



Baldwins Gate CE Primary School

British Values Policy

Date of review	May 2022
Chair of Governors	Fiona Boulton
Headteacher	Leanne Lowndes
Date of next review	May 2024

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

In June 2014, the Prime Minister emphasised the important role that British values can play in education.

'All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs' (DfE non statutory guidance) so that pupils have an understanding:

- of how citizens can influence decision-making through the democratic process
- that the freedom to choose and hold other faiths and beliefs is protected in law
- of the importance of identifying and combating discrimination

Furthermore, how well a school promotes such values is an aspect of Ofsted's inspection process.

Although the above is something which has developed in its significance for schools, it is not something new at Baldwins Gate CE (VC) Primary School.

British values are promoted in much of what we do, be it during collective worship, class worship, Religious Education and Personal, Social and Health Education (PSHE) sessions or through our teaching across a range of curriculum subjects. These values are also integral to our school's vision and values. In short, we take a holistic approach wherever possible when teaching British values, so rather than concentrating on individual subjects, British values are interwoven into all aspects of school life.

It is important to note that 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.

At Baldwins Gate CE (VC) Primary School, we recognise that the British values we espouse are not unique to Britain. We acknowledge that they differ in no way from the values of many countries and their cultural backgrounds but as British citizens, we wish to actively promote the values of:

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

At Baldwins Gate Primary School we actively promote British values through our curriculum in the following ways:

Being part of Britain

As a school, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs over the course of the year. This includes, for example, the Harvest Festival during the Autumn term and trips to the pantomime at Christmas. We also value and celebrate national events – examples being Remembrance Day and Bonfire Night.

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

Geographically: During their time at Baldwins Gate, the children learn about the counties and cities of Britain, as well as our rivers, coasts and mountains to ensure that they have a better understanding of what Britain is. They will also look at where Britain is situated in relation to the rest of Europe and other countries in the world. In Geography, the children will also look at how different cultures live and work throughout the world in order to gain a wider and perspective.

Historically: In History, as part of their learning, the children analyse events in both UK and world history, where British values have been tested, such as the World Wars. Key moments in British history are studied in the topics as are significant historical figures.

English: Many books or texts used within school have themes which cover the topics of tolerance, mutual respect and democracy. Within either reading or writing sessions, lessons may look at how these themes are presented and how characters embody these values. Equally, poetry, songs and languages from other cultures are also used. Through our study of Shakespearean texts we develop the children's knowledge and understanding of British writing culture.

PSHE: In lessons, children are given the opportunity to learn and understand their personal rights and freedoms, as well as how to exercise these safely. They also have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils.

Religious education (RE): These lessons reinforce messages of tolerance and respect for others through learning about different faiths and cultures. Whilst at Baldwins Gate, the children also have the opportunity to visit places of worship that are important to different to faiths. We also actively promote diversity through our celebrations of different faiths and cultures.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Baldwins Gate Primary School; democracy is central to how we operate.

An obvious example is our House Captains and Vice Captains. The election of the House Captains and Vice Captains reflects our British electoral system and demonstrates democracy in action. Candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of representatives from different areas of the school; sports ambassadors, worship team, Royal Shakespeare Ambassadors and Eco Leaders as well as our house captains and vice captains meets regularly to discuss issues raised by the different classes and is able to effect change within the school, In addition to this, the pupil leaders are actively involved in recruitment and in providing teachers with feedback.

Another example of 'pupil voice' is:

- through pupil questionnaires and pupil interviews with governors, children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the pupil leaders and senior leadership team to consider.

Pupils 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.

Parents' opinions are welcomed through methods such as questionnaires, parents' evenings, discussions with Governors, as well as the opportunity to contact school whenever the need arises.

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 collective worship, class worship and circle time and when reflecting on behaviour choices. At the start of the school year, each class discusses the school rules and class routines, 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.

Pupils 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

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, we provide boundaries for our 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 PSHE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Baldwins Gate Primary School is proud to promote and celebrate different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

Baldwins Gate CE (VC) Primary School is a Christian School where children, inspired by our Christian values, learn together to be the best they can be. Through respect, tolerance and kindness they learn that they are unique and valued and to celebrate the uniqueness of others.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school will help the pupils to develop an inner discipline and will encourage pupils to not just 'follow the crowd' – they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices they have made. They will want to be honest with themselves and with others.

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Specific examples of how we at Baldwins Gate Primary School enhance pupils' understanding and respect for different faiths and beliefs are:

- through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures – in English through fiction and in art and music by considering cultures from other parts of the world.
- celebrating cultural differences through collective worship, assemblies, themed weeks, noticeboards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.