



British Values

May 2024

Chawson First School is committed to actively promoting core British Values and serving its community. We recognise that this includes challenging opinions or behaviours in school that are not in line with these core values while also considering, the ever-changing nature of the United Kingdom, relating to multi-cultural and multi-faith principles. We also understand the vital role we have in ensuring that groups or individuals, within school, are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

We follow the published guidance the requirements of section 78 of the Education Act 2002 and Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained schools, November 2014, which guarantees that there will be no discrimination against any individual or group, regardless of their faith, ethnicity, gender, sexuality, political or financial status or any of the protected characteristics. At Chawson First School we are dedicated to preparing children for their adult life, beyond the formal curriculum, and ensuring that we promote and reinforce British Values to all pupils, throughout all aspects of school life.

The Government emphasises that all UK schools are required to teach the key 'British Values'. The Government set out its definition of British Values in the 2011 Prevent Strategy.

The five British Values are:

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

Aims and Objectives

At Chawson our school values are integral to the school vision and ethos and are reinforced throughout all aspects of daily school life. We aim for our children to be independent, articulate and aspirational as these are fundamental aspects which will support their developing characters and help to shape their behaviours, mindsets and choices as they journey towards adult life. We work in partnership with parents/carers and outside agencies so that all learners can become confident, motivated people in an environment where they feel happy, valued and respected. We challenge all children through supportive and active opportunities.

Chawson First School aims to:

- Actively promote respecting others, their ideas, cultures and beliefs.
- Encourage perseverance, creativity, problem solving and enquiring minds.
- Encourage our children to take pride in themselves, to be polite and respectful and to become responsible members of our community.

- Develop positive partnerships with children, parents/carers, staff, Governors, outside agencies, volunteers and the wider community by valuing the contribution they make to school life.
- Value and nurture all children to ensure they are happy in school.
- We teach through a cross curricular approach involving children in the planning; building on their experience and interests.
- Promote and encourage children to engage with their learning through a range of activities that develop life skills such as creativity, empathy, resilience and cooperation.
- Promote and celebrate the children's efforts, achievements and perseverance both in and out of school.
- Deliver a balance of themed assemblies which include sharing and reflection and promote children's Spiritual, Moral, Social and Cultural development while reinforcing what is right and wrong.

Being part of Britain

Chawson First School uses activities within the coverage of the National Curriculum and beyond to embed the five British Values for our children. As a school, we value and celebrate the diverse heritages of everybody. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival, Remembrance Day and Easter. We also value and celebrate local and national events, such as the London Olympics and national charity days such as Comic Relief.

Democracy

The principle of Democracy is one of the key drivers to how we operate at Chawson First School. Children, parents/carers and staff have many opportunities for their voices to be heard. For instance, we have a school council formed from children that are elected and voted for to represent every class from both KS1 and KS2. This process reflects our British electoral system and demonstrates democracy. School council meet regularly to discuss whole school topics and issues. The school council is able to genuinely effect change within the school; through where relevant, being involved in recruitment of staff, ensuring that the school rules are up to date and agreeing arrangements for playtimes.

Other examples of 'child voice' are:

- The Eco committee, which has representatives from each KS1 and KS2 class.
- The E-Safety Council, which has representatives from each KS1 and KS2 class.
- Throughout curriculum lessons children are 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 children 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 children.
- Children are often interviewed by staff and Governors to ascertain their views of the curriculum and school.

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 KS1 and KS2 class discusses and sets its own class rules, a set of 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.

Children 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:

- Year 4 behaviour champions who set good examples and monitor behaviour around school throughout the day.
- Visits from authorities such as the police and fire service.
- During Religious Education, when rules for particular faiths are discussed and thought about.

- During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.
- We have a home school agreement which is shared with parents/ carers when children begin school.
- We have e-safety agreements for staff, parents/ carers and children.

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 and empowering education, we provide boundaries for our children to make informed choices safely; for example:

- Choices about their learning or activities
- Choices around the participation in extra-curricular activities
- Social choices and friendship groups
- Our children are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, with consideration for others, such as in our e-safety, PHSE and RSE lessons.
- Staff are aware of different vulnerable groups of children and work to ensure that they have equal opportunities in learning.
- The equal opportunity policy outlines how all members of the community are provided for.
- Children are encouraged to look after their own property and that of others. This is reflected in the schools Independence award which the children work towards achieving in all year groups.

Mutual respect and tolerance of those with different faiths and beliefs

Our children know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource or a religious belief. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect and this is demonstrated through our teaching and learning environment.

Specific examples of how we enhance children's understanding and respect for different faiths and beliefs are:

- Through Religious Education, RSE, PHSE and other lessons, where we might develop awareness and appreciation of other cultures.
- Cultural study weeks where we celebrate and enjoy learning about the differences in countries and cultures around the world, whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with a disability. We enjoy a cultural school week with a varying theme or focus across a three-year cycle.
- Anti-bullying activities
- Assembly themes which include the values of respect and tolerance and often demonstrate how we can successfully live together.

Date for review: May 2027