



'Love your neighbour as yourself' (Luke 10:27)

## How are British Values promoted through St. Bridget's C.E. Primary?



'Love your neighbour as yourself' (Luke 10:27)

	<u>Current Practice</u>	<u>Further Development</u>
<p><b>Democracy</b></p> <p>How citizens can influence decision making through the democratic process</p>	<p>Pupil Voice through:</p> <ol style="list-style-type: none"> <li>1. School Council (incorporating RRSA steering committee, Eco Committee).</li> <li>2. Sports/Active Play Leaders.</li> <li>3. RRSA is now fully in place and established through whole school (Article 12 UNCRC).</li> <li>4. Children helped create action plan to move the school forwards through to Level 2 award.</li> <li>5. Whole KS2 vote for the school council representatives.</li> <li>6. Year 6 apply to become prefects and carry out important tasks around school, with guidance from teachers as well as working in partnership with each other. (Dependent on Covid restrictions)</li> <li>7. Question raising and pupil meetings used to review our curriculum</li> <li>8. Whole of school involved in supporting school rules</li> <li>9. Pupil voice reviews by subject leaders.</li> </ol>	<ul style="list-style-type: none"> <li>• All children in school involved in the assessment of where the school currently is in terms of RRSA (some through school council, steering committee and others through questionnaires)</li> <li>• Article 13: Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.</li> </ul>
<p><b>The Rule of Law</b></p> <p>An appreciation that living under the rule of law protects individual citizens.</p> <p>An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government</p>	<ul style="list-style-type: none"> <li>• Behaviour policy.</li> <li>• Appropriate consequences to develop responsibility for own behaviour choices.</li> <li>• Developing respect through PSHE.</li> <li>• Developing classroom rules and expectations with pupils when designing Class Charters at the beginning of every year.</li> <li>• Assemblies, classroom activities, taking to children about why we have rules to ensure people are safe and secure.</li> <li>• Links to community police.</li> <li>• E-safety is fundamental within the curriculum and cyber bullying is tackled with a zero-tolerance approach.</li> <li>• Liaising with local secondary school to facilitate a 'court room' session with A-Level Law class (had previously run annually before pandemic).</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop citizenship elements through PSHE curriculum linking to the rule of law.</li> <li>• Further development of RRS:</li> <li>• understanding of rights and responsibilities RRS ambassadors to help ensure CRC is embedded across the school and all pupils are living by the articles.</li> <li>• Embedding understanding of the following articles:</li> <li>• Article 2: The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.</li> <li>• Article 40: A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes into account their age or situation. The child's privacy must be respected at all times.</li> <li>• Article 42: Governments must make the Convention know to children and adults.</li> </ul>

<p><b>Individual liberty</b></p> <p>An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of</p>	<ul style="list-style-type: none"> <li>• SEN/EAL coordinator both ensure that</li> <li>• children/parents whose first language is not English are fully supported within the school. Strong links with MEAS.</li> <li>• Parent workshops held to support parents helping their children at home (Depending on Covid Restrictions)</li> <li>• Ensuring that all children regardless of colour, creed, religion, disability are treated with equal dignity and respect.</li> <li>• Anti-Bullying policy addresses prejudicial and discriminatory behaviour.</li> <li>• Focused work from teachers and teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Embed understanding of the following articles:</li> <li>• Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights.</li> <li>• Governments must respect the rights of parents to give their children guidance about this right.</li> <li>• Article 15: Every child has the right to</li> </ul>
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<p>prejudicial or discriminatory behaviour.</p>	<p>to work with children to manage conflict and resolve friendship difficulties.</p> <ul style="list-style-type: none"> <li>• Y6 Play leaders help ensure no child is alone or suffering from discriminatory behaviour on the playground.</li> <li>• Governors/parents are informed and records kept to ensure prejudicial and / or discriminatory behaviours are recorded, and issues are addressed.</li> </ul>	<p>meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>
<p><b>Mutual respect</b></p>	<p><b>Level 2 RRSa</b></p> <ol style="list-style-type: none"> <li>1. Celebration of all children’s successes</li> <li>2. Termly class assemblies/services in which every child plays a part.</li> <li>3. Pupil question raising and decision making used to design curriculum across the school.</li> <li>4. Yearly class/whole school charity fund raising.</li> <li>5. Encouragement given to children who wish to raise money for their own personal choice of charity.</li> <li>6. Celebrate children’s out of school achievements in assemblies.</li> <li>7. St. Bridget’s “Got Talent” end of term shows.</li> <li>8. Respect and teamwork promoted through Year 6 residential at Robinwood.</li> <li>9. Respect and teamwork promoted through Year 4 residential at Barstondale. (When restrictions allow).</li> <li>10. Promotion of gender-neutral resources (e.g. EYFS outdoor play area).</li> <li>11. Parent questionnaires</li> <li>12. Promote mutual respect and teamwork through sports day events.</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to promote Christian Values and RRS to all stakeholders, so that mutual respect further underpins all elements of school practice.</li> <li>• Embed understanding of the following articles:</li> <li>• Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.</li> <li>• Article 15: Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</li> </ul>

<p><b>Tolerance of those of different faiths and beliefs</b></p> <p>An understanding of the problems of identifying and combating discrimination</p>	<ol style="list-style-type: none"> <li>1. Celebrations in other faiths (see RE syllabus)</li> <li>2. Incorporated through assembly themes.</li> <li>3. Social Justice aspect of ‘Our Community’ Curriculum Pillar.</li> <li>4. Supporting and maintaining good links with a community in Africa and a charity that provides support for children from Chernobyl.</li> <li>5. Story books and resources including range of different faiths and cultures.</li> <li>6. Visits to different places of worship.</li> <li>7. Visits from members of different faith groups.</li> <li>8. Year 6 Leavers Services in St. Bridget’s and Chester Cathedral.</li> </ol>	<ul style="list-style-type: none"> <li>• Embed understanding of the following articles:</li> <li>• Article 14: Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.</li> </ul>
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