

Promoting British Values at Bousfield School

The DfE emphasises 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 Bousfield, we understand the importance of helping children to thrive not just academically but also spiritually, morally, socially and culturally, to ensure that they are fully equipped for life as responsible citizens.

Our broad curriculum with our inclusive approach to teaching and learning, our wide range of enrichment activities and our strong pastoral support all ensure that we provide our children with an abundance of opportunities to learn about, experience, and apply the key values of British society.

1. Democracy

Children should develop an understanding of how citizens can influence decision-making through the democratic process.

2. The Rule of Law

Children should develop an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. Further to this children should also develop 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.

3. Individual Liberty

Children should develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

4. Mutual Respect and Tolerance of those with Different Faiths and Beliefs

Children should develop respect for those around them and demonstrate acceptance and tolerance of other people who have different faiths or beliefs to themselves. Children should understand that these differences should not be the cause of prejudicial or discriminatory behaviour. Children should also develop an understanding of the importance of identifying and combating discrimination.

Listed below are just some of the ways Bousfield School promotes the five key British Values. These values are implicitly connected to the UN Convention on the Rights of the Child (UNCRC).

Value	How We Promote It
<p>Democracy</p> <p>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>	<ul style="list-style-type: none"> • Our School Council is elected by the children in each class. Various decisions are made through the year, via class councils, then finally voted for by the school council (e.g. which charity events to support, such as 'Children in Need' and Comic Relief') • Class and School Council have discussed school meals, play times, ... • Each class has a 'Code for Effective Learning', discussed and voted for by the children • We encourage the children to volunteer. We have reading volunteers (across year groups), playground leaders and dining room monitors • The children raise money for local and national charities, through Harvest Festival donations, and whole-school charity events such as 'Save the Children', 'Comic Relief' and 'Bousfield's Got Talent' • Children have previously voted, as a class, which product to design, make and sell at our Summer BBQ raising money for the school • Children work together in groups • Children are encouraged to be fair, kind, listen to each other and build on each other's ideas • 'Talk Partners' are chosen randomly, through the term, giving all children a chance to work with everyone • Balanced argument and debating is taught within P4C (Philosophy for Children) • As with all the key British values, 'Democracy' has been discussed with the children in whole-school assemblies, including an assembly which specifically focussed on how MPs are democratically elected, how they represent the views of their constituents, and how Bousfield's School Council system mirrors this • These assemblies are often differentiated so as to be made accessible to both Key Stage 1 and Key Stage 2 children

	<p>Some further examples, specific to year groups:</p> <ul style="list-style-type: none"> • In Early Years, 'Fairness' and 'Taking Turns' is woven into much of the curriculum (e.g. Circle Time, sharing and playing games) • Year 4 covers 'Democracy' in British History and has been visited by Amnesty International to discuss Democracy throughout the world • In Year 6 'The Hat' is used weekly to choose talk partners and promote high expectations of learning • In Year 6, the origins of democracy are taught through historical research of the Ancient Greeks
<p>The rule of law</p> <p>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>	<ul style="list-style-type: none"> • Through our school assemblies, circle time, P4C and PSHE 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 • The Code for Effective Learning, voted for by the children has clear rules, often relating to behaviour and what is right/ wrong • We have high expectations of pupils' behaviour and this is reflected in our Behaviour Policy. Senior leaders support staff in the implementation of this policy • There are rewards for good and caring behaviour and consistent demonstration of our values is recognised through such things as 'Good Book' assemblies and 'Special Mentions' Assemblies • We have high expectations of behaviour in the playground and playground leaders are used effectively to encourage and model this • The mobile classroom/ 'Life Bus' visits once a year covering topics such as 'Drugs and Alcohol' • Children are taught how to keep themselves safe through the PSHE curriculum and through visits from outside organisations such as the NSPCC • Online safety is taught across the whole-school through our computing curriculum and the children's posters are displayed in the suite and classrooms • Our 'School Trips' policy has clear rules as to what is expected, e.g. seatbelts on buses are a necessity • As with all the key values, 'Rule of Law' has been discussed with the children in whole-school assemblies <p>Some further examples, specific to year groups:</p> <ul style="list-style-type: none"> • In Reception, local police officers visit the school to talk to the children and explain their role in society • Reception visit the local fire station to learn how they keep children safe • In Year 6 the local police visit to discuss appropriate behaviour with social media and messaging • The school has a code for effective play times, which makes behaviour expectations clear

<p>Individual liberty</p> <p>UN CRC Article 31: All children have a 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 to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Children can choose what to wear in school, as there is no uniform • Children can choose to have either a school dinner or packed lunch • Children throughout the school choose their own books to take home to read • Children volunteer for the role of lunchtime monitor and playground leader, writing a short statement about why they would be a good role model • Freedom of creativity is actively encouraged in Art, Music and Dance lessons. There is a wide range of after-school activities for children to choose from, such as sports clubs, musical instruments, Yoga, Drama and Craft clubs • Within PSHE children are taught about the United Nations Convention on the Rights of the Child and learn to respect the rights of others • Through our school values and PSHE curriculum, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to follow their interests in art, music, sport etc. • The PSHE curriculum has specific units relating to individual liberty including 'Good to Be Me', 'New Beginnings' and 'Getting On and Falling Out' • In music, songs with key themes of liberty are taught, such as 'Good to be me' • As with all the key values, 'Individual Liberty' has been discussed with the children in whole-school assemblies <p>Some further examples, specific to year groups:</p> <ul style="list-style-type: none"> • In Early Years children are encouraged to select which learning activities they would like to access throughout the day • Year 3 have a 'Dream Jar', where they discuss their ambitions and aspirations
<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>	<ul style="list-style-type: none"> • Respect of the opinion of others, balanced argument and debating is taught within P4C (Philosophy for Children) • Within our 'Online-safety' units we learn the importance of being respectful and polite when online/ emailing • We have high expectations of pupil conduct and this is reflected in our Behaviour Policy • Our Code for Effective Learning encourages mutual respect between the pupils and between teachers and pupils • Each class has its own 'Wonderful Work' wall, where we celebrate and respect other children's work • Through our school's values, PSHE and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences

	<ul style="list-style-type: none"> • Mutual respect is also promoted through additional PSHE lessons and assemblies • Through group work, children are encouraged to be fair, listen to each other, respect opinions and share ideas etc. • Different 'Talk Partners' are chosen through the term, giving all children a chance to work together and learn to respect their peers • Friendship Day in the Summer Term enforces many key values including mutual respect • Our school council is a place where all opinions are heard and respected • In music we sing songs about respect, such as 'Working Together' and 'Build it High' • Children throughout the school are taught to respect, care for and be generous to other members of our community • R.E. lessons provide frequent opportunities for mutual respect. Children from different faiths are encouraged to share their knowledge and discuss their religious experiences, and to respond sensitively to the religious views of others • As with all the key values, 'Mutual Respect' has been discussed with the children in whole-school assemblies
	<p>Some further examples, specific to year groups:</p> <ul style="list-style-type: none"> • In Early Years our differences are embraced and celebrated through storytelling and role-play, such as with the picture book Elmer • In Year 4, 'Blogging' (Computing/ English) is taught with an emphasis on how personal opinions are respected • In Year 4 and 6 'The Hat' is used weekly to choose talk partners, promote high expectations for approaches to learning and encourage respect for different opinions • Years 5 and 6 are learning to drum and will be raising money for the Street Children Charity by busking before school
<p>Tolerance of different faiths and beliefs</p> <p>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>	<ul style="list-style-type: none"> • We have high expectations of pupil conduct and this is reflected in our Behaviour Policy and Equal Opportunities Policy • Children have the opportunity to visit places of worship, either as part of the R.E. curriculum or during religious festivals (such as Easter, Harvest festival and Christmas) • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others • Knowledge, understanding and tolerance of different faiths and beliefs is promoted through the Religious Education syllabus. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school.

	<p>This is supplemented by assemblies (class, Key Stage, and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali, as well as whole-school visits to the local church through the year (Easter, Christmas etc.)</p> <ul style="list-style-type: none"> • All children are free to wear religious/ cultural dress • The school takes full advantage of being in a culturally rich city, (e.g. as part of Art curriculum weeks, the school visited the V and A museum and St Paul's Cathedral) • As part of the curriculum classes make visits to theatres and Art galleries which showcase different cultures and beliefs. • Songs are taught that embrace differences of cultures/ religions, such as 'Working Together' • As with all the key values, 'Tolerance of Different Faiths and Beliefs' has been discussed with the children in whole-school assemblies • Taken as a whole, we therefore believe that our school goes further than encouraging tolerance of different beliefs, in that we actively <i>embrace</i> and <i>celebrate</i> our differences
	<p>Some further examples, specific to year groups:</p> <ul style="list-style-type: none"> • In Early Years, throughout the year, the children cook food linked to different faiths/ festivals/ cultures • Year 3 visit the local synagogue as part of their Sacred Places topic • A Year 5 Class Assembly show-cased the importance and role of Sacred Texts in different religions • In Year 6, 'how should intolerance be tolerated?' is discussed within PSHE • Provision is made for pupils of different faiths who do not wish to attend whole school assemblies in St Mary The Bolton's church

Sadly, no school can guarantee that there will never be instances which are contrary to fundamental British values. We respect everyone's right to hold different viewpoints. However, we will actively challenge opinions or behaviours in school that are contrary to fundamental British values, including 'extremist' views, as these are at odds with the values of Bousfield School.