

British Values at East Bergholt CEVC Primary School – reviewed November 2018

Fundamental British values as “democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

At East Bergholt CEVC Primary School, British values are promoted in much of what we do. During assemblies and with the link to our Christian Values for Life, Religious Education (RE) lessons, Personal , Social and Health Education (PSHE) lessons and through the wider curriculum.

Our curriculum drivers of enquiry, community and spirituality ensure that our curriculum embodies British Values. Whenever possible the children’s learning is drawn from first - hand experience and active participation, the school achieved a Gold School Games Award for the second year running which demonstrates the British Value of mutual respect during tournaments and festivals. We run Forest Schools in KS1 demonstrating the Value of respect for our environment and others who use it and take part in tree planting.

As well as promoting British values, we actively challenge children, staff or parents expressing opinions that are contrary to fundamental values including “extremist” views and are committed to safeguarding our pupils who maybe vulnerable to radicalisation. All staff and governors have been trained in the Government ‘Prevent’ procedures.

Being Part of Britain

We celebrate a pattern of traditions and festivals across the year e.g. Harvest Festival, Remembrance Day, Easter and a range of Christmas celebrations including a KS1 Nativity and Carols in the village.

Our curriculum is a tool which enables us to look at natural features of the British landscape, famous British people and aspects of British life both past and present. Examples are below:

- Stone Age Britain
- Local area study of Dedham/Flatford
- Guy Fawkes
- Studies of local and national artists including Gainsborough and Constable as local artists
- Victorians/Tudors topics
- Fire of London topic
- Britannia topic

The school celebrates key aspects of the life of the Royal Family such as a Royal Wedding with street parties and celebrations.

Democracy

Children, staff, parents and Governors have many opportunities for their voices to be heard. Some examples include through termly parent consultation meetings, parent questionnaires, on-line surveys, parent consultation on key aspects of school life, regular face to face meetings with the Head and senior staff.

Our School and Eco Council, Sport Council and Junior Road Safety Officers are elected in a democratic way with each candidate making an application to voters who need to recognise the characteristics that make good representatives. All the councils challenge and change many aspects of school life and make sure the children are safe and happy.

The school has a set of rules to ensure their room is a happy, respectful, constructive and safe place in which to learn.

Year 6 children visit the Houses of Parliament in the summer term to see democracy in our country in action and to better understand the legal processes as part of our country's heritage.

At the time of national elections and referendums the school takes to opportunity to explain these to children through assemblies and classwork.

Rules and Laws

The importance of rules and laws, whether they be those that govern our country or school are referred to and reinforced often. School rules ensure a safe and orderly work place. Roles of responsibility enable the children to reflect on how to make a contribution and our behaviour expectations challenge the children to consistently make positive behaviour choices. Our Behaviour Policy reinforces the rules of the school for the benefit of all members of the school community.

Recent learning experiences such as online safety assemblies, anti-bullying week, off site swimming, lunch hall rules, Forest School rules and playtime rota rules mean that children understand that an organisation has to have rules to run smoothly and that this will be the same as they take their place in the wider community.

Children work with the police at different times during their primary school experience to emphasise the need for rules and laws.

Individual Liberty

We promote freedom of choice and the right to respectfully express views and beliefs. We provide sensible boundaries within which our children can make choices for themselves. All adults within our school community pro-actively build trusting, respectful relationships with all children to boost self-esteem and enable children to confidently make good choices.

Some of the situations in which children will make their own choices:

- How to tackle a next step challenge
- How best to record their reading in reading record books
- Choices in extra-curricular opportunities
- Children make choices at lunchtimes from their reception year
- Children choose activities during our 'Wow' days when they work with others across the school.

Mutual respect and tolerance of those with different faiths and beliefs

Our school embraces the cultural diversity which makes learning opportunities and experiences even more important in preparation for later life and in understanding the cultural diversity of British society. Mutual respect is at the heart of our ethos and values. Our children know and understand that our expectation is the appreciation and respect of difference in all its forms.

The children develop understanding of the richness and diversity of differing cultures through:

- RE – the beliefs, festivals and celebrations of Christianity, Hinduism, Sikhism, Judaism, Buddhism, Islam
- PSHE – understanding community
- English fiction and non-fiction texts
- Art stimuli
- Famous people from across the globe e.g. Nelson Mandela, Florence Nightingale, Martin Luther King.

We actively seek opportunities for the children to show respect for others in the community through school performances to the elders of the village, a village show of craft and cooking judged by members of the community.

We have a link to a school in a different cultural context to ensure our children have respect for those of different faiths and backgrounds.