

# Promoting British Values at Sneinton St Stephen's C of E Primary School

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We regularly promote these values through our own school values, curriculum and wide range of enrichment activities.

Value	How We Promote It?
<p><b>Democracy</b></p> <p>Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter and sign it. Children have many opportunities for their voices to be heard. We have a School Council which meets regularly to discuss issues raised in class council meetings. Two council members for each year group are voted in by their class, these elected children are actively involved in staff recruitment. We have an Executive School Council that represents our school across Transform Trust. Some of these children have visited the Houses of Parliament and the local Council House.</p> <p>Children are able to take on extra responsibilities such as: Behaviour Buddies, Lunch time Commandos, Bike Leaders and Eco Council.</p> <p>Children have an annual questionnaire with which they are able to put forward their views about the school.</p>	
<p><b>Links to:</b> Respect Trust Rights Hope</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. (see UN 12 assemblies)</p>	<ul style="list-style-type: none"> <li>• Recruitment of staff</li> <li>• Playground Pals</li> <li>• Behaviour Buddies</li> <li>• House of Parliament visit</li> <li>• Council House</li> <li>• House Captains (KS2)</li> <li>• Governors</li> <li>• Rewards - Class Marbles</li> <li>• Democracy Day (past) Local MP</li> <li>• School Council</li> <li>• Eco Council</li> <li>• Executive School Council</li> <li>• Vote for your Captain day</li> <li>• Visits - Council House MP</li> </ul>
<p><b>The rule of Law</b></p> <p>The importance of Laws, whether they are those that govern the class, the school, or the country, is consistently reinforced throughout regular school days.</p> <p>Through restorative justice, our behaviour policy encourages children to take responsibility for their actions and gives them the opportunity to give something back to</p>	

the school community. The school reflects these values through regular collective worship.

Pupils are taught the value and reasons behind the laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The children are given personal responsibility to comprise their own class rules and to govern this through playtime leaders and behaviour buddies.

Our school values empower the children to not only understand right from wrong but to have the courage to influence their own and their peer's behaviour.

We have regular visits from authorities such as the Police and Fire Service. This helps reinforce this message. In addition, we have the GREAT Project (Great Relationships are Equality and Trusting) work with the children on understanding how to create healthy relationships.

**Links to:**

Respect  
Courage  
Responsibility

**UN CRC Article 19:** 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.

- Lunchtime leaders - commando Joe/Jane
- PCSO's in school - known to school
- Restorative Justice
- Relationship - Domestic Violence
- Anti-Bullying week
- School Rules
- Right from wrong
- Parent Charter
- School values
- Class charter
- The GREAT Project
- School council - putting forward ideas /change
- ARK
- Personal stars
- Incident forms - children to write their own accounts
- Behaviour Policy
- School council - Staff interviews
- Personal responsibility
- Behaviour Buddies
- Attendance

## Individual liberty

Children have the opportunity to develop their own sense of identity through the whole school values, making choices in their learning and Restorative Justice. Children are activity encouraged to show their own views and respect those of others

**Links to:**

Respect  
Courage  
Responsibility  
Trust  
Hope  
Rights

**UN CRC Article 31:** All children have a right to relax and play, and to join in

- Reflection time - share views / share feelings
- Pupil voice - school council
- Relationship education
- Freedom of choice - role play
- Challenging stereotypes
- Big question R.E.
- Diversity of staff, children and community
- Collective worship speakers from different faiths
- Philosophy next steps

<p>a wide range of activities.</p> <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>	
<h2>Mutual respect</h2>	
<p><b>Links to:</b> Respect Friendship Co-operation Belonging Trust Honesty Humility</p> <p><b>UN CRC Article 2:</b> The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p><b>UN CRC Article 30:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Philosophy debate - English Curriculum</li> <li>• GREAT project</li> <li>• School Values</li> <li>• More cross year group works</li> <li>• RJ</li> <li>• Taking risks (performance)</li> <li>• More positive female role models</li> <li>• RE curriculum developments</li> <li>• Commando Jane</li> <li>• More Non-Christian songs and stories discuss a range of discrimination issues - sexism - disabilities</li> <li>• Interfaith Work (Collective Worship) - more non-Christian visitors</li> <li>• SRE</li> <li>• PSHE - Respecting officers' rights + beliefs</li> <li>• Anti-bullying</li> <li>• Do move to challenge stereo-types (e.g. Sam Doyle)</li> </ul>
<h2>Tolerance of different faiths and beliefs</h2>	
<p>Sneinton serves a diverse and culturally rich community therefore we believe we are microcosm of British Society. As a C of E school, we want to promote clear Christian Values and introduce faith understanding amongst our children and community.</p> <p>The school is underpinned by Christian values that lie at the heart of the school. We provide regular periods of reflection to enable pupils to consider the values in other world faiths</p> <p>Faith leaders and community members from the diverse community regularly lead our collective worship. Alongside Christian celebration and stories, we share stories including Diwali, Eid and Chinese New Year. Children visit places of worship that are important to other faiths. A recent INSET day enabled staff to visit the local Mosque to enhance their knowledge of the Islamic faith.</p> <p>At Sneinton we will actively challenge pupils, staff or parents expressing opinions contrary to Fundamental British Values including 'extremist' views</p>	
<p><b>Links to:</b> Respect Trust Patience Hope</p>	<ul style="list-style-type: none"> <li>• Promote tolerance through school values</li> <li>• Celebrate different festivals</li> <li>• International partnerships</li> <li>• Prayer room open to all</li> <li>• Teaching staff of different faith</li> </ul>

**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.

- Staff inset
- The Blessed faith
- Leaders of faiths visiting school
- visits different places of worship
- Lack of conflict over faith in school
- Around the world food at summer fairs
- Parents involvement
- Philosophy + debate
- Atmosphere - children confident to express faith

<b>Term</b>	<b>SEAL theme</b> <b>Every other year focus</b>
<b>1</b>	New beginnings
<b>2</b>	Getting on and falling out
<b>3</b>	Going for goals
<b>4</b>	Good to be me
<b>5</b>	Relationships
<b>6</b>	Changes