

How British Values are Promoted at Upham CE Primary School

Our School Values

Our School Vision has Christian beliefs and values at its heart. This means that every child and adult associated with the school is not important because they are members of the school but also because they are seen as unique individuals within God's creation.

We recognise that as well as children's cognitive, emotional and social development needs, children also have spiritual needs. The spiritual aspects of life are therefore recognised at Upham Primary School and nurtured alongside other development ('mind, body and spirit'). We offer a spiritual dimension to the lives of children and their families, within the traditions of the Church of England.



At Upham Primary School the core Christian value of love, as Jesus taught us (Matthew 22: 37-39,) is our guide where care for others, or kindness to use the children's choice of language, is the accessible, outward expression of this love (1 Corinthians 13: 4-7 & Galatians 5: 22-23).

Through relationships and the activities of the school, children and staff explore this kindness towards others and explore what it means to love God, ourselves, our friends and others.

British Values

All schools are required 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. We promote these values through our school vision statement and own school values (Love & Care), our whole school curriculum and thorough enrichment activities.

Here is an overview of how British values are promoted:

British Value	Links with our vision & values	How we promote these through Planned Curriculum & Enrichment Activities
Democracy		<ul style="list-style-type: none"> • An elected school council use as an opportunity to learn about election process and representing the views of others • Strong links with the Parish Council to explore democratic processes • Processes of democracy promoted when children offer views about a matter by voting • Children encouraged to nominate each other (eg acts of kindness awards) • School council involved in active decision making related to school improvement work and charity collection. Discussions are held in class and collated at meetings. • Reports and minutes from school council submitted to governing body. • Collective worship themes explore people who have influenced society positively through democratic means or not (eg Guy Fawkes).
The Rule of Law	<ul style="list-style-type: none"> • Family Community, working together 	<ul style="list-style-type: none"> • Clear school rules, shared with children and displayed in classes and hall. The Behaviour policy exemplifies these high expectations. Children are rewarded and sanctioned in context of these rules. • Children in classes interpret what these rules mean at their

		<p>stage of development through class agreements and sign up to these to show their commitment to following them.</p> <ul style="list-style-type: none"> • When children make mistakes and behave in a manner not consistent with school rules, behaviour management from staff encourages children to take responsibility and reflect on their actions for the future. • Significant moments in history leading to our current law system are explored through assemblies (eg Magna Carter anniversary) • Visits from Police, Clergy, Firefighters and parents used across the curriculum to explore different individuals place and contribution to society • Opportunities to explore the law system (and contrast with the past) are taken within Historical units eg Y5/6 Crime & Punishment.
<p>Individual Liberty</p>	<ul style="list-style-type: none"> • Developing confidence & creativity • Enjoying and Achieving 	<ul style="list-style-type: none"> • Children are taught about personal responsibility, as characterised by our guiding phrase ‘To be kind, and treat others how I would want to be treated, in the God loves all of us’ where independent decisions are made about how to act. • Children are taught how to keep themselves safe in terms of health (eg avoiding fungi), e-safety, fire-safety, road safety, and strangers and at key times of the year eg Halloween. • Anti-bullying messages and teaching within PSHE is used to help children feel • Buddies and peer mentors help other children to interact positively and resolve conflicts • Within collective worship and the curriculum, especially History, explores how individual liberty and freedom has been fought for, achieved or denied, with discussions about the moral implications eg at Remembrance, The suffragettes, Apartheid, Romans, Biblical stories etc • Children are encourage to form their own opinions about important moral matters during collective worships. Biblical teachings are shared as a ‘moral compass’ but children are encourage to decide for themselves.
<p>Mutual respect and Tolerance towards those with different faiths and beliefs</p>	<ul style="list-style-type: none"> • Love & Care • Responding to needs of World • Value and Respect for each other 	<ul style="list-style-type: none"> • Children are expected to behave positively towards each other (as described in our Behaviour Policy) and in particular to show kindness (Love and Care) • Older buddies look after Year R children and teach them how to interact with others • Our RE curriculum enables children to explore other faiths in depth. Islam has been chosen at upper KS2 to combat potential negative stereotypes portrayed in the wider world and encourage a deep, respectful understanding of this faith. • Positive role models are celebrated through awards such as weekly learning and kindness certificates and termly shining stars and the kindness award. • Tolerance of different faiths and beliefs is promoted through the Hampshire County Agreed Syllabus for Religious Education-Living Difference. Children learn about different religions, their beliefs, places of worship and festivals. The children’s work on

		<p>this subject is often displayed around the classrooms, on the school website or around the school.</p> <ul style="list-style-type: none"> • Anti-bullying messages through PSHE and assemblies explore the effects of intolerance on people. • During collective worship different beliefs are discussed openly, in a respectful manner eg creation. • Different religions • National events and media coverage is discussed to help children understand complex issues and to confront any discriminatory views eg Assemblies about Syrian Refugees
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Development of British Values is also considered within the context of the furthering of equality and therefore the school's Equality Duty (also published on the school website) is a relevant document to refer to. Within the Equality Duty, the planned actions can be summarised and prioritised into the following two objectives which are published as the school's Equality objectives on the school website (upham.hants.sch.uk).

- Proactively develop the placement of images around the school in order to promote positive attitudes towards diversity, acceptance and self-worth, most notably towards ethnicity, gender, disability and age.
- Implement annual whole-staff equality training to extend understanding of issues and how to address them. Outcomes of equality monitoring and progress with the equality duty will be shared with staff.