

## **Promoting British Values at Conifers Primary School**

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 tolerance of those of different faiths and beliefs***

Conifers is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At Conifers Primary School we promote 'British Values' through our spiritual, moral, social and cultural education which permeate through the schools' curriculum and support the development of the 'whole child'. We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our pupils.

At Conifers Primary School, British values are regularly reinforced in a variety of ways

### **Democracy**

The ability to communicate is the most important area of learning. We ensure that pupils are given a 'voice' to communicate. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

Pupils have the opportunity to have their voices heard through our School Council and pupil voice group. These promote the democratic process; foster the concept and application of freedom of speech and group action to address needs and concerns. The election of a girl and boy School Councillor from each class is organised through pupil vote from each year group for those pupils who wish to stand to represent their year group. The Chair and Vice Chair of the School Council are elected from Year 6.

Every year pupil views are sought through a questionnaire on a wide range of school matters including enjoyment of school, quality of learning, standards of teaching and behaviour and matters related to safety. We use the outcomes of surveys to make adjustments and improvements for the children.

### **Democracy - At Conifers Primary School we aim to:**

- Include in the curriculum information and opportunities to learn about the parliamentary and democratic system in Britain
- Provide pupils with a broad general knowledge of, and promote respect for, British institutions.
- Teach pupils how they can influence decision-making through the democratic process in school and ensure they are listened to.
- Explain the advantages and disadvantages of democracy and how it works in Britain
- Develop children's ability to learn how to argue and defend points of view.
- Help pupils to express their views in a variety of situations.

### **The Rule of Law**

The importance of laws, including those governing the individual, the class and the whole school, are consistently reinforced through the school year. The children understand these laws as rules. Pupils are taught the value and reasons behind British laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. They also understand that working within agreed rules brings its own rewards. Visits from authorities such as the Police and Fire Service help reinforce this message.

We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large. Pupils learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place

### **The Rule of Law – At Conifers Primary School we aim to:**

- Ensure school rules and expectations are clear and fair.
- Help pupils to distinguish right from wrong.
- Help pupils to understand how and where laws are made and to respect the law.
- Help pupils to understand that living under the rule of law protects us as individuals.
- Help pupils understand that there is a difference between religious and criminal law.

### **Individual Liberty**

Within school, pupils are actively encouraged to develop independence and make personal choices, knowing that they are in a safe, secure and supportive environment. We educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and empowering them through education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge or working partners, choice of how they record their work, or choice of participation in our numerous extra-curricular clubs and opportunities.

Pupils at Conifers Primary School are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We endeavour to demonstrate that everyone has rights; this includes the right to say 'No' when appropriate. Some pupils will be able to take responsibility for particular roles and to understand that with certain rights come a level of responsibility and that learning to do things independently is an important part of learning to understand yourself. We support others by participating in local community events and charitable events such as: Children in Need, Comic Relief (Red Nose Day), Epilepsy Awareness, Air Ambulance, Remembrance Day and the food from our harvest festival and any spare lunches goes to the local soup kitchen, Soul Foods. We believe that engendering a caring and helpful environment and learning to be independent can boost and nurture a healthy self-esteem.

**Individual Liberty – At Conifers Primary School we aim to:**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda ([www.unicef.org/crc](http://www.unicef.org/crc))

**Mutual respect and tolerance of those with different faiths and beliefs**

Respect is a core value within which our school ethos and behaviour policy are based. Through class, year group and whole school activities and discussions pupils have a good understanding of what respect means and how it is shown. Our class and school rules and our behaviour policy thoroughly reinforce this ethos. Visitors to our school e.g. the Pais team, also reinforce the importance of respect.

Tolerance of those of different faiths and beliefs is encouraged through our ethos of respect and through enhancing pupils understanding of their place in a culturally diverse society. Within our RE curriculum we study the background and practices of a range of faiths practiced in the UK, including the Christian, Hindu, Sikh, Muslim and Jewish faiths. Discussions in RE and PSHE lessons at an age appropriate level give pupils opportunities to consider the reasons for and consequences of religious and racial intolerance and prejudice-based bullying.

We promote each pupil's inclusion, where possible, in a range of activities, settings and locations. We plan opportunities for pupils to go into the community to meet with a range of people in a variety of situations which include: sports events, music events, and community events. For example, South Dorset Athletics, Multi skills Festival, various regional sports tournaments, church visits, Garden centre and Library visits, Pavement Art Festival, visits to local hospitals and residential homes to sing carols and talk about their school days. It is important to facilitate opportunities to be part of their unique communities as the pupils, families and staff have much to offer in the development of community cohesion.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others. Our Assemblies help all

pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others, challenging stereotypes, current affairs, world events and celebrations from a range of faiths.

Pupils are encouraged to experience British Culture through our curriculum themes. For example: Multicultural Me; World War 2, Festivals, Food Glorious Food, Time for Tea. The school takes part in local sporting activities which helps to instil 'fair play' and engender a 'team spirit'. The pupils support children in Kenya through our Connecting classroom partnership and we regularly share updates.

Staff know pupils well and are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to the Child Protection Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children. The staff work closely with parents, carers and other professionals to ensure that the pupils are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

### **Mutual respect and tolerance of those with different faiths and beliefs**

#### **At Conifers Primary School we aim to:**

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Help pupils to challenge prejudice and discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.