

Greenfield Primary School

Promoting British Values Policy

Overview

Greenfield Primary School will promote British Values through teaching and learning, the curriculum and extra-curricular activities. By doing so, we will ensure that all learners understand the values that have underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare pupils for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs, lifestyles, different sexual orientations, and cultures by promoting the values on which our society has been built. We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act and all protected characteristics will be recognised and accepted and embedded in all areas. By teaching pupils these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

Intent

1. To ensure that all pupils develop an understanding of the values which underpin life in Britain.
2. To teach pupils to have a mutual respect and tolerance for, and an understanding of the various faiths and beliefs represented in Britain today.
3. To ensure that Greenfield Primary school fosters an inclusive learning environment where everyone feels valued and respected, regardless of cultural, ethnic or religious background.
4. To ensure that all pupils learn to uphold the rule of law and support freedom, justice and equality.
5. To help all understand and value the rich diversity that other citizens from different cultures, religions and backgrounds bring to our society.
6. To value people's differences and respect them, including those of different ages, sexual orientation, those with SEND and those of different religious, racial or cultural backgrounds.
7. To develop pupils' awareness and tolerance of communities different to their own.
8. To value democracy and to stand up for right against wrong.

Implementation

1. British Values are actively promoted through PSHE, SMSC and RE, where pupils are taught to value the diversity of our school, families and the wider school community and all pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.
2. We incorporate British values across the subjects of the curriculum, assemblies and whole school events to help all understand how the values have underpinned life in Britain throughout its history, geography, language, literature, sport and games.
3. Greenfield Primary fosters a positive and inclusive school culture where diversity is celebrated, and discriminatory behaviour is not tolerated.
4. We ensure pupils are provided with opportunities to learn about democracy, the rule of law, individual liberty, and mutual respect through the curriculum and wider experiences.
5. The active participation of pupils is encouraged through their role in decision-making processes supported by the valuable members of the school council thereby fostering a sense of democracy, responsibility and individual liberty.
6. We ensure our pupils have regular involvement with the local and wider community through collaboration with other schools, external visitors, community events, local and national celebrations and through supporting charity events and appeals.
7. At Greenfield school, pupils' understanding and ability to distinguish right from wrong is promoted by ensuring the schools rules and expectations are clear and fair in line with the behavior policy.

Impact

Embedding and promoting the fundamental British Values is vital to the school's positive ethos as it promotes an inclusive culture where all members of the school feel valued, respected, supported and heard. It ensures that children gain a clear understanding and respect for democracy, the rule of law, individual liberty, mutual respect and tolerance which will be evident in their behaviour, interactions, and contributions to school life. This therefore provides children with the skills to become responsible and respectful citizens who are able to make positive contributions to Britain's diverse society.

Value	How we promote it
<p>Democracy</p> <p>UN CRC Article 12: <i>Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</i></p>	<ul style="list-style-type: none"> • All pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as our School Council whose members are voted for by the pupils. • School Council representatives are given the opportunity to meet weekly to discuss ways to make improvements and changes within our school. They are given the opportunity to collect ideas and thoughts from pupils across the school and present a verbal newsletter during assembly each week. • We encourage children to volunteer for roles such as the Y6 prefects and the Eco Council. • Opportunities are provided for children to develop their understanding of democracy and parliament through visits and workshops held by the Parliament's Education Service. • Yearly visits to the Oldham Council Chambers take place as part of a Linking Project with other schools to support pupils in learning valuable leadership skills. • In Early Years, 'Fairness' and 'Taking Turns' is woven into much of the curriculum and throughout continuous provision circle time, sharing and playing games. • In Year 4, the origins of democracy are taught through the Ancient Greeks topic.
<p>The Rule of Law</p> <p>UN CRC Article 19: <i>Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them</i></p>	<ul style="list-style-type: none"> • We have high expectations of pupils' behaviour and this is reflected in our positive Behaviour Policy. • Through school assemblies, circle time, PSHE and positive Behaviour Policy children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong. • We have visits from local police officers / PCSOs to talk to the children and explain about their role in society and how they can keep themselves safe. • Children are taught about the importance of following rules in order to keep themselves safe including online safety through the PSHE and computing curriculum as well as through visits from outside organisations such as community police officers, the fire service and road safety organisations.
<p>Individual Liberty</p> <p>UN CRC Article 31: <i>All children have a right to relax and play, and to join in a wide range of activities.</i></p> <p>UN CRC Article 15: <i>Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i></p>	<ul style="list-style-type: none"> • We seek pupil feedback through questionnaires where they are able to put forward their views about curriculum areas and the wider school. • Children can volunteer for various roles by writing a short statement about why they would make a positive impact to the school life as part of the School Council, the Eco Council and prefect roles.

	<ul style="list-style-type: none"> • All children are able to choose extra-curricular activities which capture their interests. For example, they are encouraged to follow their interests in art, music, dance and a range of sports. • Within the PSHE curriculum, there are specific units relating to individual liberty including 'Rights and Respect', 'Valuing Difference' and 'Being my Best', where children's self-esteem and confidence are promoted and they are taught about personal responsibility, choices, and aspiration. • In Early Years, children have the freedom to make choices throughout the day when selecting which learning activities they would like to access.
<p>Mutual Respect</p> <p>UN CRC Article 2: <i>The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</i></p> <p>UN CRC Article 30: <i>Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</i></p>	<ul style="list-style-type: none"> • We have high expectations of pupil conduct and this is reflected in our positive Behaviour Policy. • Through our school's values, and in PSHE children are taught to respect each other, to be cooperative and collaborative, and to celebrate their similarities and differences. • Children take part in the Linking Project with other schools to encourage and promote collaboration and respect for others within the community. • Pupils throughout the school are taught to respect, care for and be generous to other members of our community by being involved in community events, celebrations and charity appeals. • Throughout discussions, group work and team building activities children are encouraged to be fair, listen to each other, respect opinions and share ideas.
<p>Tolerance of Different Faiths and Beliefs</p> <p>UN CRC Article 14: <i>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</i></p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and the Equality Policy. • Children have the opportunity to visit places of worship, either as part of the R.E. curriculum or during religious festivals. • Tolerance of different faiths and beliefs is promoted through the RE curriculum. Children learn about different religions, their beliefs, places of worship and festivals. • As part of the curriculum, classes make visits to theatres, art galleries and museums which showcase different cultures and beliefs. • Children's tolerance and respect for different beliefs is further promoted by inviting external visitors to host assemblies and workshops which focus on a range of religions.

Signed _____ Date _____
(Headteacher)

Signed _____ Date _____
(Chair of Governors)

Date of next review _____

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Promote British Values	Objectives and strategies to develop an understanding. Value people's differences. Learn about democracy and community cohesion.	To understand the values that traditionally underpin British Society Equality Act 2010 Prevent Strategy Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance	All Stakeholders	Completed electronically Paper Version filed	Held on file while policy is operational or linked to past decision making. Computer Retains Copy of Records in 'Archive'

As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Policy Promoting British Values			
Version	Date	Reviewed & Amended by	Comments
1	October 2015	Mike Wood, Headteacher	Reviewed and Amended
2	December 2015	Full Governing Body	Reviewed and Ratified
3	June 2018	Mike Wood, Headteacher	Reviewed and Amended
4	July 2018	Full Governing Body	Reviewed and Ratified
5	November 2020	Mike Wood, Headteacher	Reviewed and Amended
6	November 2020	Full Governing Body	Reviewed and Ratified
7	March 2023	Miss Gabbidon, PSHE/SMSC Lead & Mr Wood, Headteacher	Reviewed and Amended
8		Full Governing Body	Reviewed and Ratified