



CHRIST CHURCH CoE PRIMARY SCHOOL



Promoting British Values: A Whole School Strategy

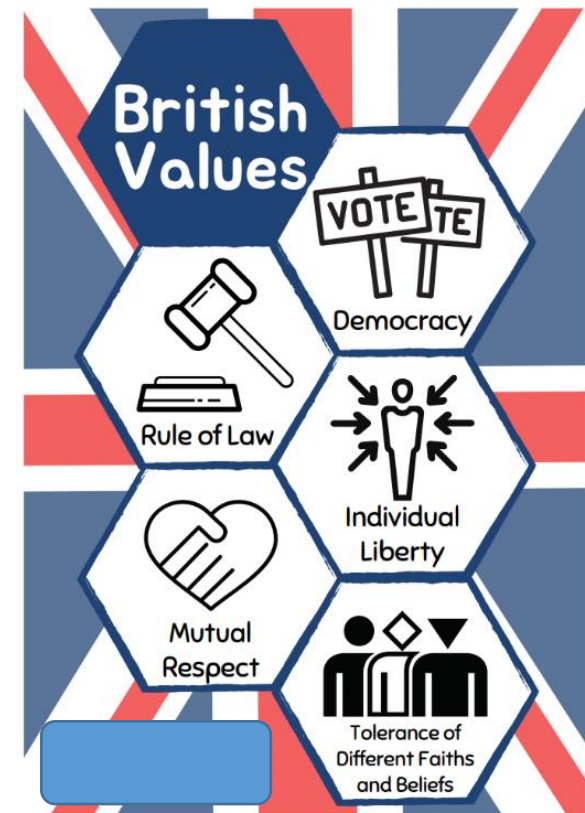
In 2011, the Government defined the fundamental British Values as:

**Democracy / The Rule of Law / Individual Liberty
Mutual Respect / Tolerance**

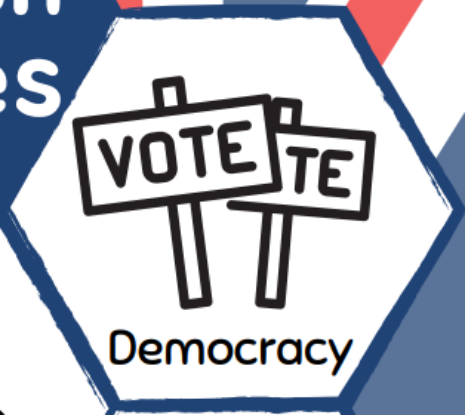
This guidance was published to further strengthen previous government guidance to improve the spiritual, moral, social and cultural (SMSC) development of pupils, in order to ensure that young people leave school prepared for modern life in Britain.

In November 2014, the Government outlined that schools must have a clear strategy for embedding these values and show how their work has been effective in doing so.

Christ Church CoE Primary School promotes these universal values through our strong Christian ethos, school values, curriculum delivery and enrichment activities.



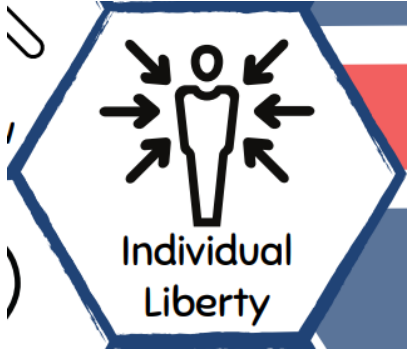
DEMOCRACY

Provision	How we promote DEMOCRACY	Impact
<p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • Maths (e.g. data handling) • English – Understanding and Speaking • SMSC – Social, Moral • Lesson activities – Effective participators, Creative thinkers, Reflective learners, Independent workers, Team workers • School Council 	<ul style="list-style-type: none"> • Each class discuss and agree class rules / Code of Conduct at the start of the year. • The children elect their own School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • The School Council meet to discuss issues and concerns that affect the students • The School Council discusses how to obtain the views of others through surveys, class visits and meetings 	<ul style="list-style-type: none"> • Pupil voice is recognised and listened to – pupil interviews are regularly completed as part of school monitoring. • SMSC outcomes addressed in an informed way to ensure that all students make progress within SMSC. • Children have a greater understanding of how democracy affects their lives and the wider community.
<p>UN CRC Article 12:</p> <p><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> <p>Students are supported so they can express their views and ideas when they review their work and learning, and at their SEN reviews.</p>	<ul style="list-style-type: none"> • A clear SMSC programme is embedded throughout the school curriculum. • Democracy is promoted through the curriculum (e.g. in maths data handling which involves obtaining views of others) • Relevant local / national / global elections are discussed with children (e.g. in class Worship, PSHE / Circle Time) and is age appropriate. 	

RULE of LAW

Provision	How we promote the RULE OF LAW	Impact
<p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • PSHE curriculum • Behaviour Management Strategies • Safeguarding procedures • Anti-bullying strategies 	<ul style="list-style-type: none"> • We have high expectations of pupil behaviour which is reflected in our Behaviour Policy and is clearly displayed around school. • Good behaviour is recognised and rewarded within classes and the wider school community (e.g. Dojo Points). • Individual Behaviour Plans / rewards are used with children who have difficulty managing their own behaviour. 	<ul style="list-style-type: none"> • Pupils are clear about what is acceptable behaviour in school. • Staff are able to identify triggers and use de-escalation techniques to assist pupils in changing their behaviour. • Good communication and record-keeping enables staff to determine alternative strategies for behaviour management.
<p>UN CRC Article 19:</p> <p><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"> • Annual Leavers service held to recognise students' effort, positive behaviour and contribution to the school. • All staff monitor and share behaviour concerns about individual children. • Children are taught how to make right choices to earn trust and respect. Collective worship, PSHE and RE support pupils to develop a strong sense of morality. • Staff training /awareness of statutory requirements (e.g. Safeguarding, Prevent Duty, Health & Safety). 	<ul style="list-style-type: none"> • Pupils celebrate a full range of achievements throughout the school. • Behaviour and safety within the school is further strengthened through staff training and agreed protocols. <div data-bbox="1532 922 1951 1283" data-label="Image"> </div>

INDIVIDUAL LIBERTY

Provision	How we promote INDIVIDUAL LIBERTY	Impact
<p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • E-safety • PSHE • Anti-bullying work • Nurture Groups 	<ul style="list-style-type: none"> • Children are taught that every person is special and valued. • Children are reminded that we all have the right to be safe, the right to be happy and the right to learn. • The school actively promotes a zero-tolerance approach to bullying. • All pupils are taught about choices and responsibility, hopes and aspirations through Collective Worship and PSHE / RE curriculum. • Pupils aspirations are recognised and promoted. • Pupils are encouraged to take opportunities to follow their interests through the curriculum and in clubs. • Pupils' achievements are celebrated in assembly & in our special achievement display. • The school has a proactive approach to Online safety. 	<ul style="list-style-type: none"> • Pupils are aware that school rules/ guidelines are in place to ensure we are all safe, happy and able to learn. • School ethos is conducive to pupil well-being; learning environments continue to support pupil progress. • Pupils are recognised and celebrated by the whole school community. • Bullying is extremely rare, with incidences being investigated and addressed according to school policy. • Online safety protocols are embedded throughout the school.
<p>UN CRC Article 15:</p> <p><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> <p>UN CRC Article 31:</p> <p><i>All children have a right to relax and play, and to join in a wide range of activities.</i></p>		

MUTUAL RESPECT

Provision	How we promote MUTUAL RESPECT	Impact
<p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • RE curriculum and scheme of work • SMSC planning • Fundraising • MFL - Spanish • International links 	<ul style="list-style-type: none"> • We have high expectations about pupil behaviour as reflected in our Behaviour Policy. • We have a zero-tolerance policy to bullying in school; all complaints about bullying is investigated thoroughly following agreed protocol. • All pupils are taught to respect each other, to be cooperative and collaborative, to be supportive and to be understanding of difference (Collective Worship, School Values and PSHE/RE curriculum). • Staff treat all pupils with mutual respect; staff assist children on a daily basis in the development of their behaviour and personal skills. • Through our wider curriculum we learn about how we can help others (e.g. fundraising days). • We support a range of charities and this is valued as an important part of our school community work. • We use Bible stories and the teaching of Jesus to promote Christian values, tolerance and respect within our RE curriculum and in worship. • We promote a wider understanding of the beliefs of others through our RE curriculum / worship. • We celebrate a range of different cultures and faiths. • Mutual and self-respect is also promoted through the School rules, our PSHE lessons and worship. 	<ul style="list-style-type: none"> • Mutual respect is at the core of the school community and is reflected in our central school value of love. • The school rules are followed throughout the school. Staff guide pupils into making good choices. • Where needed, individual Behaviour Plans / targets are developed to support respect/behaviour towards others. • SMSC outcomes are embedded within the curriculum to ensure that pupils make good progress over time. • Our RE curriculum provides appropriate breadth and balance for all learners throughout the school. <div data-bbox="1554 938 1944 1273" data-label="Image"> </div>
<p>UN CRC Article 2:</p> <p><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:</p> <p><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>		

TOLERANCE / ACCEPTANCE

Provision	How we promote TOLERANCE	Impact
<p>Links to school curriculum/provision:</p> <ul style="list-style-type: none"> • RE curriculum • SMSC • Creative Arts (Art, Design and Music) • RE and History • DT – Food Technology 	<ul style="list-style-type: none"> • High expectations about pupil conduct is reflected in our Behaviour Policy. • Racial and prejudicial incidences are investigated by school staff and parents informed. • School addresses pupils’ misconceptions and/or stereotypes of groups age-appropriately (e.g. through picture books). • Acceptance of different faiths/beliefs is promoted through the RE curriculum; Students learn about different religions, their beliefs, places of worship and festivals. • Opportunities are used to celebrate difference and diversity. • Topic work ensures children learn about a range of cultures and traditions throughout history and across the world. • Children are encouraged to see links between tolerance and historic / current conflict around the world (e.g. through Picture News discussions) • The school environment celebrates difference and diversity. • Key texts for literacy represent a range of cultures. 	<ul style="list-style-type: none"> • Prejudicial incidents are monitored and reported to Governors; additional activities are implemented to challenge prejudices. • All pupils recognise ‘difference’ as a positive – children can explain that we are all unique and all special (e.g. through Jigsaw work). • Pupils understand that Christians believe that God loves us all and wants us to treat each other with loves and care. • All pupils, parents and staff are covered by our Equal Opportunities policy, ensuring no-one suffers prejudice within our school community
<p>UN CRC Article 14:</p> <p><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.</i></p> <p>UN CRC Article 30:</p> <p><i>Every child has a right to learn and use the language, customs and religion of their family.</i></p>		



We will actively challenge anyone who expresses opinions contrary to these fundamental British Values.