



Promoting British Values at Swindon Village Primary School

In June 2014, David Cameron emphasised the important role that British Values can play in education and, subsequently, how well a school promotes such values is now a key aspect of Ofsted's inspection process. Although this is still an area which is developing in its significance for schools, it is not something new at Swindon Village. We consider British Values to be the same as values for life and these are an integral part to our ethos and vision. Human values are promoted in much of what we do, not least during our school assemblies, Religious Education and Social and Emotional Aspects of Learning (SEAL) sessions.

As well as actively promoting British Values, we would also actively challenge pupils, staff or parents who express opinions contrary to fundamental British values, including 'extremist' views (see our Preventing Radicalisation Policy)

Being part of Britain

As a school, we value and celebrate the diverse heritage of everybody who belongs to our school. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs throughout the year; for example, Harvest festival during the Autumn Term.

Additionally, children learn about being part of Britain from different perspectives:

- Through our Geography topics, children learn about Britain's capital cities and counties, its rivers and mountains as well as studying the local environment in which they live. They also learn where Britain is in relation to the rest of Europe and other countries in the world.
- Through History, where children learn about important events which have shaped our country such as the Victorians & World War II.

Democracy

Democracy is central to how we operate and at Swindon Village Primary School, children, parents and staff have many opportunities for their voice to be heard. An obvious example is our School Council. The election of School Councillors reflects our British electoral system and demonstrates democracy in action e.g. candidates make speeches, pupils consider characteristics important for an elected representative and this is followed by a secret ballot. Made up of one representative from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to genuinely effect change within the school.

Other examples of 'pupil voice' are:

- Children agree their 'Class Rules' and the rights associated with these; all children contribute to the drawing up of these rules.
- Through the annual 'Pupil Questionnaire' children are asked to respond and reflect on a wide range of areas pertaining to school life.

Pupils are always listened to by adults and are taught to listen carefully to each other, respecting the right of every individual to have their opinion and voice 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.

Rule of Law

The importance of rules and laws, whether they be those that govern our school or our country, are taught and reinforced through assemblies and when reflecting on personal behavioural choices. At the start of the school year, each class discusses and sets its own Class Rules – a set of 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.

Pupils are taught the value of and reasons behind laws i.e. 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.
- During Religious Education, when rules for particular faiths are thought about.
- During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.

Individual liberty

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 and empowering education, we provide boundaries for our young pupils to make safe choices. 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 e-safety and SEAL lessons.

Mutual respect and tolerance of those with different faiths and beliefs

At Swindon Village Primary School, we actively promote respect for a wide range of religious values, languages and cultural traditions as well as different ways of life. Our pupils know and understand that it is expected and imperative that respect is shown to everyone – whatever differences we may have - and to everything – whether it is a school resource or a religious belief.

Children learn that their behavioural choices have an effect on their own rights and those of others and that all members of the school community should treat each other with respect. The curriculum underpins our values and enhances pupil's understanding and respect for different faiths and beliefs:

- Through Religious Education, SEAL and other lessons where we might develop awareness and appreciation of other cultures
- Through specific topics such as 'India' where pupils develop a real appreciation of the diversity of cultures and beliefs

Spiritual, moral, social and cultural development (SMSC) at Swindon Village Primary School

In addition to the promotion of British Values, the school also seeks to promote SMSC education as we believe that it is a fundamental part of preparing all pupils to take their place in modern Britain.

What is SMSC?

The **spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities