



St White's Primary School

Statement on British Values

2019-2020

In 2014, the Department for Education (DfE) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. The guidance was set out to help both independent and state-maintained schools understand their responsibilities in this area. It explained that we all have a duty to 'actively 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. These values were first set out by the government in the 'Prevent' strategy in 2011. Until that point, schools were required to 'respect' these values, but as a result of changes brought in earlier in 2014, all schools are now required to have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

The DfE explains 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 school uses the guidance set out in the *'Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools, November 2014'* and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs by actively challenging opinions or behaviours in school that are contrary to fundamental British values.

The *Teachers' Standards* expect all our teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through the SMSC aspect of the School's curriculum, opportunities are provided for all our pupils to:

- Develop their self-knowledge, self-esteem and self-confidence;
- Know the difference between right from wrong;



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- Accept responsibility for their behaviour and show initiative;
- Nurture an understanding of how they can develop knowledge and skills so that in the future, they are able to contribute positively to their community as well as to society more widely;
- Acquire a comprehensive, general knowledge of and respect for community institutions and services in England;
- Learn about and respect the basis on which the law is made and applied in England, respect the rule of law of England, and in turn, respect democracy, understanding the rights of people to participate in democratic processes;
- Develop an understanding of the importance of tolerance and harmony between different cultural traditions, enabling our pupils to acquire an appreciation of and respect for their own and other cultures;

The School endorses fundamental British values in the following ways:

Democracy:

Pupils within the school have a voice that is listened to. Each September for example, our pupils elect new School Council representatives. Pupils who wish to be considered, make representations as to why they believe they are the best candidates to undertake the role of a School Council member. An election is held and new members of the Council are voted for.

The school community has high expectations of each member of the School Council. They are role models for their peers and are expected to epitomise the ethos and values of the School.



The school council visits the Houses of Parliament and the Palace

of Westminster. This enables them to learn about how the United Kingdom is governed within the framework of a parliamentary democracy under a constitutional monarchy.



Pupils learnt first-hand, how democracy works in the United Kingdom (UK) In June, the School Council organised for parliamentary candidates, who had put themselves forward to represent the Forest of Dean in the 2017 elections, to visit the school and talk about their party's manifesto and the impact it would have on children.



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Once again, our pupils took to the ballot box and voted for the candidate that they would like to represent the constituency of the Forest of Dean. Pupils have a voice about their school community too and this year have



contributed to the review of policies, including the School's anti-bullying policy.



Pupils are actively involvement in decision making. In July, the School undertook an extensive evaluation of its systems and practices. Pupils were asked to give their views on the School's priorities, considering the strengths, as well as areas that it could strengthen. Their opinions have helped to form the basis of the new School Development Plan and in particular, the continued expansion of the School's curriculum.



The Rule of Law:

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced as well as when dealing with behaviour and through school assemblies. The school's positive behaviour policy acts as child friendly 'laws' that articulate the



expectations of all persons within the school community. Our school's fundamental rules are deeply embedded in our work every day. As a consequence, pupils have a good awareness of the link between rules and consequences / rewards.



Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Our 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. During their time at school, children have the opportunity to interact in a positive way with the



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local police and emergency services regularly in a variety of ways including assemblies, workshops and activities.

Further to this, our Year 5 and 6 pupils visit Gloucestershire's Skill Zone and participate in life skills activities that are organised by the emergency Services education teams. 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. Consistent messages are given about respect for authority and the important role of key bodies such as the Police Force and Army.



The School's E Safety curriculum has a very clear focus on the link



between unacceptable online behaviour and law breaking. The school's anti-Bullying Policy, systems and actions are clear and unequivocal and make clear reference to the school's commitment to preventing cyberbullying. It ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

Individual Liberty:

At St White's Primary School, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils so that they are able to make choices safely, through the provision of a safe environment and an empowering education. This is achieved through the School's commitment to encouraging pupils to make choices about their learning and in particular, aspects of the curriculum they would like to pursue.



The School has developed the outdoor learning environment because our pupils told us that they love being outside to learn. It has a positive impact on their well-being and development and promotes attentiveness and enthusiasm and creativity.



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Whether it is through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices and to respect the decisions and choices of others.



The school's aim is to provide for all pupils according to their needs, irrespective of sex, ability or ethnic origins. Whenever possible, staff ensure that the resources used in all curriculum areas are developed to provide pupils with choices that help them to learn equally as well as their peers.

Mutual Respect:

At St White's Primary School we believe that diversity is a strength. It is respected and celebrated by all those who learn, teach and visit here. The School promotes inclusion and ensures that everyone in our school community recognises and celebrates the differences that exist amongst us and within society, that we treat all people fairly and that we strive to eliminate



discrimination wherever it exists. Each member of our school community is respected and valued equally without regard to age, ability, gender, faith, heritage or race and all members of the school community treat each other with respect. This is a whole school policy – equality applies to all members of the school community: pupils, staff, governors, parents and community members.

The School uses a wide range of strategies and resources to support the SMSC curriculum. For example, the School places high importance on our pupils connecting with different members of the local community. The school also provides opportunities for pupils to meet inspiring people, who have succeeded in overcoming adversity.





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This year, members of staff have been appointed to work with the whole School on the UNICEF UK Rights Respecting Schools Award (RRSA), which supports schools across the UK to embed children's human rights in their ethos and culture.

<http://www.unicef.org.uk/rights-respecting-schools/about-the-award/what-is-rrsa/>

This strategy will be threaded through the whole school so as to develop our pupils' acceptance of difference and diversity, and provide them with a strong moral compass.

Tolerance of Those with Different Faiths and Beliefs

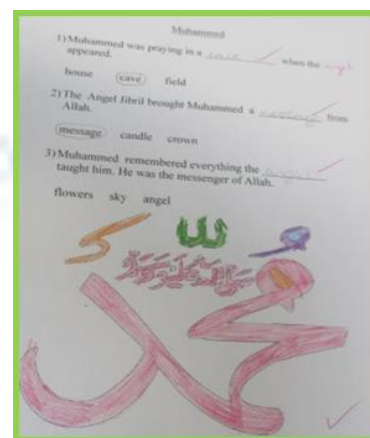
Staff act as role models of ensuring absolute respect, equal treatment and tolerance for



different faiths and beliefs. St White's Primary School enhances pupils understanding of different faiths and beliefs through a range of different curriculum opportunities. The RE curriculum for example, develops pupils' knowledge and understanding of the beliefs and practices of different principal religions in Britain and ensures our pupils understand how belief may impact on culture, relationships, values and lifestyle. Lessons explore ways in which religious values and teaching have an impact on actions and decisions for people of faith and how belief can be expressed in a variety of ways including art, dance, music, ceremonial celebration and in different cultural settings.

The school's SMSC and P.S.H.E. curriculum ensures that pupils are also supported in their own search for meaning and purpose in life and that concepts of love, forgiveness and sacrifice are explored. The School ensures our pupils develop skills of reflection, empathy and communication and are in turn, able to develop attitudes of respect, sensitivity, open mindedness and self-esteem.

Pupils enjoy a depth of study through topic work that focuses on different continents, studying the beliefs, traditions and customs for the countries within each continent. Learning is shared during assemblies and through this, our pupils gain an enhanced understanding of their place in a culturally diverse society. Our work across the curriculum supports this, along with that study and learn about life and culture around the world.



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"This is a good school."
Ofsted 2019

