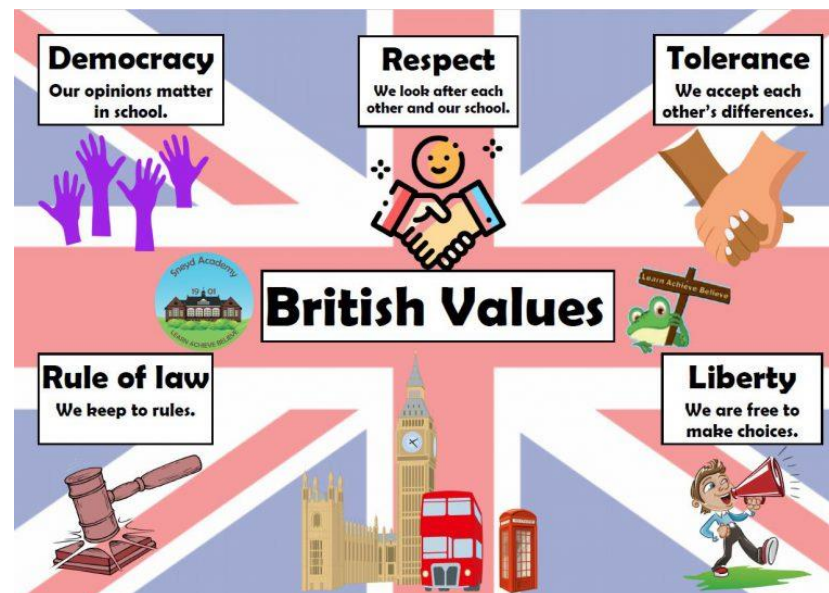


Promoting British Values at Tugby CE Primary School

The DfE have reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote 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 government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister and Government. At Tugby School these values are reinforced regularly and in the following ways:



Democracy:

Democracy is evident within the school. Pupils have the opportunity to have their voices heard through our Leadership opportunities and Pupil questionnaires. The elections of House captains/Playground leaders/Eco team are based solely on pupil votes. Our school behaviour policy involves rewards which the pupils vote on as a class group.

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 assemblies. 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 authorities such as the Police and Fire Service help reinforce this message.

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

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

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. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Links between British Values and our School Curriculum

Wider life of the school	<ul style="list-style-type: none"> • leadership team elections for class representatives • Weekly assemblies looking at events around the world using Picture News resources • Rules • Developing a culture in school where children are encouraged to question and feel safe doing so • Involvement in our local community • Inclusion – a feeling of belonging, being valued and given opportunities to shine
English	<ul style="list-style-type: none"> • Sharing texts from other cultures, a range of settings and covering different issues – exploring people, places and social groups through literature • Debating, hot-seating – listening and respecting the views of others • Giving opinions clearly with reasons
Maths	<ul style="list-style-type: none"> • Group work – understanding how people can come together to solve problems • Understanding that we are allowed to make mistakes • Investigating and applying maths to a range of situations – developing tolerance and resilience • Learning that our understanding of mathematics comes from a range of cultures (Rangoli patterns, Pythagoras, Fibonacci).
Science	<ul style="list-style-type: none"> • Rule of Law – Need to follow rules for Health and safety • Practical investigations follow conventions of science including giving credit where it is due and working as a team • Individual liberty to own views; tolerance and mutual respect to share views • Controversial issues: evolution vs. creation; genetic modification; selective breeding; animal testing • Exploring stereotypes of a scientist
MFL and culture	<ul style="list-style-type: none"> • Actively promote the key values of mutual respect, diversity and plurality • Learning that different languages are spoken around the world and valued in communities • Global citizenship – what is happening in the world around us • Reflecting on ways of life in other cultures and embracing differences in contexts

History	<ul style="list-style-type: none"> • Exploring democracy in historical contexts • Achievements around the world– developing an appreciation for their work • Study moral and ethical issues in the past and applying to modern day issues such as piracy, slavery, terrorism, human rights
Geography	<ul style="list-style-type: none"> • Settlements and how communities develop over time • How societies are linked by common values • To appreciate diversity in local cultures and backgrounds • To discuss contemporary issues in society
RE	<ul style="list-style-type: none"> • Children have the opportunity to learn about and explore different world faiths. They understand that not everyone shares the same beliefs and listen respectfully to the opinions of others. • Explore different cultural traditions amongst faith groups and think about the different ways in which people might celebrate, mark milestones and show positively their commitment. • Children are encouraged to ask the ‘Big Questions’. A safe environment is provided for children totalk about issues, for example to consider what is meant by right and wrong. • Children learn about different religious and traditional festivals and explore the differences between the two concepts. • We welcome visitors of different faiths to celebrate diversity.
PHSE	<ul style="list-style-type: none"> • Encourage discussion and debate – listening to the opinions of others and challenging in aconstructive manner. • Developing self-esteem and self-awareness. • Giving children the skills and opportunities to practice difficult situations and scenarios. • Why rules and made and why we follow them. • When can rules be broken? • Route to Resilience accredited and teach children about their ‘character muscles’ to encourage independence and deeper thinking.
Music	<ul style="list-style-type: none"> • Freedom of expression when appraising different music; children are learning to respect the opinions of others, distinguish between fact and opinion and to give opinions with reference to evidence. • Learning about different cultures and how music is used in ceremonies to mark important milestones. • Challenging the stereotypes of musicians

	<ul style="list-style-type: none"> • Opportunity to experience playing different instruments and for children to see that classical music can be played on the ukulele and pop can be played on the cello. Music is for everyone. • Civil liberties –exploring why some music might be banned and debating the reason for this.
PE	<ul style="list-style-type: none"> • Following rules • Understanding that competition can be healthy – learning to cope with success and defeat. • Developing responsibility and independence. • Taking turns and understanding that everyone has a part to play regardless of ability.
Computing	<ul style="list-style-type: none"> • Internet Safety including an understanding of cyber-bullying • Access to suitable sites that give range of opinions and being able to tell the difference between fact and opinion • Understanding that with freedom of choice comes responsibility • Developing an understanding of free speech

Reviewed April 2024