



# Broughton in Furness CE Primary School

## British Values Statement

At Broughton in Furness CE Primary School we are committed to serving our local community and endeavour to prepare our children to live in the wider community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At Broughton in Furness CE Primary School we follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that we promote and reinforce British values to all our students.

The government set out its definition of British values in the 2011 Prevent Strategy. However, we also acknowledge that many of these values are also shared by people from many countries and cultures.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The school uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways Broughton in Furness CE Primary School seeks to instil British Values.

### **Democracy**

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our school council and through regular discussions with the head teacher and their class teachers. The elections of council members are based upon pupil voices.

Children are included and informed of school focuses for development. They have a direct input into what they are learning in school through this, assemblies, circle time and dialy opportunities to talk in class.

Critical skills and collaborative learning are embedded in the curriculum and encourage children to take on the views of others.

The critical skills curriculum overtly teaches democratic skills:

- Sharing ideas
- Active listening
- Making compromises
- Achieving goals through collaboration
- Respecting the views of others

Children contribute to their own behaviour through the formation of Home school agreements They also contribute to school policies and curriculum documents, when appropriate.

### **The Rule of Law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. 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. Visits from the police, fire service etc. are regular parts of our calendar and help to reinforce this message.

The activities in school that teach the rule of law are:

- The annual visit to the Fire Station in Barrow by the children in years 5/6
- Collective worship and RE lessons
- School behaviour and Rainbow rewards system
- Home/ school agreement
- Regular visits by our PCSO
- Cycle proficiency and the laws of the road

### **Individual Liberty**

Within 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 young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through our PSHE, assemblies and our E-safety curriculum. We give children lots of freedom to make decisions and this freedom is based upon trust.

We develop individual liberty by:

- Encouraging children to play responsibly in our expansive grounds, giving them freedom to choose where they want to play (within the restrictions of safe supervision)
- Developing the children's ability to assess risks and make informed choices about the equipment they use; how they use the playground equipment and where it is sensible to play
- Giving children choices; buddy systems, deciding which clubs they want to attend etc.
- Staff relying on children to organise Tuck shop and other important jobs in school
- Ensuring children play a role in deciding the curriculum and what they will be taught
- Developing independence when children are taken on trips and residential visits

### **Mutual Respect**

Part of our school ethos and behaviour policy has revolved around core values such as 'Respect.

Pupils have been part of discussions and assemblies related to what it means to respect each other and how we should treat one another. Our philosophy is based upon Christian principles.

All members of the school community treat each other with respect. Displays around school promote respect for one another and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

The critical skills curriculum is based around respect, listening to others, collaborative working and making compromises.

We develop and promote mutual respect through:

- Our behaviour policy
- Christian values
- The ethos of the school
- PSHE
- Assemblies
- Our developing Values Curriculum

### **Tolerance of those of different faiths**

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 have been followed and supported by learning in RE and PSHE. Members of different faiths or religions and those who speak languages other than English are encouraged to share their knowledge to enhance learning within classes.

We develop tolerance of different faith and beliefs through:

- The ethos of our curriculum
- RE and PSHE lessons
- Trips and residential visits (our biannual visit to a major city)

- Focus upon global and national news

This policy was written and developed with the involvement of staff and governors and will be reviewed annually.

Signed: Mrs J Graham-Kevan  
Head Teacher

Date: 2<sup>nd</sup> March, 2015

Signed: Michael Nevin  
Chair of Governors

Date: 2<sup>nd</sup> March, 2015