



# St Martin's School British Values Strategy

## **Introduction**

In support of the Department for Education (DofE) document: *Promoting fundamental British values as part of SMSC in schools, Departmental advice for maintained schools, November 2014.*

At St. Martin's School, we value the diversity of the backgrounds of all pupils, families and the wider school community and strongly believe in upholding British values through all aspects of our school provision.

## **Aims**

- To provide every child with the life skills to become successful learners who reach their full potential.
- To provide a safe, supportive, stimulating and inclusive environment where every child is recognised, cared for, encouraged and valued.
- St. Martin's will actively ensure the involvement of the whole community, particularly families, who have a vital role in supporting their children's education. This partnership will encourage healthy and positive attitudes motivating children to become life-long learners.

To do this, our children will develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.
- The vision statement and aims of the school clearly reflect these values, and the whole school strives to uphold them.

## **What are British Values?**

Learning about British values forms a key part of children's spiritual, moral, cultural and social education. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The rule of law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

All schools in Britain have a duty to promote British Values and ensure young people leave school prepared for life in modern Britain.

St. Martin's have a duty to 'actively promote' to all their learners the fundamental British values listed above. These values were first set out by the government in the Prevent strategy in 2011 and make clear that we must actively promote these fundamental British values and that we must actively promote the specified principles, including furthering tolerance and harmony between different cultural traditions and encouraging respect for democracy.

In addition, we believe that there are a further three secondary British Values that we also teach the children and are embedded into our Curriculum:

**Resilience, Charity and Self-Sacrifice**

### **How do we teach British Values at St. Martin's?**

As a school, we value and celebrate the diverse heritages of everybody at St. Martin's. In addition, we value and celebrate being part of Britain: we celebrate traditions and customs in the course of the year; for example, Harvest Festival during the Autumn term. We also value and celebrate national focuses, such as: Anti-Bullying Day and Safer Internet Day, with many more opportunities planned in throughout the year to collaborate with the wider community and world E.G. Litter Picking in Mill Hill. We also have a entire day dedicated to British Values, in which every class (EYFS – Form 6) are given a value to represent that day. They take part in activities and workshops are organized to teach children about people of different faiths and beliefs as well as individuals who have overcome adversity in life.

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:

- its coasts, rivers and mountains
- where Britain is in relation to the rest of Europe and other countries in the world
- how Britain compares to other regions

Historically: Key moments in British history are studied in the topics such as '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 St. Martin's Primary School.

British values are also taught explicitly once per half term to link with the topics that are being studied. This has been designated on each year groups' curriculum overview.

### **Evidence of British Values**

#### **Democracy**

We pride ourselves on ensuring that all members of our school (whether teachers, pupils or parents) have a voice and that they feel heard.

- Our School Council epitomises this: each member of the council is elected by the children having been given the platform to make speeches. Pupils consider characteristics important for an elected representative and they vote in secret using ballot boxes. The School Council (represented by a member of every class) meets regularly to discuss issues raised by the pupils. The council has its own budget and is able to affect 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.
- 'Pupil voice' is an integral part of our learning at St. Martin's. Children are asked to respond and reflect on the teaching and learning they receive and their feedback forms a part of our school's development plan. The opinions of pupils are always valued by adults; pupils are taught to listen carefully to each other. We encourage pupils to take ownership their own learning and progress. Children's own question and investigations are very much at the center of their learning. This harnesses a sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.
- Parents form an equal party of our three-way partnership: we welcome their opinions through questionnaires, surveys and opportunities to comment on whole school matters.
- Teaching children the origins of Democracy in History when discussing the important role of the Ancient Greeks.
- The use of voting in Mathematics when dealing with data and statistics.

## **Rule of Law**

All people and institutions are subject to and accountable to law that is fairly applied and enforced. 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:

- The school's behaviour policy
- Display of class rules in each classroom,
- Playground rules (displayed on playground walls in each Key Stage)
- Curriculum links e.g. Crime and Punishment
- Teaching the children from Nursery to Form 6 the difference between right and wrong, and as they mature, this aids their understanding of how one should behave in their daily lives.
- There is a classroom code of practice in every classroom.
- Consistently reinforcing our high expectations of the children and explaining to them the reasons and values behind our rules.
- Marking and feedback policies set clear boundaries which are explained clearly to students.
- Stressing accountability to everybody including staff [Teacher's Standards/Staff handbook] and students [Student Code of Conduct]
- Visits from authorities such as the police and fire service
- Cycling Proficiency lessons (Bikeability) 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 and discussed
- Visits from authorities such as the police and fire service

## **Individual Liberty**

Individual liberty suggests the free exercise of rights generally seen as outside Government control. In school, we allow and encourage the children to make choices, knowing that they are in a safe and secure environment to do so. We promote the importance of individual liberty through such things as:

- Behaviour policy
- R.S.H.E policy
- In RSHE, discussing with the children the different choices that they can make and encouraging them to make the right one
- The increasing liberty afforded to students as they move up through the years - Children in Year 5 and 6 are given key roles and responsibilities such as Sport Captain and Digital Leader
- Through opportunities such as our extra-curricular and Lunch Time clubs, and Residential Trips, pupils are given the freedom to make safe choices
- Encouraging students to voice views in lessons in a formative manner
- Offering students autonomy over class work and their academic pathways
- Discussing with the children what they would like to learn when beginning a new topic, thus giving them further control over their education
- Students having the right to their opinion and are given the chance to respond and ask questions in every lesson
- Encouraging all children to feed back to their teacher regarding work
- Through E-safety discussions, teaching the children the importance of keeping themselves safe by choosing not to share personal information with others
- Deal with and resolve conflict evenly and fairly using restorative justice
- Work and play cooperatively (Team Players)
- Compete fairly and win or lose with dignity and respect for all competitors

## **Mutual Respect**

The proper regard for an individual's dignity, which is reciprocated. Our entire school is built through respect for one another and we believe mutual respect is a vital component of moral development. 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 each other's achievements whether that be in or out of school through our weekly Celebration Assemblies.

In school, we promote the importance of mutual respect through such things as:

- Behaviour policy
- R.S.H.E policy
- Roles and Responsibilities
- Display of children's activities
- Display of positive values around school
- Classroom code of conduct
- Clear guidance on good behaviour in areas such as the playground and off-site locations
- Teaching the children about a wide range of people from history from all ethnic backgrounds and both genders
- The publishing and enforcement of a smart dress code for students and staff [uniform].
- The use of talk partners in class and every member having a right to their voice being heard as their partner listens to them patiently
- Promoting the concept of team work within all school sports

## **Tolerance of Those with Different Faiths and Beliefs**

As we strive to prepare children for the future, we ensure that our pupils are able to live and work alongside people from all backgrounds and cultures. Our pupils know and understand that respect is shown in our school, 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.

In school, we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Allowance of children to observe religious days
- Acceptance of faith symbolism
- Religious Studies being taught to all students across the whole school. It is carefully planned to give the children knowledge of the diverse nature of people's beliefs and cultures, including Diwali, Chinese New Year, Rosh Hashanah and Ramadan
- Teaching students about the Geography of the world and discussing various religions and beliefs, as well as their relation to the UK
- Assemblies being planned to give the children the opportunity to reflect on different faiths, cultures, and religions, and allowing the children to ask questions to the guest speakers
- RSHE and other lessons where we develop awareness and appreciation of other culture: in English through fiction; in art and music by considering cultures from other parts of the world
- Celebrating cultural differences through assemblies, themed weeks, noticeboards and displays

### **Spiritual, Moral, Social and Cultural Development of Pupils**

SMSC is ingrained in pupils of our school by the ethos and education of the school. The [purpose of this is to ensure that pupils' development in non-academic terms will enable them to play a confident, informed role in society, have a fully developed values system, and to be able to interact with other people in a positive way.

### **How is SMSC actively promoted?**

- Through the teaching of PSHE (including RSE)
- Assemblies
- Schemes of work in relevant curriculum subjects
- Work of the School Council
- Pupil Handbooks
- Explicit teaching of British Values
- Festivals from all different religions are celebrated and promoted
- Consistent and fair behaviour policy
- Zero tolerance of abusive behaviours
- Pupil voice
- School visits by the police and magistrates

### **What understanding and knowledge is expected of pupils at St. Martin's?**

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- An understanding that there is a separation between the executive and judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the court maintain independence.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths or beliefs to oneself (including those who leave their faith and those who hold no faith) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and combatting unfair or illegal discrimination.

**Written by: Dan Guyster (Curriculum Lead)**

**Ratified by: Governors**

**Date: 19<sup>th</sup> February 2024**

**Due for review: November 2025**