



Rosedale
Primary School



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Exceed Learning Partnership
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British Values Policy

Author/Owner	A Denovan
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Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	March 23	JSK	New Policy
V2	Oct 24	A Denovan	Whole Policy

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1. The Promotion of British Values

On 27 November 2014, the Department for Education published guidance on promoting British values in schools to ensure young people leave education prepared for life in modern Britain. Rosedale Primary has a duty to actively promote the fundamental British values, first set out by the Government in the Prevent Strategy in 2011, of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs.

Until now there has been a requirement to respect these values, but as a result of recent changes Rosedale Primary has a clear strategy for embedding these values and can show how our work with pupils/students has been effective in doing so.

Examples of the understanding and knowledge pupils are expected to learn include:

- An understanding of how citizens can influence decision-making through the democratic process;
- An understanding that the freedom to hold other faiths and beliefs is protected in law; an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

Examples of actions we take to promote British values are to:

- Include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- Ensure all pupils within the Academy have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a Pupil Council whose members are voted for by the pupils;
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

2. Promoting British Values at Rosedale Primary

We agree with the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Pupils will encounter these principles every day within the Academy through our promotion of spiritual, moral, social and cultural understanding. We also have a weekly British Values assembly. Listed below are some examples of how we promote these values in our Academy community:

3. Democracy

Democracy is an important value at our school and our Junior Leadership Team (JLT) demonstrates this in action. Pupils consider the characteristics important for being an effective member of the JLT and then apply for the role via an open application process.

Pupils have the opportunity to have their voice heard through our JLT which is then shared at regular meetings with the Head of School and Personal Development Lead. The team is able to effect change within the school and the community.

They also lead assemblies such as anti-bullying, racism and LGBTQ+ to raise awareness and make positive changes. Staff encourage pupils to know that their views count, to value each others views and listen with care and to share their feelings. They also encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

4. The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced at Rosedale. Pupils are taught:

- the values and reasons behind laws that they govern and protect us

- the responsibilities that this involves
- the consequences of when laws are broken

Visits from authorities such as the Police Community Support Officers, fire service etc. are regular parts of our school calendar and help reinforce this message.

Road Safety sessions support our active travel work and enable pupils to understand the rules of the road and the potential dangers encountered should they break those rules.

Staff ensure that pupils understand their own and others' behaviour and the consequences that come with them. To encourage and promote good behaviour, attitude and learning behaviours, staff follow the academy's 'Behaviour Blueprint'. Pupils learn to distinguish right from wrong and follow our Academy Rules which encourage them to: be ready to learn, be kind, be honest and look after property.

A traffic light system is consistently followed throughout school and pupils are rewarded with golden time at the end of the week. Rewards include individual, class and whole school. We endeavour to praise pupils informally, individually, during group work, in front of the whole class and the whole school. Pupils are rewarded not only for achievement in curriculum areas, but for behaviour and general adherence to the school rules. Pupil's achievements are celebrated during weekly Proud Thursday assemblies and staff send home postcards to share achievements of pupils with their families.

5. Individual Liberty

As a school we give pupils strategies to communicate respectfully so that they can make choices safely and become as independent as possible through the provision of a safe environment and carefully planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are given strategies to communicate to exercise these safely, for example through our eSafety teaching.

The RE curriculum also encourages pupils to express what they believe personally about religion. Pupils are also given the freedom to make choices and express their preferences, e.g. signing up for extracurricular clubs. Through reflective learning practices such as self and peer assessment, pupils are encouraged to take ownership of ways they can improve their learning and progress, giving them a sense of personal and social responsibility. Rosedale raises awareness of anti-bullying each year to ensure that building healthy, positive relationships is at the forefront of our PSHE lessons. We follow the programme 'Discovery RE which is designed to support pupil understanding of different beliefs and how core values run central to religious groups and good life practices.

6. Mutual Respect

At Rosedale we insist that all pupils, all staff and all visitors to our school are treated with dignity and respect. This is expressed by all demonstrating good manners and fostering positive and professional relationships. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with courtesy and respect, and these values underpin all teaching and learning and all relationships in our school.

Mutual respect is explicitly taught through behaviours for learning, such as active listening and positive speaking and presentation. Pupils are actively encouraged to express their views in a safe environment and through the Junior Leadership Team, where decisions are discussed openly and with respect. The content of phase assemblies, that are a regular feature in the school calendar, teach mutual respect and they cover other important topics and themes such as: respect, religious festivals, historically important events and people and protected characteristics. Trust competitions also encourage the values of sportsmanship, teamwork and fair play through practical learning opportunities.

Our involvement with Activ8 also encourages the values of good sporting behaviour, team work and fair play during PE sessions and during lunch time.

7. Tolerance of Those with Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Discussions involving prejudices and prejudice-based bullying have been supported by learning in RE and PSHE. Staff aim to enhance pupil understanding and respect for other cultures, faiths and beliefs through the curriculum such as:

- Creative Arts - by considering cultures from around the world through music, art and dance.
- Knowledge & Understanding of the World - through organising Themed Weeks where we celebrate and enjoy the differences between other countries and cultures. Such as International Week, Careers Week.
- English and ICT – where there are opportunities to explore cultures and traditions from other parts of the world using a wide range of fiction, nonfiction texts and the internet.
- PSHE, Health and Wellbeing – where Jigsaw and Circle Time are important tools for promoting mutual tolerance and respect.
- RE – all pupils in school develop awareness, knowledge and appreciation of different faith and feelings of belonging to different groups. Pupils are encouraged to share their own experiences when celebrating their own faith. Activities within school support both pupils and adults of different or no faith and pupils are taught respect and tolerance of these groups and the opinions of the groups are taken into account with all activities.

Whilst instances contrary to our values are relatively rare, each is treated seriously in line with our policies and expectations.

- Current affairs – pupils learn about life and culture in other countries that are hosting sporting events such as the Olympics and World Cup.
- Assemblies - Whole school assemblies and teaching and learning in classes celebrate festivals from different religions through the year.

8. Glossary of terms

Prevent Strategy –	The Prevent duty aims to safeguard people from becoming terrorists or supporting terrorism.
Junior Leadership Team (JLT)	The council of pupils who represent the views of the wider pupil population.
LGBTQ+,	The acronym for lesbian, gay, bi, trans, queer, questioning and ace
RE	Religious Education
Discovery RE	The Scheme of Learning used to deliver the RE curriculum
PSHCE	Personal, Social Cultural and Health Education
Jigsaw	The Scheme of Learning used to deliver the PSHCE curriculum
Behavior Blueprint	The key consistencies on Rosedale’s approach to behavior.
Phase assemblies	Assemblies delivered in Key Stage groups e.g. KS1 / KS2
Activ8	A Doncaster-based coaching company that support the delivery of the PE curriculum and wider sporting opportunities.
protected characteristics	The characteristics that are protected by the Equality Act 2010 are: <ul style="list-style-type: none"> • age. • disability. • gender reassignment. • marriage or civil partnership (in employment only) • pregnancy and maternity. • race. • religion or belief. • sex.
Circle Time	Structured time to facilitate discussion and encourage pupils to share their ideas around different issues.
Active Travel	A whole school initiative that encourages pupils to take an active route to school.