

How do we promote British Values at Sopley school?

The DFE expects 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.'

Overview of how British values are embedded in our school culture

Our school ethos - includes our commitment to promoting British values

"We prepare children for living in a diverse, democratic society and promote tolerance within our caring and inclusive community. "

"We teach pupils to follow our school and class charters - taking responsibility for their own actions and to expect the same standards from others. "

'Our School' a vision statement created by the children at Sopley - reflects the same values.

"We want it to be a safe place where children can be trusted to be sensible, because everyone follows the class charters and the rules for a Happy School. We want everyone to be honest, have good manners and to treat people and possessions with respect.

We want to be proud of our work and try our best every day, so we do well with our learning. We will keep going when things are challenging and listen carefully to each other. We want to find out interesting and useful things about the world.

If everyone can do this we will remember the great time we had at Sopley, with our friends, for the rest of our lives. "

RRR (rights, respect and responsibility) - is part of our school culture, the themes inform school policies, curriculum and assemblies.

The Sopley Learner - our approach to developing good behaviours for learning includes themes which support British values

| Reflection I can: | Independence I can: | Co-operation I can: |
|---|---|---------------------------------------|
| Reflect on my feelings and how others might feel | Explore, investigate and solve problems | Listen and take turns |
| Reflect on my behaviour | Sort out what I need | Learn with others |
| Reflect on what I have done well and what I need to improve | Have a go by myself | Show respect to everybody |
| Reflect on my own learning | Stick at it and do my best | See when I am wrong and say sorry |
| I am proud of my achievements | I am proud that I can do it | I am proud of my relationships |

Democracy

The school values pupil voice and we ask the pupils about their learning, their concerns and for their ideas about how we can make things better for them. We do this through:

- **School council** - where elected class representatives can share views and we can ask them to contribute to school improvement *e.g. working to develop our school ethos and rules for a happy school.*
- **Circle time in classes** - give the chance to share views and develop the culture in their glass room *e.g. developing their class charters.*
- **Pupil interviews and questionnaires** -staff and governors ask pupils what they think about their school and their learning *e.g. the regular pupil survey where our governors interview every child in the school so that we can take their views into account when we make our school improvement plans and check for the impact of our school improvement work.*

The Rule of Law

We have a positive culture which promotes good behaviour which ensures that children understand the school rules and what happens if these rules are broken.

- **Our rules for a happy school** - set out the expectations for our children and include both 'do and 'don't' statements to help children understand them

Do be gentle

Do be kind and helpful

Always work hard

Do look after property

Do listen to people

Always be honest

Do walk quietly and sensibly around the school

Don't hurt anybody

Don't hurt people's feelings

Don't waste your or other people's time

Don't waste or damage property

Don't interrupt

Don't cover up the truth

Don't run inside the school

- **Class charters** -at the start of each year classes discuss class rules and agree a charter to abide by with the emphasis not only on their rights, but their corresponding responsibilities to achieve these rights.
- **PSHE (personal, social and health education) RRR and assemblies** - children learn about the importance of having rules and how these relate to the communities they and their families live in and beyond.
- **School ethos** - by being immersed in the ethos of the school, our children learn about their responsibility to be law abiding citizens.

- **Curriculum** - where relevant links are made to the UN Conventions of Human Rights, specifically the Articles relating to Rights of the Child

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our children to make choices safely *e.g. choices about; what learning challenge or activity to do, how to present their work, participation in extra-curricular activities, lunchtime options, and so on*

- **Behaviour policy** -our policy is built on the principle that children are responsible for their own actions and choices and that these have consequences. Children are encouraged to reflect on the impact of their choices. There is additional support available for children with behavioural difficulties so that we can help them to develop skills and strategies needed to become responsible citizens.
- **Safeguarding** - is central to all we do in school. Pupils are taught how to keep themselves safe whilst they exercise their rights and personal freedoms *e.g. during PSHE, e-Safety lessons and assemblies. We monitor how safe our children feel and if they know how to pass on concerns e.g. through our pupil interviews and ELSA support*

Mutual Respect and Tolerance

Our ethos is based on mutual respect and good manners, examples include:

- *Adults actively model respect with one another, and with the children, in how we speak and treat one another.*
- *Through our creative curriculum, we promote an awareness of different faiths and we encourage our pupils to recognise and understand these faiths. Our pupils naturally show tolerance for others and have a curiosity to find out and understand cultures and faiths that are different from their own. All staff model a tolerant and accepting attitude.*
- *We use assemblies, school council and class circle time to raise and discuss issues of bullying and prejudice and reinforce learning during curriculum time.*
- *We will challenge views and behaviours which are contrary to British values.*

FRIENDS - All our pupils take part in the FRIENDS programme to help them develop their emotional literacy and build emotional resilience. The programme has been shown to benefit children's own development and relationships. By enabling all children to take part FRIENDS also contributes to our whole school culture of tolerance, self-awareness and respect for self and others.

Some other examples of how we promote British Values at Sopley School:

- **Music, Art and topic work:** Experiencing music, art and cooking from different cultures.
- **Religious, Moral & Spiritual Education:** Gaining a greater understanding of religious diversity and practices, this covers key religions represented in the UK. We follow the Hampshire 'Living Difference' programme.
- **Physical Education:** Promotion of the concept of "fair play"; following and developing rules, inclusion, team work and co-operation, celebrating and rewarding success, respecting other competitors and being gracious in defeat.
- **Computing:** Children are taught about e-safety, respect and bullying in the online world.
- **Educational visits:** We look for opportunities which enable children to understand British heritage and experience the diversity of life in modern Britain. Visits have included a trip to Southampton - including the mosque, a tour of London - including time for informal play in the Princess Diana memorial park, residential visits for outdoor learning -including opportunities to mix with children from other schools.
- **Community and the wider world:** We support a wide range of charities such as the local food bank and Red Nose Day. These activities are supported by assemblies which explore themes linked to the work of the charity. We encourage our children to interact with children from other schools though activities including sporting fixtures and shared learning opportunities such as the New Forest eco schools project.