



# Clayton Village Primary School

## British Values

At Clayton Village Primary School, we develop and promote British Values throughout our school and within our curriculum. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic and responsible adults who make a positive difference to British society and to the world. 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.

British values are defined as:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

At Clayton Village we actively promote British values in the following ways:

Democracy:

- Class voting for the election of school councillors at the start of the year, candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes;
- The School Council meets regularly to discuss issues raised by the different classes and help to provide equipment for our school environment as selected by children;
- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services;

- Teach pupils how they can influence decision-making through the democratic process;
- Democracy is taught through assemblies and our school curriculum;
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school;
- We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils;
- We help pupils to express their views;
- We model how perceived injustice can be peacefully challenged;
- Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

Rule of law:

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices.

At the start of the school year, each class discusses the school expectations and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Visits from authorities including the police services;
- Cycling Proficiency lessons enable children to understand the rules of the road and the potential dangers encountered should they break those rules.
- During Religious Education, when rules for particular faiths are considered
- We ensure school rules and expectations are clear and fair;
- Class rules and celebration of adhering to these rules;

- Help pupils to distinguish right from wrong;
- Help pupils to respect the law and the basis on which it is made;
- Help pupils to understand that living under the rule of law protects individuals;
- Knife crime workshops with Year 6.

Individual liberty :

- We support pupils to develop their self-knowledge, self-esteem, self-confidence;
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence;
- Challenge stereotypes;
- Implement a strong anti-bullying culture;
- E-Safety units of work are taught throughout school and parents and staff receive training on these.
- Children are given key roles and responsibilities such as classroom monitors, school council representatives, digital leaders and reading ambassadors;
- We teach children how to manage and understand emotions so they will be motivated and equipped to:
  - Be effective and successful learners
  - Make and sustain friendships
  - Deal with and resolve conflict evenly and fairly
  - Solve problems with others by themselves
  - Manage strong feelings such as frustration, anger or anxiety
  - Be able to promote calm and optimistic states that promote the achievement of goals
  - Recover from setbacks and persist in the face of difficulties
  - Work and play cooperatively
  - Compete fairly and win or lose with dignity and respect for all competitors
  - Recognise and stand up for their rights and the rights of others

- Understand the value of the differences and commonalities between people, respecting the rights of others to have beliefs and values different to their own.
- To respect and value our world, and the things, both material and alive that exist within it.

#### Mutual Respect:

- Our school ethos and Relationship Policy revolve around our core values, including Respect and Responsibility
- Pupils are involved in discussions and assemblies related to what this means and how it is shown;
- Posters around the school reinforce our expectations and this is reiterated through our classroom and learning rules, as well as our Relationship Policy. This is also included in our assembly themes;
- We have high expectations of achievement and behaviour. Children and staff are polite and kind;
- We listen and respect each other. We teach the children that conflict will be dealt with calmly and fairly. All members of the school family are valued equally;
- We celebrate each other's achievements whether that be in or out of school through our weekly celebration assembly;
- Teachers plan exciting, interesting, challenging and innovative lessons where everybody is expected to do their best and respect others;
- When our older children are given key roles and responsibilities to work alongside younger children this helps to promote mutual respect across the age phases.

#### Tolerance for those of different faiths and beliefs:

- This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity;
- Assemblies and discussions involving prejudices and prejudice-based bullying are supported by learning in RE and PSHE;
- We teach understanding of the beliefs of other faiths in RE lessons, and take part in

multi-faith activities;

- Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school through visits;
- Assemblies are also used as an opportunity to reflect on different religions and cultures.
- Challenge prejudicial or discriminatory behaviour;
- Organise visits to places of worship (one annually per year group);
- The assembly rota reflects celebrations including Diwali, Eid and Christmas;
- Our RE scheme - believing and belonging - ensures that our children have a good understanding of a range of religious beliefs and customs;
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.