



Bevendean Primary School

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A place for everyone to succeed and thrive

British Values

Bevendean Primary School's values have always been underpinned by what the government have now defined as [British Values](#).

We hold whole-school Assemblies in which we explore and reinforce our school values and offer a chance for all to quietly reflect on how they help to guide our thinking and behaviour.

Children are invited to contribute through whole-school, Key Stage and class assemblies held weekly.

British Values are core to our work in school and are consistently reinforced and regularly taught in the following ways:

Democracy:

Our pupils are given many opportunities to hold positions of responsibility and to feel empowered in their school.

- Children are involved in the democratic process annually when electing two class mates as
- Pupils have a chance to express their views through School Council.
- Pupils have the opportunity to apply for posts *g. House Captain, class monitors, playground buddies* that involve applications either in the form of persuasive speeches or a written letter / form.
- The children write to politicians about local issues such as traffic around the school gates.
- Children also encouraged and taught how to debate and construct a fair and persuasive argument around topic themes such as *animal rights, graffiti, local environmental issues*.

The Rule of Law:

Our *Golden Rules* form the core of our moral framework in school. These are consistently reinforced throughout the day as well as through school assemblies and when dealing with pupils' poor behaviour choices. 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.

Our Restorative Approach to poor behaviour choices encourages pupils to reflect on the impact of their actions on others and places the responsibility of finding solutions firmly with them, supported by staff where necessary.

In teaching the Rule of Law we also:

- Arrange visits from authorities such as the Police, Fire Service etc. to reinforce this message.
- Give our pupils the opportunity to learn the rules of the road and road safety through school and Key Stage assemblies.
- Weekly Around the World Assemblies focus on world events that link to the choices people make and the consequences of their actions.
- Ensure all pupils learn about E-safety training and rules around Internet usage, agreeing to an acceptable use policy.
- Encourage all children to participate in playground games and sport where the rules of games are taught and adhered to.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We encourage children to be risk-takers and to be proud of who they want to be whilst also understanding that this should not be to the detriment of others.

We provide boundaries for pupils to make choices through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it is through choice of challenge; how they record; or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices:

- Pupils have key roles and responsibilities in the school. These include *monitor roles, playground buddies, Assembly organisers, Sports Captains, etc...*
- Within school, pupils are actively encouraged to make choices knowing that they are in a safe and supportive environment.
- Our Golden Rules are taught and enforced.
- In PSHE lessons pupils often reflect on freedoms, choices and questions of responsibility.

We teach pupils about sustainability and environmental concerns through our 'Good Life' Project (Eco-Schools).

- The school provides a wide range of extra-curricular clubs.

Pupil Premium is used to ensure children have access to additional academic support if required.

Mutual respect:

Mutual respect is central to the work we do at Bevendean Primary School. Our ethos states: "A place for everyone to succeed and thrive" and through **learning together** and **inspiring each other** we develop greater respect for one another.

We pride ourselves on being an inclusive school, celebrating diversity through PSHE, the wider curriculum and the collaborative learning approach that is central to our pedagogy.

We promote respect through:

Our *Restorative Approach* Behaviour Policy.

Weekly Golden Pupil award.

Celebrating achievements in House Meetings.

Public acknowledgement of all awards and achievements of the pupils gained from both inside and outside school activities.

- Our Special Educational Needs Policy and Disability Equalities Scheme.
- Our Pupil Premium Grant Plan.
- Our Equality Policy (*See our Equality Policy in the Policies Section.*)
- Our PSHE curriculum embodies the values of mutual respect, equality and diversity.
- The use of buddy schemes promotes mutual respect between pupils across different phases in school.
- Campaigns to understand and raise money for causes that the children choose.
- Assemblies (Around the World) cover local, national and international events.
- Visits from outside agencies, *e.g. Chestnut Tree Charity, Brighton Housing Trust, Save the Children*

Tolerance of those of different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. This is particularly important, as our school population is not as ethnically diverse as nationally. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed up and supported by learning opportunities in R.E. and PSHE.

- Pupils study the key faiths of Islam, Hinduism, Sikhism, Buddhism, Christianity and Judaism through our RE curriculum.
- Pupils visit places of worship as part of the curriculum *e.g. St Mary Magdalen's Church, Middle Street Synagogue, Medina Mosque.*
- We invite leaders and worshippers of various faiths to visit.
- We take part in International project days, weeks or months *e.g. World Literacy Day, World Peace Day, Black History Month.*
- Assemblies and talks about a variety of religious celebrations both here and abroad.

S.M.S.C

Defining spiritual, moral, social and cultural development

1. 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.

2. 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.

3. 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.

4. 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