



## British Values 2024/25

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, mutual respect and tolerance of those with different faiths and beliefs."

*In Line with the Department for Education's five part definition, we promote the following British values at Bridgewater Primary school:*

- *Democracy.*
- *The Rule of Law.*
- *Individual liberty.*
- *Mutual respect.*
- *Tolerance of those of different faiths and beliefs.*

At **Bridgewater Primary School** students will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding is where these value are explicitly taught in a range of ways including through circle times and class assemblies focusing on subjects such as 'British Values' and 'Equality and Diversity'. Additionally, the values are taught in R.E and interwoven within our skills based curriculum which gives children real and meaningful opportunities to explore these values. At Bridgewater, we are confident that the active promotion of British Values means that children are enabled to develop a sense of community and begin to develop their understanding of their role and responsibilities within it.

At **Bridgewater** we take the opportunity to actively promote **British Values** through collective worship times and class assemblies where a range of British Values are explored. Our whole school systems and structures lend themselves to the active promotion of British Values. For example, all children take part in a democratic school council election process and elected children run a successful school council which plays an integral role in informing the school behaviour policy. Bridgewater also actively promotes British Values by challenging pupils, staff or parents who express opinions contrary to fundamental British values, including 'Extremist Beliefs', in appropriate ways.

As a school, we value and celebrate the diverse heritages of everybody at Bridgewater. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the autumn term and trips to the pantomime at Christmas. We also value and celebrate national focuses, recent examples being; Red Nose day, Remembrance Day, Anti-Bullying Week, Chinese New Year and Safer Internet Day, with many more opportunities planned in throughout the year to collaborate with the wider community and world e.g. Children in Need, Refugee Week and Black History Month.

Further to this, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about:

- 1) Its coasts, rivers and mountains
- 2) Where Britain is in relation to the rest of Europe and other countries in the world.

Historically: Key moments in British history are studied in the topics such as '*The Great Fire of London*' and significant historical figures.

The table below is an indication of where we can find evidence to show that **British Values** are an intrinsic part of school life at **Bridgewater Primary School**.

<u>Value</u>	Evidence
	<ul style="list-style-type: none"> <li>• Mission Statement and values, reinforced in assemblies, PSHE and Commando Joe's.</li> <li>• School council- The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council is involved in making decisions about money raised for the school and is able to effect change within the school. In the past, the School Council has hosted fundraising activities and helped to provide equipment for our school grounds as selected by the children. The Council are actively involved in providing teachers with feedback.</li> <li>• Children, parents and staff have many opportunities for their voices to be heard at Bridgewater Primary School. Democracy is central to how we operate.</li> </ul> <p><b>Another example of 'pupil voice' is:</b></p> <ul style="list-style-type: none"> <li>• <i>Children are asked to respond and reflect on the teaching and learning they receive as well as make suggestions for the School Council to consider.</i></li> </ul>

## Democracy



- 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. 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.
- Parents' opinions are welcomed at Bridgewater Primary through methods such as questionnaires, surveys at parents evenings and opportunities to comment on whole school matters e.g. after school provision.
- School council
- Visit from councillors, MP's and the Lord Mayor.

## The Rule of Law



- Mission Statement/ School aims
- Behaviour and Relationship Policies
- Display of class rules in each classroom,
- Playground rules
- Lunchtime rules
- Playground buddies
- Curriculum links e.g. Crime and Punishment
- 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 rules 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 and ordered environment, these rules are displayed in each class. These rules play a fundamental role in our behaviour sanctions and rewards and are linked to our reward system of Dojo's throughout school.

- 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 such as the police and fire service
  - 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 thought about.
  - During other school subjects, where there is respect and appreciation for different rules

Individual Liberty



- Mission Statement/School aims
- Behaviour and Relationship policies
- P.S.H.E policy
- Displays of children's activities
- Children's key roles and responsibilities
- Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:
  - ***choices about how they can improve their learning***

**•choices around the participation in extra-curricular activities**

- Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE/ Jellyfish/Roots of Empathy lessons, BU and Zones of Regulation. We use PSHE resources across the whole school which also links to assemblies.



- **Collective worship** is used to both explore and support the school's values. By teaching the children how to manage and understand emotions 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.
  - Self-regulate using Zones of Regulation.
  - 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 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.

**Children in Year 5 and 6** are given key roles and responsibilities such as Peer mentors, Roving reporters, Playground Buddies, Reading Buddies, Sports leaders and represent the school in

competitions and cross curricula activities with other schools in the Trust.

Through opportunities such as our extra-curricular and after school clubs, school visits and residential trips in year 6, pupils are given the freedom to make safe choices.

Children at Bridgewater are encouraged to make choices knowing they are in a safe and supportive environment.

Online safety is integral to our computer curriculum.

Mutual respect

- Mission Statement/School aims
  - Behaviour and Relationship policies
  - P.S.H.E policy
  - Roles and Responsibilities
  - Display of children's activities
  - Display of positive values around school
- We have high expectations of achievement and behaviour. Children and staff are polite and kind. We believe everyone has their own special gifts and we are expected to use them.
- 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 lunch time behaviour and taking care of our school environment through **Litter picking crews** and year 4 planting seeds and bulbs. We celebrate each other's achievements whether that be in or out of school through our weekly Achievers Assemblies.



- 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. E.g. Reading buddies, Playground Buddies.



- Mission Statement /school aims
- P.S.H.E policy
- R.E. policy
- Collective worship in class
- Assemblies to celebrate culture, faith and beliefs.
- Alternative faith work as part of the R.E curriculum coverage

Bridgewater Primary is proud to promote and celebrate our different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.

**Tolerance for those of different faiths and beliefs**

- Our central aim is to '**Work together to improve learning for all**' this drives us towards ensuring that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where due to technological advances will make the 'world a smaller place.'
- Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Specific examples of how we at Bridgewater Primary enhance pupils' understanding and respect for different faiths and beliefs are:

**• Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures - in**



***English through fiction and in art and music by considering cultures from other parts of the world.***



- ***Celebrating cultural differences through assemblies, themed weeks, Proud to be Diverse day, noticeboards and displays.***
- Children are encouraged to share their own experiences when celebrating their own faith. Daily class collective worship reflects and teaches the children tolerance for different faiths and beliefs.
- Activities within school support both children and adults of different or no faith, the children are taught respect and tolerance of these groups and the opinions of the groups are taken into account with all activities.

Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations.