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# St Nicholas at Wade CE Primary School

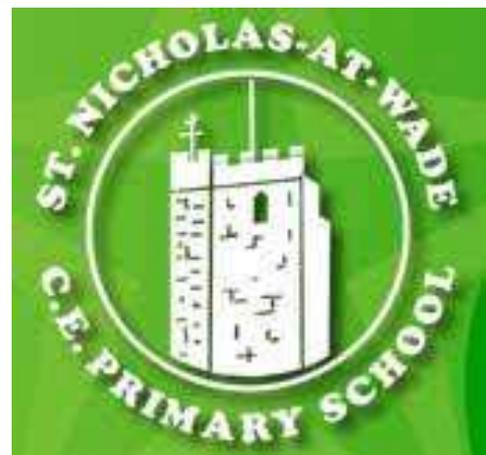
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Promotion of British  
Values

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January 2023 – 2025  
Next review due 2025

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# Promotion of British Values

## Introduction

This policy outlines the way in which the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are actively promoted at St. Nicholas at Wade CE Primary school.

## Intent

At St. Nicholas –at – Wade we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. The promotion of British Values has a crucial role in this and is considered a vital part of our pupil’s experience in school to help prepare them for life in modern Britain.

## Key Aims and Objectives

Intent	Implementation
To promote democratic processes in school	<ul style="list-style-type: none"> <li>• Active school council in place</li> <li>• Children in discussion around their learning activities</li> </ul>
To ensure an understanding of the importance of identifying and combatting discrimination.	<ul style="list-style-type: none"> <li>• To include within curriculum content in PSHE, History and RE</li> <li>• To include within worship themes</li> <li>• Observe key points in the calendar such as black history month</li> </ul>
For pupils to be able to understand the concepts of respect and tolerance.	<ul style="list-style-type: none"> <li>• Embedded within the Christian Ethos of the school.</li> <li>• To be part of the behaviour strategy in school</li> <li>• Kindness and respect is the default and this modelled by all</li> </ul>
To help children understand how citizens can effect decision making through the democratic process.	<ul style="list-style-type: none"> <li>• Positions of student responsibility in school should be democratically elected e.g. house captains.</li> <li>• An active school council in place.</li> <li>• Through the history curriculum.</li> <li>• To incorporate the skills of debate into curriculum activities.</li> <li>• Annual pupil survey designed and implemented by the school council.</li> <li>• Pupil conferencing as part of the monitoring and evaluation process</li> </ul>
For pupils to understand that not everyone shares the same faiths and beliefs.	<ul style="list-style-type: none"> <li>• Through RE curriculum.</li> <li>• Worship and class worship</li> </ul>

<p>For pupils to be able to understand the importance of the Rule of Law</p>	<ul style="list-style-type: none"> <li>• School behaviour policy</li> <li>• Consistent strategies</li> <li>• Narrating the rationale for rules</li> <li>• Class rules (built with children)</li> <li>• Visits from community warden and police officers and safety officer.</li> </ul>
<p>To ensure that pupils are increasingly able to use their individual liberty to make well informed choices for themselves.</p>	<ul style="list-style-type: none"> <li>• Through star challenges and within lessons pupils encouraged to take responsibility for their learning and level of challenge.</li> <li>• Through PSHE pupils encouraged to think about how they can keep themselves safe both in the real and virtual world.</li> <li>• A climate in school of respect and acceptance.</li> <li>• Valuing and celebrating individual uniqueness</li> </ul>

**Pupils will encounter the promotion of British Values in; specific lesson content in RE, History, PSHE; through collective worship; through engagement in other whole school activities i.e. school council and election of pupil representatives and through the school’s Christian ethos and promotion of spiritual moral, social and cultural understanding.**

### **Equal opportunities**

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity or special educational needs.

### **Additional Educational Needs/Special Educational Needs**

All pupils will have access to the full National Curriculum. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

This policy should be read in line with our Teaching and Learning policy and Subject leader job description.

**Written By: Mrs T Kennedy**