

## BRITISH VALUES POLICY

**Date Created:** October 2017

**Date Updated:** February 2023

At BPA, the health, happiness and safety of each student is paramount. Our curriculum is driven with these focuses in mind, and we aim to provide opportunities whereby children are encouraged to grow into independent and respectful members of society. Our school values include kindness, respect, responsibility, creativity, learning and resilience and have been created by the students. These values steer our school in a direction that reflects a shared vision amongst students, staff and community.

The school is committed to teaching British values throughout our curriculum. This policy outlines how the British values are woven into the teaching and learning at BPA.

### 1.0 DEMOCRACY

An understanding of how citizens can influence decision-making through the democratic process.

The school will ensure that:

- We have a School Council (elections for new members once a year)
- We celebrate national democracy day.
- There are History lessons/ PSHE lessons [which focus on how democracy has developed over time and the role that citizens play within it.](#)
- Year 6 undertake topic work on democracy
- We encourage visits from local MPs
- All pupils are listened to by adults [and consulted with on key decisions](#)
- Children hold positions of responsibility within the school
- Democracy is a focus explicitly in Autumn term 1 [embedded within the curriculum](#)

### 2.0 THE RULE OF LAW

An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. An understanding that there is a separation of power between the executive and the 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 courts maintain independence.

The school will ensure that:-

- Classes create "class rules" which are on display.
- We have a clear behaviour policy that is explained to all & is consistently reinforced by all staff. [This was recently consulted on with staff and pupils and updated to reflect our school community.](#)
- Pupils are taught the rules and expectations of the school. These are discussed and reinforced in assemblies, class time, in PSHE, at break and lunch time and are referred to by all school staff, teachers and non-teachers alike.
- Prefects/Champions help to supervise behaviour.
- [Behaviour is rewarded with house points and sanctioned with fairly agreed consequences.](#)
- Pupils are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- There are visits by local police/ PCSOs/ Fire Service. [Year 5 and 6 especially take part in a series of workshops with the local police in schools team.](#)
- Playground buddies at KS1 and KS2 model rules
- British Values are taught explicitly in Spring term 1 [embedded within the curriculum](#)

## 3.0 INDIVIDUAL LIBERTY

An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

The school will ensure that:-

- Pupils are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. [This is explicitly taught and discussed in PSHE and RHE.](#)
- We encourage students to see themselves as unique individuals able to make a unique contribution to our community. [The school communication team's role is to ensure that all pupils have their opinion heard and the use of Smart School Council ensures that all voices can be acknowledged.](#)
- All pupils are encouraged to participate in all school activities.
- Pupils are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety.
- [The school is actively working towards becoming a rights respecting school alongside UNICEF.](#)
- Individual liberty is a focus explicitly in Autumn term 2 [embedded within the curriculum](#)

## 4.0 MUTUAL RESPECT

An understanding of the importance of identifying and combatting discrimination.

The school will ensure that:-

- There is a school intent statement that is inclusive.
- We have a values and ethos policy.
- The school promotes respect for others and this is reiterated through our classroom and learning environments as well as extra-curricular activities such as sports.
- A strong message consistently delivered through assemblies.
- There is reinforcement of the value of everyone's opinions in class debates. [This also links in with the use of the communication team and Smart School Council.](#)
- There is an effective anti-bullying policy and E safety policy [which is regularly reviewed and updated.](#)
- There is Emphasis in RE and PSHE lessons that every person is unique and that respecting each other's beliefs is important.
- We build strong links with other schools.
- There is fundraising and support for a variety of charities.
- We form links with our local community- visiting the elderly/ helping at a SEN school.
- Mutual respect is a focus explicitly in Spring term 2 [embedded within the curriculum](#)

## 5.0 TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

The school will ensure that:-

- Religious Education provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them. [We follow the suggested syllabus for Ealing to ensure that our pupils gain the same knowledge and understanding as those in their local community.](#)
- Our curriculum is broad and balanced education, which includes an understanding of and respect for people of other faiths or none and other religions, cultures and lifestyles.
- We recognise and celebrate that we live in a culturally diverse society.

# BRENTSIDE PRIMARY ACADEMY

Putting Children First

**Headteacher:** Caroline Crosdale



- Visitors from different faiths are invited to speak at the school.
- We hold theme weeks- to celebrate the diversity of the school community. Eg cultural week.
- Tolerance is a focus explicitly in Summer term 1 [embedded within the curriculum](#)

## 6.0 VALUES MAPPING

Term	British Value	School Value	Curriculum link/unit	Themes
Autumn 1	Democracy	Kindness	<b>Health and wellbeing</b> How well do I know myself? How can we keep fit and healthy? Mental health and wellbeing	<ul style="list-style-type: none"> <li>Personal strengths and weaknesses</li> <li>Emotional Literacy</li> <li>Taking Responsibility</li> <li>Making choices/decisions</li> <li>Healthy eating</li> <li>Exercise</li> <li>Growing up</li> <li>Hygiene</li> <li>Safety</li> </ul>
Autumn 2	Individual Liberty	Responsibility		
Spring 1	Rule of Law	Creativity	<b>Living in the wider world</b> Why it is important to protect the environment and what can I do? How can I play a positive role in my world? What rights do I have and how can I use them effectively?	<ul style="list-style-type: none"> <li>Pollution</li> <li>Packaging and recycling</li> <li>Conservation and endangered animals</li> <li>sustainability</li> <li>The needs of different communities</li> <li>Political literacy</li> <li>Money and charity</li> <li>Social justice</li> <li>Finding help</li> </ul>
Spring 2	Mutual Respect	Respect		
Summer 1	Tolerance of different cultures and religions	Learning	<b>Relationships</b> What makes a good friend? How can I build strong relationships with others? How can I keep safe in relationships?	<ul style="list-style-type: none"> <li>Friends</li> <li>Peer group pressure</li> <li>Multicultural understanding</li> <li>Family</li> <li>Bullying</li> <li>Resolving conflict</li> <li>RHE lessons</li> </ul>
Summer 2	Review of all British Values	Resilience		