school. Links with local places of worship are fostered through children visiting and visitors coming into school.

The development of a strong home-school link is very important, enabling our parents and teachers to work in an effective partnership to support the children (regular newsletters, school website, daily reading with parents and teachers, Parent Workshops...). Will also teach children to appreciate their local environment and to develop a sense of responsibility to it. We want children to be thrilled by the world; sse it's beauty and feel it's power.

Being valued

Everyone being valued as a member of a large and caring family group is central to our school's ethos. This family identity is represented symbolically by our 'school bowl'. The bowl is

filled with water on which float three candles. The water reminds us that we are surrounded by God's Holy Spirit. The three candles represent the Holy Trinity, and also remind us that Jesus is the Light of the World. The pebbles in the bowl are of different colours, shapes and sizes, just as the children and adults of our school family are. Our bowl is displayed in the front entrance.

This policy is reviewed annually and revised as necessary