

PROMOTING BRITISH VALUES AT SALT FORD PRIMARY SCHOOL



At Saltford School we actively encourage the promotion of “fundamental British values”. We do this through curriculum delivery ensuring, for example, that democracy, individual liberty and the rule of law are appreciated and understood by all learners. Importantly, the culture and ethos of the school naturally expects the demonstration of respect and tolerance for all we come in contact with, and in particular those with different faiths and beliefs.

British values are defined and set out below.

British Value	Statement	Evidence	Impact
<p>Mutual Respect</p>	<p>Respect is a fundamental school value that is regularly discussed in depth, starting with self-respect and covering respect for family, friends, groups, the world and its people, as well as the environment.</p>	<p>PSHE Sessions / Collective Worship. RE curriculum, planning and evidence. Learning Walks with a focus on attitudes, behaviour and the influence of school values. In November 2017, we were rated ‘Outstanding’ in our Church School SIAMS inspection. Behaviour management & relationships is built on mutual respect between adult/pupil. School Council / House leaders / E team model respect. Kindness, Honesty and Respect are our 3 core values. During the Covid 19 lockdowns, these values were explored further as part of our home/online learning offer. Children’s Rights is one of our key school themes. Children’s Rights have been celebrated in displays and assemblies throughout the school. We have the UNICEF RRSA Silver Award. All children and adults are encouraged to respect one another and model this behaviour at all times. Respect, Honesty and Kindness are our three core values. All classes have monitor jobs assigned in order to keep our classrooms and school running smoothly and tidily. Y6 children have monitor jobs to help around the school and in other classes. KS2 children support younger children. KS2 children take on roles to support the EYFS classes and model good behaviour for EYFS children. Children are encouraged to respect their environment and look after our school – older children have particular roles assigned, like being librarians, litter pickers etc. We have a ‘Green Team’ to encourage and develop an awareness of ‘green’ credentials, from turning off lights in the building to planting ‘bee friendly’ shrubs. Our Green Team has worked with a local group of ‘Wombles’ to ‘Clean for the Queen’ and built bug houses for the school grounds. They have achieved the Junior Foresters’ Award and having been working on our Trust’s sustainability plan. We have Silver Eco-Schools status. We have Modeshirt Stars Silver Award - Modeshift STARS (Sustainable Travel Accreditation and Recognition for</p>	<p>Children can articulate why respect is important, how they show respect to others and how they feel about it for themselves. Children are using the language of rights and responsibilities as part of school life. Children’s behaviour demonstrates a good understanding of this value in action.</p>

		<p>Schools) is a national schools awards scheme that has been established to recognise schools that have demonstrated excellence in supporting cycling, walking and other forms of sustainable travel.</p> <p>Older children support younger children by leading 'Huff and Puff' at playtime and helping in the Foundation Stage at lunchtime.</p> <p>During our 'House afternoons', older children support younger children with a range of activities, often around a theme, such as 'honesty'.</p> <p>Commemorations like Remembrance Day are marked at school every year.</p> <p>Harvest festival donations are shared between local and international charities. Assemblies support children's understanding of those in need – like a recent visit from a charity for homeless people in Bath.</p> <p>This year our KS2 Harvest Festival had a gospel theme (the last few years have included an African theme, a French, a Caribbean theme and an Antipodean theme, celebrating the cultures of Australia, New Zealand and the Pacific Islands).</p> <p>We take great pride in supporting local, national and international charity efforts. We contributed to the NSPCC, who also visited us and delivered workshops for our older children and we have raised money for Sport and Comic Relief. In December all classes collect for a 'Reverse Advent Calendar', which was then donated to our local Foodbank.</p> <p>We also held a 'Christmas Jumper Day', which raised funds for Save the Children and have had visits from Julian House, a charity working with homeless people in Bath. We have raised funds through several events for the crisis in Ukraine.</p> <p>Children sometimes take part in leading services at St Mary's Church.</p> <p>Every year our KS2 children walk to the top of Kelston Round Hill to commemorate Ascension Day. Children take part in a service lead by teachers and members of the Church.</p> <p>At Christmas some of our older children visit local retirement homes to sing carols with the residents. Our Y5 children have had regular trips to the home to participate in arts activities with the residents.</p> <p>Sometimes our Digital Leaders help local residents at the Salford Computer Café.</p> <p>During C 19 lockdown, children celebrated the people who care for us, wrote letters to local residents who were isolating and the school supported local families.</p>	
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<p>Tolerance of those with different Faiths and Beliefs</p>		<p>Our school follows the Futura RE curriculum, based on the Discovery RE scheme of work, with learning about different faiths and beliefs embedded in our curriculum Assemblies are planned to celebrate stories and festivals from diverse cultures as well as current affairs and children's rights themes. Some of our parents come to school to tell us all about festivals, including Chinese New Year and Eid. Members of various faiths and religions are encouraged to share their knowledge with their classes or the school. Visits are made to different places of worship. Displays celebrate important times of the year for different cultures. We learn French in school, but welcome visits from speakers from many cultures. Our clubs include Spanish. Our cross-curricular learning places strong importance on finding out about other cultures. Regular discussions about issues in the news are held within classes. These include video clips from Newsround and Espresso. We collected equipment to donate to Syrian and Afghan refugees. Our Harvest festivals have a multicultural theme – KS2 for example The Caribbean, Antipodean, African and French Harvests We have visits from organisations like SARI to encourage understanding of diverse cultures and raise awareness of racist bullying. In Year 6, children spend time learning about the Black Lives Matter movement and produced very thoughtful pieces of work inspired by it, including discussions with a local angle about the Bristolian slave trader Edward Colston. Our Spanish Club celebrated the European Day of Languages. We challenge any prejudicial or discriminatory behaviour. We discuss and celebrate difference in PSHE and during events like Anti-Bullying week.</p>	<p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.</p>
<p>Democracy</p>	<p>Children see democracy borne out in a whole variety of ways and see this as being an essential component of successful team work. Democracy is a value that children meet when exploring Christian values of: respect, justice, trust, honesty & service.</p>	<p>The voting in of new House Captains & School Council members each year models the democratic process. RE & PSHE curriculum & planning. Introducing UKS2 to politics using general election process. Collaborative learning across the curriculum. School council elected and vote on key issues. Every year children elect representatives from their class for the School Council after a hustings exercise in each class. Pupil voice is important to us – in the last year School Council have been involved in celebrating our Futura Learning Partnership launch, contributing to the development of our behaviour policy and celebrating the school's 60th Anniversary. They have also shared the outcomes of the annual pupil questionnaire with classes and considered next steps. They met a local councillor to find out about his role and the work he does. Members of the School Council represent Saltford at the the</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. As a result of the general election, Y6 pupils have written their own manifestos, carried out mock election & debated views. Y6 make perceptive observations & can provide counter arguments to the issues raised.</p>

		<p>Futura Eco-festival, coming up with a strategy for sustainability across our Trust.</p> <p>The House names were suggested by and voted for by the children and staff.</p> <p>Robin – Red Owl - Blue Woodpecker – Green Goldfinch – Yellow</p> <p>House Captains are elected by members of each House after a hustings exercise.</p> <p>House afternoons are held with the opportunity for older and younger children to work together.</p> <p>Each class has a charter written and signed by all members at the beginning of the year.</p> <p>Assemblies include information about how democracy works –children and teachers have been involved in leading assemblies about Parliament and the General Election.</p> <p>We have hosted a Trust Primary Parliament discussing the Global Goals and what we could do to look after our planet.</p> <p>Local Councillors and community group representatives visit the school, for example to talk to the children about local issues like the potential reopening of Salford Railway Station, or to sit with the children to enjoy a Great British Breakfast!</p> <p>We encourage discussion and debate about issues in the news, within a framework of respecting the views of others.</p> <p>Democracy is addressed across the curriculum – from finding out about significant individuals like Rosa Parks and Nelson Mandela to learning about the Ancient Greeks.</p>	
<p>Rule of Law</p>	<p>Children are familiar with the concept through the discussion of values and, in RE& PSHE lessons, the idea that different religions have guiding principles.</p> <p>Children are used to debating and discussing laws/rules and their application. Visits from the local Police service ensure children form positive relationships through informal learning sessions.</p>	<p>Golden Rules, Learning Behaviours, Christian values PSHE/Citizenship lessons on the role of law and parliament. Pupil Voice through school council meetings. Collective Worship cycle & themes.</p> <p>RE curriculum, planning and evidence.</p> <p>Behaviour Policy; monitoring & supporting pupils using the behaviour logs.</p> <p>Rights Respecting School Award.</p> <p>Visits from the Police.</p> <p>During Road Safety week, we learnt about keeping safe on the roads when walking, using scooters or on our bikes.</p> <p>Our Golden Rules form the basis of our behaviour management system and are referred to consistently throughout the school day by all children and adults working within the school.</p> <p>Levels of behaviour are clearly displayed in each classroom.</p> <p>All children who abide by our Golden Rules earn Golden Time at the end of each week.</p> <p>Playworkers reward children who follow the rules and help others.</p> <p>Children are encouraged to differentiate right from wrong.</p> <p>Peaceful solutions to conflicts are encouraged.</p> <p>We learn about the Rule of Law through our Curriculum, like finding out about 'People Who Help Us', when we receive visits from our local PCSO and the Fire Brigade.</p> <p>Consequences of breaking the law are discussed in PSHE</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these. They are able to discuss and debate moral issues in relation to the rules.</p> <p>Children make links between Golden Rules and RRS & articulate this well.</p> <p>Involvement of Police using the curriculum & supporting pupil need increase understanding of role & give pupils a sense of security. They appreciate the role of Police within society.</p>

		<p>and in Assemblies.</p> <p>We have had visiting paramedics, who came to talk to us about their role.</p> <p>Every year our Y6 children go to the 'Life Skills' Centre in Bristol. This helps guide them to make the right choices in tricky situations and appreciate the people we turn to help us.</p> <p>Our Digital Leaders have taken assemblies about keeping safe online.</p> <p>We find out about major institutions, like Parliament and our older children have visited the Imperial War Museum in London.</p> <p>Salford School is a proud member of the Futura Learning Partnership, which allows us to work with a range of other local schools to support achievement and provide a variety of opportunities – sporting, curricular (like a local history project), musical etc. Representatives from our School Council took part in the Futura Eco-festival last year.</p>	
<p>Individual Liberty</p>	<p>Our Values based discussions and acts of worship include discussion about the self, e.g. self –respect and self-worth in relation to the individual value so that children see that they are important in their own right. Children are strongly encouraged to develop independence in learning and to think for themselves</p>	<p>Children are able to show independence in learning and to think for themselves.</p> <p>Rights Respecting School Silver Award. Teaching and learning places emphasis on the right to have our own thoughts and evidence based views.</p> <p>Individualised learning opportunities.</p> <p>SEN support and expectations.</p> <p>Children are encouraged to make choices daily – whether it is choosing their lunch, challenging themselves to harder work, deciding what to do at playtime, in the lunch hour or for Golden Time.</p> <p>Children have the choice to participate in many of our varied extra-curricular opportunities.</p> <p>Through our PHSE and Computing Curriculum, children are taught about their rights and responsibilities, including how to keep themselves safe online and how to keep healthy.</p> <p>We challenge stereotypes and encourage the development children's sense of self-esteem, self-knowledge and self-confidence. This could be through taking part in our school productions, playing for a team in sport or sharing something they enjoy in our assemblies, for example.</p> <p>We have an Artsmark Silver Award for encouraging creativity.</p> <p>We have our own E-qualities team to promote fairness for all.</p> <p>Activities such as 'Sustrans Big Walk and Wheel' encourage us to keep fit and walk, cycle or scoot to school. Special events are held to promote their work.</p> <p>Every year we hold an anti-bullying week, which concludes with a display of children's work on the theme. This continues through the school year with assemblies and work in class.</p> <p>UNICEF rights-respecting schools - we have received the Silver Award for this programme and continue to promote rights and responsibilities through displays, assembly and</p>	<p>Children understand the importance of accepting responsibility and their right to be heard in school.</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action.</p> <p>Children are confident and articulate individuals who behave well and respond appropriately in social and formal contexts.</p>

		through the curriculum. Careers assemblies with visiting speakers in KS2 help us learn about possible future jobs.	
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LINKING BRITISH VALUES WITH OUR CHRISTIAN VALUES

There are many opportunities for us to be able to link the teaching of British values when considering the Christian values which underpin the ethos and culture of the school.

FUNDAMENTAL BRITISH VALUES	CHRISTIAN VALUES
Mutual Respect and the Tolerance of those with different Faiths and Beliefs	Peace, Koinonia, Friendship, Humility, Forgiveness, Hope, Reverence, Compassion, Wisdom, Love
Democracy	Justice, Trust, Honesty, Service
Rule of Law	Justice, Trust, Honesty
Individual Liberty	Justice, Thankfulness