



British Values Policy

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In 2011, the Government defined British Values as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We promote these values through our vision statement, curriculum, enrichment activities and our own school values - Appreciation, Belonging, Compassion.

At Ropley CofE Primary School we aim to provide learning that will equip children to live in our diverse and mobile world. We want them to be motivated and inspired to become successful, life-long learners who can apply their learning, make progress and achieve highly. Above all, we aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society. We believe that every child has the potential to do these things.

We promote British Values in a number of ways throughout our school.

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| <p>Democracy UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account</p> | <p>We have an elected School Council. This is used as an opportunity to teach about democracy and the electoral process.</p> <p>We encourage leadership in school, at all levels. Our children have the opportunity to take on whole school leadership roles which include Sports, Arts and House Captains, Buddies, Playmakers, Librarians and others. Children propose themselves to their peers for these roles and are elected.</p> <p>Democracy is promoted through PSHE lessons and collective worship themes.</p> <p>Children are involved in whole school policy decisions, for example voting for and making decisions about things which directly affect them, such as new playground equipment, charities to</p> |
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| | <p>support, our behaviour code and the rewards and sanctions in school; creation of our Behaviour Policy.</p> <p>Every child is in one of our four houses which are named after our two founders (Maddock and Faichen) and also after the local doctor (Happel) and the oldest ex-pupil alive at the time of setting up the Houses (Goodall). Every child can earn house points for their house and competes in regular competitions for their house. This reflects our school value of 'Belonging' and the children are proud of their house and wear their house colour with pride.</p> <p>Our Collective Worship themes explore ideas of democracy and how people have significantly influenced changes in society. (e.g. The Holocaust and the annual Leavers Service theme, eg; one year the topic was Stewardship and as a whole school we celebrated 'The Week of the Bee').</p> |
| <p>The rule of law UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> | <p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. Our Behaviour Policy is clearly linked to our School Values. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through Celebration Assemblies. Equally, there are clear and agreed sanctions for breaches in our behaviour policy outlined in our Behaviour chart.</p> <p>Each year classes agree their own 'class charter' which outlines the class' expectations of each other.</p> <p>Through our school assemblies, and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it is difficult.</p> <p>Our curriculum exploits opportunities to explore origins of law and how this has evolved over time, for example through</p> |

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| | <p>our Viking unit and the origin of 'Dane Law' which was brought to England and influenced early law making.</p> <p>We work closely with our families (SENCO and ELSA) to help improve outcomes for children, including supporting families through difficult times, and working on strategies to improve welfare (e.g. attendance).</p> |
| <p>Individual Liberty</p> <p>UN CRC Article 31: All children have the right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> | <p>Through our school values and the PSHE program, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport, engineering etc.</p> <p>Children are taught how to keep themselves safe, including e-safety. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through the PSHE curriculum.</p> <p>We use opportunities such as Collective Worship and English and curriculum topics to celebrate individuals who have played a significant part in challenging injustice and inequality eg; Paralympians</p> <p>Our curriculum also exploits opportunities to explore liberty and the context of this in different periods, for example in our study of the Greeks and Egyptians. Some of our younger children have learnt about how Paddington Bear was a refugee from his home country, linking this to real life situations today and this in turn, discusses children's rights.</p> |
| <p>Mutual Respect</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> | <p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and our Equality Policy.</p> <p>Through our school's values and PSHE lessons children are taught to respect each other, and differing ideas and opinions. Children are taught to be co-operative and collaborative, to be supportive of each other and to look for similarities while being understanding of differences.</p> |

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| | <p>Our buddies and Playmakers teach our younger children to play co-operatively with each other, and help children to resolve conflicts amicably.</p> <p>Mutual respect is also promoted through our programme of collective worship.</p> |
| <p>Tolerance of different faiths and beliefs UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> | <p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy.</p> <p>We deal firmly with any instances of bullying behaviour, including the use of racist or homophobic language.</p> <p>Tolerance of different faiths and beliefs is promoted through the Hampshire County Agreed Syllabus for Religious Education - Living Difference and Understanding Christianity. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject is often displayed around the classrooms, on the school website or around the school.</p> <p>This is supplemented by collective worship, which highlights the importance of Love and Respect for all.</p> <p>Different faiths, traditions and beliefs are explored and compared through our curriculum units e.g. Egyptians, The Mayan Civilisation, Jewish and Muslim faiths.</p> <p>Visits to the school are made by local religious leaders, and children have the opportunity to visit places of worship from both the Anglican tradition, and those of other faiths.</p> |