



## Promoting British Values

### Our Promotion of British Values Statement:

**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.”**

At Titchmarsh CE Primary, Warmington and Nassington Schools, these values are reinforced in the following ways:

#### Democracy

Democracy is richly embedded within all three schools where pupils have the opportunity to have their voices heard in the annual elections of the School Council, Sports Council and, as a Church School, the Church Council for Titchmarsh. We also vote for our representatives at May Day and vote for the films at Film Night.

Pupil Voice is heard through Circle Time sessions, PSHE lessons and regular Pupil Surveys – these are being used at both a whole school and subject level to allow strong understanding of pupil views and opinions of their work. Pupils are also involved in recruitment processes, have opportunities to interview candidates, and give their opinions, which are considered by the selection panel along with the other aspects of the selection process.

**Example: In March 2022, the whole school met in Nassington to elect School Councillors and to decide on the priorities for the school. In September 2022, all of the pupils at Warmington decided on the rules for playtimes and lunchtimes. In October 2022, the Church Council at Titchmarsh reviewed the Collective Worship policy for the school.**

Opportunities for parents’ and carers’ voices to be heard by the Executive Headteacher are through an open door policy and surveys are held to ascertain stakeholder views. Pupils are also given this opportunity when they have “Afternoon Tea” on a termly basis and, as part of each subject Deep Dive, pupils are asked their views about specific subjects which are then fed back to subject leaders, staff and governors.

**Example: As part of our Scrutiny procedures, link governors and the Executive Headteacher meet with pupils from all years to ask their views about their work in school and their views on knowledge organisers and assessment practice. Subject Leaders undertake pupil voice exercises to find out their views about the curriculum and life in school.**

Questionnaires and surveys relating to all aspects of school life, including the children’s preferences for changes to the school day, PE clubs and subject content and the outcomes acted upon, where possible.

Our Unity policy on positive behaviour and discipline clearly references our values and involves rewards and sanctions; this is shared through all aspects of school life.



## Promoting British Values

Governors monitor the activities of the school regularly and discussion with pupils is a key and regular part of the discussion process.

**Example: Governors meet with Year 6 pupils following the SATS so that they can gain pupil views on how the sessions have been run and any suggestions the pupils have. The impact of this is that pupils have asked for breakfast clubs and look forward to them as part of their SATS week. Governors also meet with pupils for Book Looks to gain a pupil perspective on their work and what school life is for them.**

### The Rule of Law

Pupils are taught the value and reasons behind laws, and that they govern and protect us; they learn about the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are a regular part of our calendar events and help reinforce this message.

**Example: KS1 pupils have an afternoon with the local Fire Service as part of their work on the Great Fire of London – they learn about the work of the Fire Service and the importance of staying safe. Our PCSOs visited our Upper KS2 classes in September 2022 to talk about County Lines and how to stay safe.**

### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a Unity, we educate and provide boundaries for all pupils to make choices safely, through provision of a safe environment and an empowering approach through education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example through our e-Safety and PSHE lessons.

Pupils receive assemblies and talks from the NSPCC, School Nurse and PCSO so that they understand and appreciate the roles and responsibilities of the staff and governors to keep them safe and the importance of following guidelines and rules. The clear message about keeping themselves safe and making safe choices, made them aware of their rights and how we can support them, set out in a child-friendly way.

**Example: In 2022, pupils met with the PCSO to talk through safe behaviours for Hallowe'en and Bonfire Night. In 2020, Titchmarsh and Warmington participated in the 'Blue Butterfly' scheme with the local PCSOs to develop resilience and safe behaviours. In 2023, pupils from all three schools will be having PSHE days with a SCARF consultant to learn about safe relationships.**

### Mutual Respect

As schools which holds strong values at the core of their ethos, our Behaviour Policy promotes Core Values such as 'Respect', and pupils have been part of discussions and collective worship related to what this means and how it is shown.



## Promoting British Values

Respect is one of our values taught explicitly within lessons and collective worship and pupils are actively encouraged to be respectful to themselves and to each other. At Titchmarsh, this is one of our Christian values and pupils demonstrating this value are awarded certificates.

Adults throughout both schools model, demonstrate and promote respect for others as do older children who have been given suitable age-related, tasks and responsibilities, such as Reading Buddies and Year 6 Buddies for our EYFS children. This is reiterated through our classes and learning rules, as well as our behaviour.

**Example: Pupils from all schools collect goods for the Harvest festival and donate them to local foodbanks to learn and understand the importance of respecting the communities and their members, particularly those who are less fortunate than themselves.**

### Tolerance of those of Different Faiths and Beliefs

At Titchmarsh CE Primary, Warmington and Nassington Schools, we value the community reaching in to the school, and the schools reaching out into the community. We are fully inclusive and enhance the curriculum and experiences further through the Performing Arts and Sporting Events locally where they meet a range of other participants from a range of backgrounds.

**Example: All three schools follow the theme of 'Remembrance' and create artwork and experiences to remember the sacrifices made to secure their lives and society. The pupils all participated in a minute's silence in remembrance of the late Queen and, earlier in the year, held community events to celebrate the Platinum Jubilee.**

Our Collective Worship calendar focuses on Values and Cultural aspects, allowing us to cover a wide range of local, national and international events, peoples and cultures. Our school vision documents all have key values as the basis for our day-to-day work.

**For Titchmarsh**, these are: Friendship, Honesty, Love, Respect and Hope – weekly awards are given to those members of our community who display these values.

**For Warmington**, these are: Friendship, Honesty, Loyalty, Creativity and Independence – these are shared with the pupils each half-term with awards for those pupils actively demonstrating those values..

**For Nassington**, these are Courage, Resilience, Independence, Creativity, Diversity and Teamwork. In 2022, we held a 'Fail To Succeed' day to show pupils how to be resilient and work together when things don't go to plan.

Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and assemblies. The schools value their involvement and all that they bring to broaden their knowledge of other faiths, cultures and beliefs; making choices from an informed position is valued highly. All schools believe they have a key role in presenting opportunities to learn about the possibilities and our RE scheme ensures children learn about different world faiths and their importance to people.



## Promoting British Values

**What do we expect our pupils to do?**

**For Early Years, our children should:**

- Be encouraged to make friends and positive relationships;
- Value each other and everyone around them;
- Know how to use their words to be kind and respectful;
- Know and respect differences and similarities;
- Respect the views of others but have the words and courage to say to someone when they do not think this is right.

**For KS1, our children should:**

- Know how to make friends and positive relationships and maintain these;
- Value each other and everyone around them;
- Be kind and respectful;
- Know and respect differences and similarities;
- Respect the views of others and challenge, in a positive way, when they hear views that they do not feel are right.

**For KS2, our children should:**

- Be positive role models for all children and show how to make friends and positive relationships;
- Value each other and everyone around them;
- Demonstrate kindness and respect to all;
- Know and respect differences and similarities, challenging when they hear views they feel are not right;
- Actively seek ways to participate in the wider community, modelling and encouraging younger pupils to do this.

### Conclusion

Titchmarsh CE Primary, Warmington and Nassington Schools are inclusive schools. They have a strong ethos and a clear vision, with fundamental British values running through as clear and strong threads, woven through the daily working of the schools: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are embedded in the life of the schools and the experiences of the children.

Ed Carlyle  
Executive Headteacher

**Associated Documentation: (plus Appendix 1 – SCARF Planning and British Values)**

Weekly Diary  
School Vision  
School Values



## Promoting British Values

### Appendix 1: SCARF Lesson Plans and British Values

SCARF supports children's spiritual, moral, social, cultural and emotional development, fostering a sense of respect for themselves and others; it promotes health and wellbeing across the school community within a robust PSHE framework. Within this context, it contributes significantly to British Values in their broadest sense both explicitly and implicitly. The focus across the three themes of Health and Wellbeing, Relationships and Living in the Wider World help to foster and develop in children a responsibility for their own actions; respect for the actions and beliefs of others; an understanding of how each individual is protected by the rule of law; and how everyone can make a positive contribution to society through the democratic process.

Individual lessons which relate directly to the British Values themes of:

- *Democracy*
- *The rule of law*
- *Individual liberty and*
- *Mutual respect and tolerance of those with different faiths and beliefs*

are as follows, although you will be able to make further links across a range of the SCARF lessons.

Lesson	PSHE Learning Opportunity <a href="#">Updated LOs - 2020</a>	British Values
Y1 It's not fair! Y2 An act of kindness	R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong	Tolerance and Respect for others
Y1 Same or different? Y2 What makes us who we are?	R8. to identify and respect the differences and similarities between people	Tolerance and respect for others
Y1 Why we have classroom rules Y2 Our ideal classroom 1 & 2	LWW1. how to contribute to the life of the classroom LWW2. to help construct, and agree to follow, group and class rules and to understand how these rules help them	Democracy
Y1 Taking care of something Y2 Getting on with others	LWW3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)	Tolerance and respect for others
Y1 Our special people Y2 When someone is feeling left out	LWW4. that they belong to various groups and communities such as family and school	Individual Liberty

## Promoting British Values

Lesson	PSHE Learning Opportunity Updated LOs - 2020	British Values
Y5 Independence and Responsibility	HW11. increased responsibility to keep themselves and others safe to recognise their increasing independence brings in	Individual Liberty
Y4 Different feelings Y5 How good a friend are you? Y6 Dan's Day	R1. to recognise and respond appropriately to a wider range of feelings in others	Tolerance and respect for others
Y3 Respect and challenge Y4 Diversity World Y4 What makes me Me! Y5 Kind Conversations Y5 The land of the red people Y6 Respecting Differences	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. LWW8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.	Tolerance and respect for others
Y3 Let's celebrate our differences! Y4 What would I do? Y4 Can you sort it? Y5 Happy Being me! Y6 OK to be different	R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to	Tolerance and respect for others

## Promoting British Values

Lesson	PSHE Learning Opportunity Updated LOs - 2020	British Values
	see, respect and if necessary constructively challenge their points of view R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour	
Y3 As a rule Y4 How do we make a difference? Y5 Local Councils	LWW2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	Democracy The rule of law
Y3 It's your right! Y5 or Y6 Captain Coram module	LWW3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child & LWW4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	Tolerance and respect for others The rule of law
Y4 The people we share our world with	LWW11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Tolerance and respect for others
Y6 Democracy in Britain 1 & 2	LWW1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	Democracy The rule of law