

Promoting British Values: Review 2023-24



At Greenfield Primary School, we teach our pupils about British Values:

- democracy
- the rule of law
- individual liberty, and
- mutual respect and tolerance of those with different faiths and beliefs.

In 2011, the Government set out its definition of British values in the Prevent Strategy, and these values were further reiterated in 2014. The promotion of British values is not something new to our curriculum. Such values are at the core of all we do whether it is through our PSHE and assemblies curriculum, our RE curriculum, our Relationships and Sex Education curriculum and PSHE lessons. The term British values can be rather misleading as these values are integral to so many countries and cultures across the world.

Democracy: at Greenfield our pupils have many opportunities for their voices to be heard. We have a School Council which meets regularly to discuss issues raised in class. Council members for each group are voted by their class. We consult with children and their views are put forward about their school. Governors have the opportunity to question pupils and to learn their views on their visits to school and ensure they learn directly how pupils view our school. Our pupils are always able to voice their opinions and we foster an environment where pupils are safe to discuss and disagree with each other

The Rule of Law: the importance of laws, whether they be those that govern the class, the school, or the country, are reinforced within the curriculum, through our PSHE and assemblies, as well as when supporting behaviour. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We also liaise with the Police and Fire service help to reinforce this message. Examples can be seen within our PSHE curriculum.

Individual liberty: our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for our pupils to make choices safely, through our curriculum and the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our PSHE curriculum, assemblies and E-safety lessons. Whether it is through choice of taking on responsibilities or through participation in our many extra-curricular clubs and opportunities, pupils are given freedom to make choices.

Mutual respect: We are proud ourselves on our positive relationships. We treat each other with mutual respect. Our values underpin all aspects of school life which gives staff and pupils the opportunity to discuss and reflect on the values in life that they believe in. Mutual respect is supported through our Rights Respecting Schools materials and our values. Pupils focus on a different value each half-term and our curriculum teaches pupils that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect. We aim to help pupils learn the art of reflection and questioning to enable them to make sense of the world around them. We teach them to be understanding and solution focused rather than judging others.

Tolerance of those of different faiths and beliefs: our curriculum places great emphasis on promoting diversity with our pupils. We are situated in Leicestershire which benefits from a rich cultural diversity. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported in learning RE and PSHE. Assemblies address these issues directly or through the inclusion of stories and celebrations from a variety of faiths and cultures. This is supported and reinforced through our RE and PSHE curriculum. Where this diversity does not exist within the school community, efforts are made to develop cultural understanding and links so that pupils have an opportunity to learn about tolerance.

Equality: see our school Equality statement. We actively seek to encourage equity and equality through our teaching. We seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender
- ethnicity
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The use of stereotypes under any of the above headings will always be challenged.

Inclusion: Greenfield is an inclusive school and we aim to make all pupils feel included in all of our activities by making our teaching inclusive. We recognize the entitlement of all pupils to a balanced, broadly-based curriculum. Our commitment to inclusion means that we have systems in place for early identification of barriers to learning and participation. We acknowledge the need for high expectations for all children

We ensure that we are meeting the requirement of Section 78 of the Education Act 2002 in our provision of Spiritual, Moral, Social and Cultural (SMSC) development of pupils within the curriculum and in all aspects of school life. Within this, our pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Within our SMSC curriculum, we actively promote British values through challenging opinions or behaviours in school which are contrary to these fundamental British values. Our curriculum and enrichment activities promote these values within SMSC through:

- Enabling our pupils to develop their self-knowledge, self-esteem and self-confidence
- Enabling our pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging our pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively more to the lives of those living and working in the locality of the school and so society more widely
- Enabling our pupils to have a broad general knowledge of and respect for public institutions and services in England
- Furthering tolerance and harmony between different cultural traditions by enabling our pupils to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Our pupils gradually develop the following understanding and knowledge:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies, such as the police and the army, can be held to account through Parliament, others, such as the courts, maintain independence
- An understanding that the freedom to choose and hold other faiths is protected in law
- An acceptance that other 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 behavior
- An understanding of the importance of identifying and combating discrimination

To support our commitment to promoting British Values, we are working towards our award for the Unicef Rights Respecting School award. This means that we are showing a continued commitment to learning about the UN Convention on the Rights of the Child and encouraging an atmosphere of equality, dignity, respect, non-discrimination and participation. Although many of our usual activities have been limited due to the Pandemic, some examples of recent activities linked to articles include:

- School Council – article 12
- ICT and e-safety weeks and activities – article 16,17
- Safer use of technology to prevent cyber bullying - article 12
- African music and Djembe drumming – article 29
- Celebrating religion and festivals – article 14
- Curriculum events – article 28
- Developing our PSHE curriculum – article 28
- SRE curriculum development – article 34
- Mindfulness and meditation project and Forest School activities - article 24, 28
- Assemblies based on national and international news – article 17
- Agreed class charters – article 28
- Clubs and in-school clubs – article 29, 31
- PSHE and Curriculum debates – article 13
- Racism development within the PSHE curriculum - article 2
- Mental Health week activities - article 24
- Autism awareness week activities - article 31
- NO outsiders project – article 31
- Fund raising for charity work and community project supporting children with disabilities and life-limiting illness – article 23
- Sporting and fundraising events – article 24

For our whole school assessment please see the table below:

School values and ethos	Grade	Evidence
Do the school's values embrace equity and excellence for all?	Good	All values link with vision, ethos, SMSC and PSHE programme. Values reinforced in assemblies and the school curriculum and through our 'R' Respect curriculum and CARE mission statement.
Are school policies and procedures clearly derived from these values?	Good	All school policies are written with these values in mind. All curriculum policies and strategic policies support this.
Does the school value and promote community and democratic principles?	Good	A small school which consults and collaborates effectively. The pupils form an important part of the consultation.
Do all partners, including pupils, understand the school's commitment to equity and excellence?	Good	All pupils are regularly reminded of our agreed commitments within assemblies, trips, visits and visitors.
Does the school meaningfully involve pupils and the local community in its self-evaluation and improvement planning?	Good	Different pupil groups are included in reviews (playground, behaviour, school priorities) as well as involved with local community planning (housing, park project).
Does the school share its facilities with the local community?	Good	Rainbows, Brownies, open for local events as required, PTFA.
Does the school seek to be represented on local bodies?	Good	The school has links with local churches, Blaby Rotary, Blaby Community events, nurseries and Waitrose projects.
Self-evaluation		
Does the school have a detailed breakdown of the pupil characteristics (including faith, ethnicity and culture and socio-economic background) year-by-year and class-by-class?	Good	All pupil data which is held complies with LA requirements. Data on pupils is updated regularly as needs are identified.
Does the school have a clear understanding of the different needs of pupils based on these characteristics, for example, language needs or religious observance?	Good	All pupil data which is held complies with LA requirements. Data on pupils is updated regularly as needs are identified.
Does the school have an accurate understanding of the groups that its community comprises?	Good	The school and family of schools work together to keep this information updated and liaise with community groups including Blaby Council, Sure Start etc.

Does the school have a clear understanding of the needs of these groups?	Good	We work with the family of schools and Blaby District <i>Supporting Leicestershire Families</i> in order to have updates on identified changes.
Are the needs of pupils and the community built into the school improvement plan?	Good	The School Development Plan and the work of the governors looks at pupil needs linked to the school priorities.
Where the pupils are from diverse communities, does the school teach its pupils to understand and appreciate diversity?	Good	The school curriculum supports educating pupils about diversity. Additional resources are purchased to support this.
Is the pupil profile representative of the local community, and if not, why not?	Good	Yes. We also work collaboratively with other schools to extend this.
Is the staffing profile representative of the local community, and if not, why not?	Good	Yes. We also work collaboratively with other schools to develop this.
Does the composition of the governing body reflect the range of the community?	Good	Yes.
Does the school employ members of the local community in appropriate roles?	Good	Yes.
Hard-to-reach groups		
Is the school aware of parents/carers and other stakeholders who are hard to reach?	Good	All pupil groups are identified and made a priority. We work with different agencies to support pupils and their families.
Does the school understand the reason(s) why they are hard to reach, for example, single parents, language difficulties, lack of confidence, socio-economic deprivation, isolation in rural areas or unfamiliarity with the school's procedures?	Good	All vulnerable groups are identified and tracked.
Does the school seek the views of hard-to-reach groups in order to understand their needs?	Good	The consults with all groups and further consultation takes place through Family Support workers, Attendance Improvement Officer and other external agencies.
Does the school keep records of the involvement of parents and carers with the school, for example attendance at pupil progress meetings?	Good	The school monitors parents/carers involvement in parent evenings etc. It consults via questionnaires, through good relationships with parents and continually looks to overcome any barriers.

Does the school encourage access and involvement, for example through making alternative arrangements for reviewing pupil progress?	Good	The school and all teachers always try to accommodate parents' needs as much as possible. Curriculum events are held in different formats and at different times to support parent communication and information.
Educational provision		
Do adults in the school act as role models, promoting common values that highlight diversity and equality, human rights and responsibilities?	Good	Yes.
Does the school teach pupils to understand their own emotional make-up and that of others?	Good	Emotional well-being and resilience is at the heart of our learning and teaching, curriculum and pupil well-being.
Has the curriculum been planned across subjects and aspects to provide pupils with the knowledge and skills they need to contribute to the immediate and wider communities?	Good	The curriculum is linked with the Every Child Matters agenda and SMSC aspects of learning. These are reinforced within lessons, assemblies, trips and activities.
Does the content of the curriculum contribute to an appreciation of cultural diversity, and does it challenge prejudice, bias and stereotype?	Good	The curriculum is linked with the Every Child Matters agenda and SMSC aspects of learning. These are reinforced within lessons, assemblies, trips and activities.
Does the curriculum teach pupils about democratic values and democratic structures in Britain?	Good	Promoting fundamental British values is part of the school's PSHE curriculum and SMSC aspects of learning.
Does citizenship education include the strand 'Identity and diversity: living together in the UK'?	Good	These issues considered within our SEAL and 'R' Respect curriculum.
Does the school actively promote good relationships between learners from different backgrounds?	Good	Yes. We have a good Respect curriculum and this links with the school's CARE mission statement and approach to behaviour.
Do extra-curricular activities, visits and visitors enrich understanding and appreciation?	Good	Yes. A wide variety of additional in-school and extra curriculum activities promote this understanding of others.
If pupils at the school are from similar backgrounds, does the school make links with contrasting schools to give pupils first-hand knowledge and experiences of those from different backgrounds?	Good	International links through our curriculum award and quad blogging, ICT curriculum and curriculum links.
Community contribution		

Does the school provide extended services for the community?	Good	Yes.
Is the community able to use school facilities?	Good	Yes. The school also applies for grants which involve the wider community in initiatives such as arts, dance, sport, Fairs etc.
Does the school have good links with community groups?	Good	As appropriate to the age range of the school.
Outcomes for pupils		
Do pupils in the school have accurate knowledge and understanding of the diversity of British, European and global communities?	Good	Our curriculum and assemblies and pupil groups contribute to this education.
Do pupils in the school have an accurate knowledge and understanding of the values we share with other communities?	Good	Our curriculum is based on the statutory requirements and is enriched through additional international curriculum events and initiatives.
Do pupils appreciate that wider communities are equal and do they understand interdependence?	Good	Our curriculum and whole school assemblies seek to show links to the wider community, national and international.
Are all groups of pupils making good progress academically?	Good	All pupil groups, including vulnerable groups are tracked and intervention is in place to narrow gaps.
Is the school closing any achievement gaps between groups of pupils?	Good	All pupil groups, including vulnerable groups are tracked and intervention is in place to narrow gaps. Any gaps are narrowing through use of finances and intervention (e.g. Pupil Premium).
Are all groups of pupils making good progress in their personal development?	Good	All pupils have progress interviews and support is adjusted accordingly to provide them with the best chances to achieve. Deprivation factors are also considered.
Do pupils make a contribution to the school community, for example through acting as buddies and mentors and through the school council?	Good	Many pupil groups are in place to provide pupils with these opportunities. The school also hosts PSHE events which enable pupils to take on challenges such as fund raising, business awareness, values etc.
Are pupils developing skills for participation and responsible action, for example through recycling?	Good	The school council also looks at environmental issues.
Are pupils making a contribution to the local and wider communities, for example through supporting local groups and national and international charities?	Good	The school contributes to local, national and international fund raising e.g. Children in Need, Race for Life, Christmas Box appeal etc.

Do pupils from different backgrounds and cultures get on well?		
In the classroom, do pupils cooperate well together in pairs and groups?	Good	Behaviour for learning is at least good. Pupils work collaboratively in lessons and across year groups.
Are they respectful towards each other, for example, listening to responses and ideas?	Good	This is reinforced through our whole school 'R' Time respect curriculum which supports our curriculum.
Do they take pride in the achievements of others, for example in celebration assemblies?	Good	All pupils are given the opportunity to celebrate their own and others' successes.
Do they play together during breaks?	Good	Yes.
Is language respectful during breaks?	Good	Yes.

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