

## 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
<b>Mutual Respect</b>	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>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 &amp; relationships is built on mutual respect between adult/pupil. School Council / House leaders / E team model respect. Children’s Rights is one of our key school themes. In Autumn 2016, our journey towards achieving the Rights Respecting Schools Award began. KS2 assemblies introduced the children to Children’s Rights and these have been celebrated in displays and assemblies throughout the school year. We now have the UNICEF RRSA Silver Award. All children and adults are encouraged to respect one another and model this behaviour at all times. 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. Every week, a KS2 class supports EYFS and KS1 on ‘first sitting’ at lunchtime. KS2 children take on roles to support the EYFS classes, model good behaviour for EYFS and KS1 tables and to clear the hall ready for second sitting. 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. We have Silver Eco-Schools status. We have Modeshirt Stars Silver Award - Modeshirt STARS (Sustainable Travel Accreditation and Recognition for 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</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>sustainable travel.</p> <p>Older children support younger children by leading 'Huff and Puff' at playtime, helping in the Foundation Stage at lunchtime and running our 'Wake and Shake' activities.</p> <p>Over the last year, during our 'House afternoons', older children support younger children to fulfil activities from their '80 by 18 Passports', a local schools initiative to encourage children to develop a range of skills and life experiences.</p> <p>Commemorations like Remembrance Day are marked at school.</p> <p>Harvest festival donations are shared between local 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 academic year our KS2 Harvest Festival had a Remembrance Theme (the last few years have included a Caribbean theme and an Antipodean theme, celebrating the cultures of Australia, New Zealand and the Pacific Islands).</p> <p>This year we worked with a visiting artist to create a Remembrance display for the Village Hall.</p> <p>We take great pride in supporting local, national and international charity efforts. Last year 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. 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.</p> <p>Our School Council visited the Church to help Rev Daile come up with ideas for a new reflective garden behind the church. They have also worked on a new school prayer and all KS2 children have taken part in prayer workshops.</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.</p> <p>Sometimes our Digital Leaders help local residents at the Saltford Computer Café.</p>	
<p><b>Tolerance of those with different Faiths and Beliefs</b></p>		<p>Our school follows the local SACRE RE scheme of work, with learning about different faiths and beliefs embedded in our curriculum</p> <p>Assemblies are planned to celebrate stories and festivals from diverse cultures as well as current affairs and children's rights themes.</p> <p>Some of our parents come to school to tell us all about festivals, including Chinese New Year and Eid.</p> <p>Members of various faiths and religions are encouraged to share their knowledge with their classes or the school.</p> <p>Visits are made to different places of worship.</p> <p>Displays celebrate important times of the year for different</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>cultures.</p> <p>We learn French in school, but welcome visits from speakers from many cultures, like a fair trade envoy from Nicaragua, an Australian Headteacher and Spanish teachers from a local Secondary School.</p> <p>Our lunchtime and after school clubs include Spanish and French.</p> <p>We have established links with schools in Sweden, Germany and most recently China, where one of our former teachers works. Children email each other to share experiences.</p> <p>Our cross-curricular learning places strong importance on finding out about other cultures. This includes work on Africa, India, Brazil and China. One of our classes prepared an African meal to enjoy together and another created lovely mehndi patterns.</p> <p>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 refugees.</p> <p>Our Harvest festivals often have a multicultural theme – KS2 for example The Caribbean and Antipodean Harvest.</p> <p>We have visits from organisations like SARI to encourage understanding of diverse cultures and raise awareness of racist bullying.</p> <p>Our Spanish Club celebrated the European Day of Languages.</p> <p>We challenge any prejudicial or discriminatory behaviour.</p> <p>We discuss and celebrate difference in Circle Times.</p>	
<p><b>Democracy</b></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.</p> <p>Democracy is a value that children meet when exploring Christian values of: respect, justice, trust, honesty &amp; service.</p>	<p>The voting in of new House Captains &amp; School Council members each year models the democratic process.</p> <p>RE &amp; PSHE curriculum &amp; planning. Introducing UKS2 to politics using general election process.</p> <p>Collaborative learning across the curriculum.</p> <p>School council elected and vote on key issues</p> <p>Every year children elect representatives from their class for the School Council after a hustings exercise in each class.</p> <p>Pupil voice is important to us – in the last year School Council have been involved in effecting changes to the dinner menus, suggesting changes to playtimes and designing a Pupil Questionnaire which is used by Primary Schools across the WMAT and building/reflective garden plans. The Council has also met with the E-Team to discuss and reintroduce playtime buddies. They have also been looking at the School's Vision and Values.</p> <p>Four members of the School Council represent Saltford at the annual BANES Pupil Parliament.</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>Regular house afternoons are held with the opportunity for older and younger children to work together.</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>As a result of the general election, Y6 pupils have written their own manifestos, carried out mock election &amp; debated views. Y6 make perceptive observations &amp; can provide counter arguments to the issues raised.</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 – recently children and teachers have been involved in leading assemblies about Parliament and the General Election.</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 founding principles of democracy when we learn about the Ancient Greeks.</p> <p>Every year representatives from the children go to the BANES Primary Parliament.</p>	
<p><b>Rule of Law</b></p>	<p>Children are familiar with the concept through the discussion of values and, in RE&amp; PSHE lessons, the idea that different religions have guiding principles. 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 &amp; themes.</p> <p>RE curriculum, planning and evidence.</p> <p>Behaviour Policy; monitoring &amp; supporting pupils using the behaviour logs.</p> <p>Rights Respecting School Award.</p> <p>Visits from the Police.</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>Golden tickets are given by Playworkers to children who follow the rules and help others.</p> <p>Children are encouraged to differentiate right from wrong. 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 Circle Times and in Assemblies. We have had visiting paramedics, who came to talk to us about their role.</p> <p>Every year our Y6 children have 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 and we recently received a visit from Bigfoot Drama Company who took sessions about Safer Internet Day.</p> <p>We find out about major institutions, like Parliament and our</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 &amp; articulate this well.</p> <p>Involvement of Police using the curriculum &amp; supporting pupil need increase understanding of role &amp; give pupils a sense of security. They appreciate the role of Police within society.</p>

		<p>older children have visited the Imperial War Museum in London.</p> <p>Representatives from our School Council take part in the BANES Primary Pupil Parliament each year.</p> <p>Salford School is a proud member of the Wellsway Multi-Academy Trust.</p>	
<p><b>Individual Liberty</b></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 evidence. 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. We have received the Award for Healthy Schools Certificate.</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 'Talent Friday' assemblies, for example.</p> <p>We have an Artsmark Silver Award for encouraging creativity.</p> <p>We have set up our own E-qualities team to promote fairness for all. Some of our team visited E-Team presentations at local schools.</p> <p>The E-Team has received Playground Buddies training our Playground Buddies operate at playtimes on a rota system.</p> <p>Our Active Ambassadors 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. We also held a STEM week and Inclusion Matters week, which celebrated women in STEM and the diversity of our community.</p> <p>UNICEF rights-respecting agenda - we have received the Silver Award for this programme and continue to promote rights and responsibilities through displays, assembly and through the curriculum.</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>

		<p>During our Enterprise Week, we found out from many visitors (including parents and a crowd-funded theatre group) how their businesses work. The children came up with their own ideas for businesses and presented them to our 'Dragons Den' panel. Some children made and sold cakes in collaboration with a local supermarket and others created stalls for an end of week funfair.</p> <p>We held a day encouraging children to think about what they might do when they grow up. The sky's the limit!</p> <p>We worked with a start-up Theatre company (The Butterfly Psyche) during our enterprise week, exploring themes of family, forgiveness, acceptance and global warming. Some of our children looked for good subjects for photographs for greetings cards as part of the Valley Added Enterprise project. They then marketed and sold them in packs.</p>	
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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