



Congerstone Primary School



British Values Statement

The Department for Education (DfE) requires all schools ***“to create and enforce a clear and rigorous expectation to 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.”***

At Congerstone Primary School we nurture and support the promotion of British Values through our;

- vision to ***Inspire Each other to Achieve Success.***
- commitment to ensuring an inclusive caring environment, which challenges negative attitudes, so all staff, children, governors, parents and carers feel safe and treated with kindness and equal status.
- expectation that all children who leave Congerstone in Year 6 will have a balanced, open-minded view of society and its differences, and be an advocate for equality and British Values.

Democracy

Democracy is embedded throughout our school curriculum. Children are always listened to by adults and are taught to listen carefully to each other, respecting the right of every individual to have their opinions and voices heard. The curriculum provides many opportunities to debate topics, express views and make a meaningful contribution to our school, e.g. how easy is it to reduce waste within school?

Annual elections take place for School Council representatives, reflecting the British electoral system and demonstrating democracy in action. Regular pupil questionnaires ensure everyone has a ‘voice’ and these are discussed by the school council. At the beginning of a school year each class collaboratively devises their *class charter*; expectations they want to see upheld throughout the year.

The Rule of Law

Within lessons and assemblies, pupils are taught the value and reasons behind laws that govern and protect us, the responsibilities involved and the consequences when laws are broken. Visits from authorities such as the Fire and Police services, help reinforce this message. Clear, consistent consequences and encouraging rewards systems, within our Behaviour and Discipline Policy, promote positive behaviour. Our school has ‘Golden Rules’, which helps children to make good choices about their behaviour and conduct. Class Charters created at the start of each academic year are displayed in class and referred to regularly. They ensure every class member is able to learn in a safe and ordered environment.

In PE, the importance of rules and fair play is highlighted and enables children to understand the need for rules beyond the immediate school context, as well as the importance of exercise as a healthy activity.

Our curriculum has been carefully designed so children develop skills that enable them to understand the way rules and laws were developed at specific times in history and how they reflect the values of the period, i.e. what was once acceptable in the past may not be acceptable now. Our RE units of study allow children to learn about the fundamental rules and beliefs of major religions and focus on common areas, similarities and differences within them.

Individual Liberty

Within school, children are actively encouraged to think for themselves and make good choices, knowing they are in a supportive environment, e.g. challenging themselves in their learning and learning from mistakes. Children are supported to develop self-knowledge, self-confidence and ‘*Build Learning Power*’, in all areas of school life, through provision of a safe environment and inspiring opportunities. As a school we educate and provide boundaries for young children to make choices safely; whether it is through choice of challenge; how they record their work; participation in extra-curricular activities. Our children are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our P.S.H.E, computing and RE lessons. Children also have key roles and responsibilities in school, such as Play Leaders and Y6 Roles and Responsibilities.

Mutual Respect

Mutual respect is embedded within our 'Golden Rules', especially **We are respectful and supportive to everyone in school** – **We don't hurt other people's feelings** which underpins our work every day both in and out of the classroom. Our Golden Rule **We are responsible for our actions and our behaviours** – **We don't make excuses** links strongly to Building Learning Power **Responsibility, our 5th R**. Our children know and understand respect is expected and is shown to everyone by taking responsibility for our actions to people and property, whatever differences we may have, however big or small.

Children learn their behaviour can affect their own rights and have an impact on others. This is a key aspect of PSHE lessons where children learn to understand how our thoughts, feelings and behaviour affect others.

In class, children often take part in collaborative work where they have to work closely and show mutual respect with others: devising a class charter; debating philosophical questions within a range of contexts including assemblies, English book studies, History, Geography, RE and Science lessons. Learning objectives for History, Geography, RE and Science are based on a question, which encourages children to listen, think for themselves, respect the views of others and recognise that, for some questions, there are no clear-cut answers. Additional support maybe provided for individual children in order to develop their self-esteem, 'voice' and respect for others. If there are instances when self-respect doesn't occur then this will be followed up as part of our behaviour policy.

Tolerance of those of Different Faiths and Beliefs

Congerstone Primary School is a non-denominational school but as a British school reflects and promotes values of a broadly Christian nature. This is done through;

- Assemblies as a whole school and as a class. Assemblies are planned with the inclusion of stories and celebrations from a variety of faiths and cultures, we place a strong emphasis on celebrating diversity, understanding differences and showing respect in all its forms.
- Our broad and balanced RE and PSHE curriculums enable pupils to respect and develop a deeper understanding of faiths, beliefs and morals through looking at similarities and differences. We pride ourselves in cherishing individual similarities/differences and debating the positive effects of differences within society.
- Visits to the local church, we are aware Congerstone has little ethnic and religious diversity and that our children need to gain more experience and understanding of this as part of living in modern Britain. To facilitate this, our Friends Of Congerstone (PTA) support with funding trips and visitors, as cost and distance from our rural location can be high.

Our children, staff and our wider community members celebrate the positive contributions all people can make to our school and global community. We expect everyone to;

- be aware of, and actively discourage sexual, racial, gender or disability discrimination, both in school and the wider world.
- actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

All staff are aware of their responsibilities under the 'Prevent Duty' to report incidents to senior members of staff. Regular updates are provided as part of safeguarding updates and training.

Congerstone Primary School Our Golden Rules	
We are responsible for our actions and our behaviour.	We don't make excuses.
We are respectful and supportive to everyone in school.	We don't hurt other peoples' feelings.
We work together as a team.	We don't leave others out.
We take care of our community and look after our environment.	We don't spoil things.
We encourage everyone to be the best they can be.	We don't give up.

