



# Promoting British Values

In June 2014, the Prime Minister emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

British values have always been promoted in much of what we do, during school assemblies, Religious Education and Personal, Social and Health Education (PSHE) sessions. The values are also integral to our vision and values.

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 British values we promote are not unique to Britain. We acknowledge that they do not differ from the values of the many countries and their cultural backgrounds.

Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.

## Being part of Britain

As a school, we value and celebrate the cultural backgrounds of everybody at Swansfield Park. Alongside this, we value and celebrate being part of Britain. This means that we celebrate many festivals and traditions throughout the year. We also value and celebrate national events, a recent example being the 100th anniversary of the start of World War One.

Our children learn about being part of Britain from different perspectives. Through our cross curricular topic work our children learn about the geography and history of our locality and compare this to that of more urban areas within Britain and beyond. The curriculum overview demonstrates the specific aspects covered in both key stage 1 and 2.





## Democracy

Children, parents and staff have many opportunities for their voices to be heard at Swansfield Park Primary School. Democracy is central to how we operate.

Pupils' views, opinions and beliefs are valued within our school community, and children 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.

An obvious 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 two representatives from each class, the School Council meets regularly to discuss, issues raised by the different classes, plan appropriate events and work co-operatively to improve our school.

Pupils are elected to Rotakids, working in partnership with neighboring schools they raise money for local, national and global charities.

Parents' opinions are welcomed at Swansfield Park through channels such as questionnaires, surveys at consultation meetings and parent forums. Recent examples of this are the parental engagement during the primary re-organisation process and over revisions to the school food policy.

## 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 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.

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

As Alnwick is not a culturally diverse town we positively promote opportunities for our children to experience Britain in all its diversity through our topic work and by educational visits. Tolerance, politeness and mutual respect are at the heart of our aims and ethos.

Learning at the heart of our community ensures that our children understand the importance of not only belonging but also taking an active role in the life of





their town. These skills will be particularly necessary in a future where due to technological advances the world will be a smaller place.

Our pupils know and understand 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.

Our school promotes these values and provides a safe and respectful learning community. From time to time there will be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

## British Values in Early Years

The principles and ethos of British values extend down to our youngest children in the school. Whilst not as involved in some of the processes described above for the rest of school, children in the Early Years Foundation Stage from age 2 are supported to make their own choices; their opinions are listened to, respected and valued; and they are involved in making and following class rules appropriate to their age and stage of development. Children in the Early Years are encouraged to respect each other and to acknowledge and celebrate individual differences in a supportive and inclusive manner.

