

# Promoting British Values

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*



The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated this year (2014). Our school meets the requirements of the Education Act 2002 (section 78) by promoting the spiritual, moral, social and cultural (SMSC) development of our pupils. Through SMSC provision we actively promote British Values.

At St Luke's these values are reinforced regularly and in the following ways. We keep an up to date audit of all such teaching and learning opportunities.

Value	How we promote it
<p><b>Democracy</b></p> <p><b>Links to school values:</b> Faith, <b>Responsibility, Belonging, Creativity, Respect, Flourish, Inclusion</b></p> <p><b>UN CRC Article 12:</b> 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.</p>	<ul style="list-style-type: none"> <li>• At St Luke's, one of the ways in which we teach the value of democracy is through involving children in the elected School Council. Children can choose to stand for election, making a speech to their voters. All children then take part in voting for their representatives. This reflects the ideas underpinning elections in Britain. The ideas generated by the school council are taken into account when making changes to the school, for example the new library.</li> <li>• Further to this, when a general election takes place, it is highlighted to the class and used as a basis for a learning discussion at the age appropriate level.</li> <li>• We also ensure that children have lots of other opportunities to take part in voting based activities, for example through curriculum based surveys and questionnaires, data gathering in maths and class choices for end of term or golden time rewards.</li> <li>• Children have the opportunity to exercise their democratic rights through contributing to the making of rules for their own classes, discussing the reasons for these and deciding what they should be.</li> <li>• Children are regularly given real choices, including what they have for school dinner, which events they participate in on sports day and which extra-</li> </ul>

	<p>curricular activities and clubs they join. Likewise, children have the opportunity to choose their own level of involvement in class worship and class assemblies, and to make contributions to the form these take.</p> <ul style="list-style-type: none"> <li>• Opportunities are available for children to nominate themselves or others for assembly awards.</li> <li>• Children are encouraged to share their ideas on future topics and what should be covered within these, through asking questions, both within lessons and through the use of question boxes in classes. This is evidenced in medium term planning. This enables them to make a contribution to the direction the topics take.</li> <li>• In addition to this, children benefit at times from opportunities to choose how they learn and with whom they work.</li> <li>• Similarly, parent views and opinions are taken into consideration through things such as the 'Meet the Teacher' meetings.</li> <li>• Through PSHE activities including whole class circle time, <i>Growing Together</i> support and the use of the magic script, children's awareness of the democratic rights of others is promoted.</li> </ul>
<p><b>The rule of law</b></p> <p><b>Links to school values:</b> Faith, <b>Responsibility</b>, <b>Belonging</b>, Creativity, <b>Respect</b>, Flourish, <b>Inclusion</b></p> <p><b>UN CRC Article 19:</b> Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who</p>	<ul style="list-style-type: none"> <li>• Through direct teaching and consistent school expectations we develop children's understanding of the importance of the rule of law.</li> <li>• Class codes are made with the children's input. These rules, along with school rules, are clear to the children and are consistently applied. Our behaviour policy, with the use of rewards and sanctions where appropriate helps to promote positive behaviour. The benefits of this are highlighted to the children and celebrated through things such as praise, stickers, assembly awards and the golden book.</li> <li>• Children are taught to be aware of their responsibilities and to accept the consequences of their choices, through whole class PSHE including SMART thinking, support programmes including <i>Growing Together</i> and <i>Step by Step</i>,</li> </ul>

looks after them

and the use of social stories where appropriate. This promotes their knowledge of right from wrong and supports them to make good choices.

- Through the teaching of history, the importance and the development of the rule of law is covered.
- Visits and visitors from outside the usual school community, including police officers, Crucial Crew and Basildon Youth Theatre as well as the running of programmes such as Bikeability further develop children's understanding of the rule of law and the ways in which it applies to them both now and in the future.
- Social rules such as lunchtime etiquette are also promoted to the children and their importance discussed and highlighted.
- Internet safety is a very regular part of the ICT curriculum, in which children's awareness of potential dangers is developed. Ways in which they can keep themselves safe, and what to do if they are worried, are directly taught.
- All staff undergo regular safeguarding training, to ensure children are protected as fully as possible in this regard.

**Individual liberty**

**Links to school values:** Faith, **Responsibility, Belonging, Creativity, Respect, Flourish, Inclusion**

**UN CRC Article 31:** All children have a right to relax and play and to join in a wide variety of activities.

- The individual liberty of children is well developed at St. Luke's. Children are given lots of opportunities to exercise their individual liberty through a variety of curricular and extra-curricular activities.
- At appropriate times within lessons children are given many choices, including which work to try, where to sit, with whom to work, which work to select for celebration. They also have the choice of how they respond to dialogue marking in their books. In Foundation Stage, children participate in a highly child-led curriculum.
- The social and emotional provision of the school promotes individual liberty. During direct teaching in PSHE, themed weeks (such as Safety Week) and special events such as Crucial Crew, children learn about the rights and

<p><b>UN CRC Article 15:</b> 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.</p>	<p>responsibilities they hold as individuals within school, as well as the International Rights of the Child. Local, national and world news is used as a means of considering the idea of individual liberty, within age appropriate discussions.</p> <ul style="list-style-type: none"> <li>• The school's policy of inclusion ensures that the learning environment is adapted and personalised where necessary, both within the classroom and on occasions such as Sports Day to ensure that all children have full access to the curriculum and other opportunities. Teachers, LSAs and other staff advocate for children where necessary to ensure that all have a choice.</li> <li>• The school's behaviour policy strongly reflects the idea of choices for the child. Through rewards and sanctions, children are taught to bear responsibility for the choices they make and to aim to make good choices while maintaining their individual liberty.</li> <li>• Freedom of speech is promoted through the teaching of Philosophy,</li> <li>• Children hold free choice over whether to participate in prayer, in standing for school council elections, in what part they play in things like end of term performances, class assemblies and the talent show. Similarly children have free choice over who they consider friends, who they choose to play with at break-times, what and where they play, within bounded limits.</li> <li>• Children are encouraged to make decisions for themselves and are supported to carry out things such as fundraising, where they choose the charity they wish to support, the type of event they will choose and how they will run it.</li> <li>• Parents are also encouraged to promote the individual liberty of children through use of the Step by Step programme.</li> </ul>
<p><b>Mutual respect and tolerance of different faiths and beliefs</b></p> <p><b>Links to school values: Faith, Responsibility,</b></p>	<ul style="list-style-type: none"> <li>• The school strives to promote mutual respect and tolerance, within the school community and in the wider world.</li> <li>• The behaviour policy of the school highlights respect for others and follows a system of sanctions and rewards to put this in place.</li> </ul>

**Belonging, Creativity, Respect, Flourish, Inclusion**

**UN CRC Article 2:** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.

**UN CRC Article 14:** 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. Parents should guide their children on these matters.

**UN CRC Article 30:** Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of the people in the country or not.

- Respect for the views of others is an intrinsic part of Philosophy sessions, and it is also an underlying principle of the Magic Script, which is used throughout the school by children to manage difficulties with others.
- While St. Luke's is a Christian community with a predominantly Christian focus to collective worship, the Agreed Syllabus for Religious Education is taught to ensure children develop their understanding of other faiths, beliefs and religions, including their worship, customs and festivals. To this end, visitors from other faiths sometimes attend and take school assemblies, for example Ksantivajra, a visitor from the Buddhist centre. Similarly, the school provides opportunities for children to visit places of worship for other faiths, for example the BAPS Shri Swaminarayan Mandir in Neasden, as well as frequent visits to our linked church.
- Class worship is held on a weekly basis, being led by the children where appropriate. Children have access to a range of religious texts from different faiths for this purpose, and are also introduced to the religious texts of other faiths during whole school assemblies.
- Children have access to a range of multicultural texts in the class book corners and school library. They are encouraged to share their knowledge and personal experiences of other faiths and cultures during RE lessons, show and tell, and as part of everyday classroom life.
- In PSHE, the moral ideas of right and wrong are explored. In RE, this is linked with the views of different faiths on the subject.
- The school aims to include themed cultural days within the curriculum and to provide stimulating displays on other cultures, faiths and beliefs. This raises the profile of a range of other beliefs, while maintaining the Christian character which underpins St. Luke's. Through this, children are taught the great importance of mutual tolerance and respect.