



# British Values

## British Values at The Firs Lower School

### 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 guidance ‘Promoting fundamental British Values as part of Spiritual, Moral and Social and Cultural education in Schools’. (2014)

At The Firs we are committed to preparing children to become active and positive members of society. The aim of teaching British Values is to allow children to develop a sense of community and begin to understand their responsibilities and role within it. These values are taught through our broad and balanced curriculum. The school Behaviour Policy helps to ensure that children practice key learning behaviours that support the school’s vision that our children should learn to engage positively with their community.

### Democracy

The school council has a very important role at The Firs. School council members are voted for by their peers to represent the views of each class.

Children learn to work together with talk partners and in small groups in class, learning that they need to listen to each other and decide fairly, who should take the lead within that group. Collaboration is celebrated and valued.

Pupils have a voice within the school via the school council, pupil consultations and questionnaires.

Parents and pupils complete a biannual questionnaire and comments are used as part of our continuing efforts to improve the school.

### The Rule of Law

Our Behaviour Policy is shared with the children and is applied consistently throughout the school. Expectations are reinforced regularly and opportunities are sought frequently to praise positive choices. Pupils’ modelling behaviour consistent with the school’s high expectations are recognised and used as role models to others. Trained ‘Playground Friends’ support Year R and KS1 children, helping to ensure that they enjoy their lunchtimes. Through assemblies and the school’s PSHCE curriculum, children develop an understanding of ‘right’ and ‘wrong’ and of the law, according to their age. In appropriate contexts, children learn, in a safe way, exploring the ‘breaking’ of laws with the opportunity to discuss consequences when this occurs. Children are taught that laws keep us safe and our emphasis on emotional literacy gives pupils the opportunity to recognise when they do and do not feel safe.

Visits from external agencies such as the Fire service, Police, Health professionals and other ‘people who help us’ reinforces their understanding of the responsibilities held by various professions and how they make positive contributions to society.

### Individual Liberty

Every child in school is aware that they have the right to feel safe. As part of our ‘ABC’ Children are constantly reminded to ‘ask for help’ if they have a problem.

Children are valued for their differences. Care is taken to provide and promote equal opportunities for all. In assemblies we celebrate individual liberty, the freedoms and rights individuals in society enjoy and the responsibilities we all share to protect the rights and feelings of others.



# British Values

## British Values at The Firs Lower School

Time and care is taken to know each child as an individual and circle time sessions give children a chance to share their feelings and ideas in a safe way.

Opportunities for children to take on areas of responsibility within the school are encouraged. For example, children;

- support the school office by distributing class registers daily.
- serve as 'Classroom Caretakers' looking after the environment around them.
- distribute fruit as part of the free fruit for KS1 scheme.
- in Y4 volunteer to become 'Playground friends'
- in Y4 work with younger children as reading mentors.

### Mutual Respect

Our 'Home School Agreement' is renewed at the beginning of each year and a class charter is drawn up to set clear expectations of respectful behaviour. If pupils show disrespect to one another, this is dealt with immediately through the school's behaviour policy. Respect is one of our monthly values when we celebrate this core aspect of our community.

Regular anti-bullying work teaches children to value differences in others and themselves and to respect others.

Often through the School Council, the school supports various charities each year. Children respect the needs of others and learn about the hardships that others may be suffering both in this country and around the world. By supporting a charity they learn that what they do can make a difference to others.

A consistent behaviour policy is in place and children take responsibility, with support when needed, to resolve conflict and repair relationships.

Children in Key Stages 1 & 2 take part in a wide range of sporting events. These ensure children experience competitive activities and have an opportunity to demonstrate their respect and sportsmanship, relating with representatives from other schools, learning to work as a team and respect the contribution of others.

### Tolerance of those of Different Faiths and Beliefs

The school follows the Central Bedfordshire RE syllabus, which ensures that the children learn about the major world religions. Assemblies focus on a key value each month and contribute to the knowledge of special occasions and where possible, children and their families come to share with the school information about how they celebrate these events at home. The school has a link to a local Bible group, Open the Book, who come in on a regular basis for assemblies. The local vicar visits the school for community performances and talks to the children in assemblies; these talks coincide with main events occurring in the Christian calendar such as harvest.

Resources in classrooms are regularly audited to ensure that they reflect our multi-cultural society and stereotypes are challenged.