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# **DEEPING ST JAMES COMMUNITY PRIMARY SCHOOL**



## **Promoting British Values Policy**

# Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. DSJ is keen to support all children in learning about, and deepening their understanding of British values, culture and systems.

## Aims

This policy sets out the five key areas within which the DfE has defined British values, and the ways in which Deeping St James Community Primary School (DSJ) children learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

## British Values

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect
- Tolerance of different faiths and religious and other beliefs

At Deeping St James Community Primary School, we strongly agree with the Department for Education's five-part definition of British Values:

As a school we also try to actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

## Summary

All staff and students at DSJ are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist, it will be dealt with quickly and effectively.

## Examples of how DSJ promotes British Values

British Values	Current Practice
<p><b>Democracy:</b> Respect for democracy and support for participation in the democratic process</p>	<ul style="list-style-type: none"> <li>• Active school council that are democratically elected</li> <li>• School Council involvement of appointing new teaching staff members</li> <li>• Discussions on election processes during general elections.</li> <li>• Pupil Questionnaires concerning the school and learning opportunities.</li> <li>• In lessons all children are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.</li> </ul>
<p><b>The rule of law:</b> An appreciation that living under the rule of law protects individual citizens. An understanding that such bodies as the police and army can be held accountable by the people through the democratic organs of government.</p>	<ul style="list-style-type: none"> <li>• Golden Rules within school highlighted and used extensively to emphasise the need for rules.</li> <li>• Class Rules created by the children in each class to establish how the class will work most effectively together.</li> <li>• Police engagement in work week to develop a greater understanding of the Police’s role in law and order.</li> <li>• Visits from our local PCSOs to deliver safety information for children.</li> <li>• Mini Police Scheme operated at the school</li> <li>• A wide range of competitive sporting opportunities builds respect, fair play and sportsmanship.</li> </ul>
<p><b>Individual liberty:</b> An understanding that the freedom to hold other faiths and beliefs is protected by law and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be discriminated against.</p>	<ul style="list-style-type: none"> <li>• Within RE work – learning about different religions and their beliefs – teaching about tolerance and differences.</li> <li>• Links, and reciprocal visits, to a Peterborough based multicultural school to discuss similarities and differences, and to develop friendships.</li> <li>• Visits to different religion’s places of worship.</li> <li>• Links with a school in Nigeria.</li> <li>• Through our PSHE sessions, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely               <ul style="list-style-type: none"> <li>• <b>Individual Liberty</b></li> </ul> </li> <li>• Support all pupils to develop positive self-esteem, self-confidence, self-awareness and self-knowledge.</li> <li>• Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.</li> <li>• Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.</li> <li>• Work tirelessly to establish and maintain a climate in which all students feel safe, and bullying is not tolerated</li> </ul>

<p><b>Mutual respect and tolerance:</b> Support for equality of opportunity for all and respect</p>	<ul style="list-style-type: none"> <li>• Golden Rules and the whole ethos of DSJ are bound up in tolerance and respect for others.</li> <li>• Assembly themes often based around these areas.</li> <li>• Celebration assemblies identifying successes in a wide range of activities.</li> <li>• Raising money for others less fortunate.</li> <li>• Celebrating each person's uniqueness.</li> <li>• Understanding of disability, including visits from disabled Olympians.</li> <li>• A wide range of competitive sporting opportunities builds respect, fair play and sportsmanship.</li> <li>• A wide range of musical events involving team working and respect for each other.</li> </ul>
<p><b>Tolerance of different faiths and religious and other beliefs:</b> an understanding of the problems of identifying and combating discrimination</p>	<ul style="list-style-type: none"> <li>• Within RE work – learning about different religions and their beliefs – teaching about tolerance and differences.</li> <li>• Links, and reciprocal visits, to a Peterborough based multicultural/faith school to discuss similarities and differences, and to develop friendships.</li> <li>• Visits to different religion's places of worship.</li> </ul>