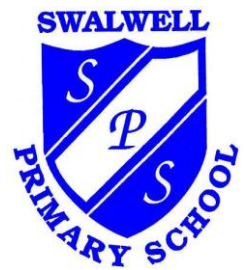


# PROMOTING BRITISH VALUES

*SWALWEL  
PRIMARY SCHOOL*



## Promoting British Values

‘Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important. The vast majority of schools already promote British values. This is about making sure we have the tools we need to intervene if children are being let down’  
**Department for Education (2014).**

Swalwell Primary school reflects British values in all that we do. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

### **What are British Values?**

Schools have been asked to explain how they promote British values. So what are ‘British’ values? There are certain values that have been attributed to being British, by the government and some institutions, and they fall into the following broad areas:

- 1. Democracy**
- 2. The Rule of Law**
- 3. Individual Liberty**
- 4. mutual respect**
- 5. tolerance of those of different faiths and beliefs**

In addition to these values the requirements of the Equalities Act (2010) must be adhered to.

### **How do we specifically promote ‘British Values’ at Swalwell School?**

We seek to promote British values in our policies and practice here at Swalwell School. Our activities and the way we manage learning and behaviour clearly reflect British values. We promote these values in the following ways:

#### **Democracy**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services - by discussing these whenever appropriate in curriculum work.
- Teach pupils how they can influence decision-making through the democratic process - for example in our School Council work.
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain - for example when considering periods of history where democracy was not as fully developed as it is now.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school.
- Organise visits to the local council and Parliament – visits will be arranged to visit Gateshead Civic Centre and will attend gatherings of School Councils across the borough.

- Hold 'mock elections' so pupils learn how to argue and defend points of view - when electing representatives to the School Council for each class and when appointing 'Buddies' to work in school.
- Help pupils to express their views - through English lessons and opportunities to present work and opinions throughout the entire curriculum.
- Model how perceived injustice can be peacefully challenged - through our interactions with pupils and the school's behaviour system and discussing scenarios in assemblies and class PHSE work.

### **The Rule of Law**

- Ensure school rules and expectations are clear and fair by discussing these with pupils and establishing classroom rules with the pupils themselves.
- Help pupils to distinguish right from wrong during everyday interactions and discussions of stories, fables and other literary materials.
- Help pupils to respect the law and the basis on which it is made by showing how rules help everyone to interact in an orderly and fair manner and protect the vulnerable in society.
- Help pupils to understand that living under the rule of law protects individuals.
- Include visits from the police in the curriculum. We have regular sessions with the Community Police Officers and the pupils know them by name.
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws. We have links with the community police.
- Develop restorative justice approaches to resolve conflicts as part of sanctions in our approach to behaviour.

### **Individual Liberty**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence through all areas of teaching and learning in school.
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights through all of their interaction with adults and each other in school.
- Challenge stereotypes through PHSE work and assemblies.
- Implement a strong anti-bullying culture as enshrined in our policies for Anti-Bullying and Behaviour.
- Follow the UNICEF rights respecting schools agenda.

### **Respect and Tolerance**

- Promote respect for individual differences in all areas of learning and interaction.
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life through our Religious Education work and PHSE.
- Challenge prejudicial or discriminatory behaviour through discussion and use of illustrative materials as well as our approach to behaviour in school.
- Organise visits to places of worship. Visits are arranged to the local churches and other diverse places of worship as appropriate to the curriculum.
- Develop critical personal thinking skills throughout our curricular work.
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers through our PHSE and broader curricular work and through visitors to school sharing their experiences.