

# British Values

## Fressingfield C of E Primary School

### Reviewed Sept 2021

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#### How we promote preparation and appreciation of life in modern Britain

In June 2014, David Cameron highlighted the important role that British Values can play in education. At Fressingfield we uphold and teach pupils about the British Values which are defined as democracy, rules of law, individual liberty, mutual respect and the tolerance of those with different faiths and beliefs. We promote these values through our own school values, through delivering a broad and balanced curriculum and enrichment activities.

Value	Statement	Evidence	Impact
Democracy	The children see democracy borne out in a variety of ways and see this as a component of successful team working.	Children agree their class rules. Children are listened to by adults and taught to listen carefully with concern for each other. Children are encouraged to take ownership of not only of their school but also their own learning and progress. Elections, reflecting our British Electoral system, take place for our committees; School Council, House Captains, JRSO's. Children need to present their case in the classroom before their class peers elect their representatives. In the EYFS the children are encouraged to make decisions together, talk about their views and feelings. Through the curriculum theme of the Greeks the KS2 children have learnt about the origins of the democratic process and took part in a debate that led to a democratic outcome.	Children are able to work co-operatively in pairs and groups as well as whole class situations. They understand about turn taking and respecting the views of others. Children especially in Key Stage 2 are able to use the language of respect, eg challenging opinions and through debating.
Rules of Law	We have high expectations of pupils conduct. There are rewards for exhibiting responsible actions and respectful behaviour .The importance of rules and law, whether they are those that are in place in class, rules that govern the	Demonstrations of this are through for example weekly achievement assemblies. Children are taught how to earn trust and respect and are supported to develop a strong sense of morality, knowing right from wrong and doing the right thing even when it is difficult. In the EYFS the children learn to understand their own and others behaviour, and	Children are able to articulate how and why we need to behave in school and demonstrate they understand and abide by our expectations. Pupils are aware of the value and reasons behind laws that they govern and protect us, the responsibilities that this

	school or the country are consistently reinforced throughout school days.	also distinguish right from wrong. Shared classroom rules, golden rules and the behaviour rocket help to support the above.	involves and the consequences when laws are broken.
Individual Liberty	Celebration assemblies promote self-respect and self-worth in relation to the individual values so that the children see they are important in their own right. Our teaching and learning places emphasis on the right to have their own thoughts and evidence based views. Children are strongly encouraged to develop independence in learning and to think for themselves.	Celebration Assemblies. Pupils able to talk about success and achievement. Children are taught how to keep themselves safe, including on-line. This is done through computing sessions, collective worship, as well as through the curriculum including PSHE. In the EYFS the staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.	Children understand about the importance of accepting responsibility and of their right to be heard in school. They demonstrate independence of thought and action.
Mutual Respect	Respect is a fundamental value around which pivots much of the work of the school. We pay attention to this as a part of RE, PSHE, SMSC and Philosophy. Respect is a value which is discussed starting with self-respect and covering respect for family, friends and other groups, the world, its people and the environment.	Collective worship RE Curriculum RE Planning In the EYFS staff encourage tolerance and respect for other children's and people's feelings through stories and discussions.	Children can articulate why respect is important.
Tolerance of those with different Faiths and Beliefs	Pupils know that it is expected and imperative that respect is shown to everyone whatever differences we may have. Children learn that their behaviour choices have an impact on their own rights and the rights of others. All members of the school community should treat each other with respect.	Collective worship RE Curriculum RE Planning Displays in school supporting respect of people with different faiths and beliefs Tolerance of those with different Faiths and Beliefs is discussed starting with self-respect and developing into respect for family, friends and other groups, the world, its people and the environment. In the EYFS children share their cultural experiences, learn through stories and they are also taught about beliefs through the Suffolk RE syllabus.	Pupils understand their place in a culturally diverse society.

**Whole school daily acts of collective worship/assembly:** The sharing of stories, images, events, music and expectations that, with clarity and precision, promotes the Church of England Values for Life. Such proceedings vary in the methodology of delivery in order to secure interest and understanding and are designed to impact on children regardless of knowledge, experience or cognitive maturity. As a church school we hold a daily act of collective worship, but recognize that those attending may have a wide range of faiths, or none. Our PSHE program of study complements the Values for Life and further help to support our children's social and emotional development.

**Religious Education:** Gaining a greater understanding of religious diversity and practices, this covers key religions represented in the UK. Planning for the subject is directed by the Suffolk Agreed Syllabus for Religious Education'.

**Physical Education:** Promotion of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others.

**School Council:** Promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns. Key to this is the concept of holding others to account, including those in positions of authority and influence.