



BRITISH VALUES POLICY

RGS The Grange

September 2024

Wendy Wreghitt/M-C Egginton

BRITISH VALUES POLICY

This policy applies to all children in the school, including those in the EYFS.

Policy Statement

Fundamental British Values, outlined by the government as democracy, the rule of law, individual liberty, and mutual respect and tolerance to those with different faiths and beliefs, are an essential part of the curriculum. They are covered in a variety of different ways throughout the school, from EYFS to Year Six. All schools have a duty to 'actively promote' the fundamental British values to ensure young people leave school prepared for life in modern Britain. At RGS The Grange we regard education as being about helping children to understand how things work and how we can challenge and change things for the better. Values should be formed together, not simply instructed. Values should not be assumed because a school demands they are, particularly if those values are very different from those at home: values have to be arrived at through mutual exploration, critical analysis and understanding.

RGS The Grange actively promotes the Department for Education's five-part definition of British values:

Under guidance from 'Promoting Fundamental British Values as part of SMSC in schools' 2014, RGS The Grange follows the recommendations of the Education Act 2002, section 78, to promote the spiritual, moral, social and cultural (SMSC) development of our pupils, which can be demonstrated through actively promoting fundamental British values. We also encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Fundamental British values are rooted in respect and tolerance for people of all faiths, races and cultures. Pupils are encouraged to develop a deeper awareness and understanding of what it means to be a good citizen in Britain today. Pupil voice plays an important part in driving the school forward and our Behaviour Boundaries, School Rules & Values and Class Contracts provide the foundation on which this can be achieved.

RGS the Grange School Vision

- Through excitement and challenge, children at RGS The Grange develop a joy of learning in an inspirational environment.
- Children experience a sense of beauty, awe and wonder.

- They are given opportunities to acquire a sense of responsibility within the community, and to nurture a compassionate and respectful attitude towards others.
- Children develop their moral values by gaining attitudes of sensitivity, fair mindedness and honesty.
- There are opportunities to develop a sense of individuality, to increase their self-esteem and to take pride in themselves and their achievements.
- Children learn both independently and cooperatively and acquire the lifelong skills of perseverance, communication and initiative.
- They experience physical and mental well-being through leading a healthy lifestyle.

Aims and Objectives of this policy

- To take into account guidance from 'Promoting Fundamental British Values as part of SMSC in schools' 2014
- To address the protected characteristics set out in the Equality Act 2010
- To promote democracy, the rule of law, individual liberty and mutual respect and tolerance to those with different faiths and beliefs
- To enable pupils to distinguish right from wrong
- To further tolerance, harmony and mutual respect
- To enable pupils to develop self-knowledge, self-esteem and self-confidence
- To encourage pupils to take responsibility for their behaviour, show initiative and contribute positively to their community and society as a whole
- To promote the spiritual, moral, social and cultural development of our pupils
- To understand that there are democratic ways of governing and to promote respect for the basis on which law is made and applied in England
- To contribute positively to their community
- To value their own beliefs and the beliefs of others

British Values in the Curriculum

We aim to promote fundamental British values in a variety of different ways which are inherent to the ethos of RGS The Grange. There are intrinsic links to our learning about Fundamental British Values within specific curricular and co-curricular areas. Fundamental British Values are taught explicitly through Religious Studies, Personal, Social, Health, Economic Education and Relationship and Sex Education. British Values are focused on in other subjects, such as History, Geography (Humanities) and English. British Values are also highly visible in certain tailored sessions throughout our Flourish and Fly sessions and in our Anti-Bullying Campaigns.

British Values through Assemblies:

At RGS The Grange, across the academic year, we hold regular whole school assemblies, year group, section and class assemblies, which focus on, or include, various aspects of fundamental British Values. We welcome visitors to school to speak

to the children and teach them about a range of subjects promoting fundamental British Values. The pupils are engaged in projects, which contribute to the community or society as a whole, such as whole school local and national charity events and fund-raising initiatives.

RGS The Grange actively promotes the Department for Education's five-part definition of British Values recognised as:

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

Democracy

Aim

Our aim is to encourage 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.

Objectives

At RGS The Grange pupils will be provided with opportunities to develop their understanding of democracy, which will:

- promote a culture built upon freedom and equality, where everyone is aware of their rights and responsibilities
- foster a greater appreciation of the rule of law

In practice at RGS The Grange, this is delivered through:

- Class elections to select School Councillors for each class from Year Three to Six
- School Council members will subsequently ascertain the views of their peers on a range of aspects of school provision and either make decisions regarding these or put their views forward to the School Leadership Team
- The Change Group consists of staff, parents, and pupils working together to propose and implement changes that promote British Values. Their focus is on fostering respect, democracy, tolerance, and the rule of law within the school community, ensuring these values are upheld and reflected in school practices.
- Class votes for winners of various in-school competitions
- Class votes on story books
- House votes on House Captains
- Pupil and parent questionnaires gather views; the responses inform on-going work in school

- Staff contribute to the School Development Plan and are actively involved in forming policy
- Taking part in debates in debating clubs
- The Ancient Greeks (and foundations of democracy) unit is a key component of topic work in Year 4
- Our teaching and assessment procedures encourage pupils to take ownership of their own learning
- Ensuring that all children are listened to by adults and that action is taken where relevant.
- With regard to PSED (Self-regulation, Managing Self and Building Relationships) children in the Early Years are encouraged to give opinions, understand and accept each others' feelings and talk about them. Sometimes they help to make decisions and vote on daily activities.

The Rule of Law

Aim

Our aim is to enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.

Objectives

At RGS The Grange pupils will be provided with opportunities to develop their understanding of the rule of law which will result in:

- an appreciation that living under the rule of law protects individuals and is essential for their wellbeing 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;

In practice at RGS The Grange, this is delivered through:

- all pupils being taught the reasons why rules for conduct in and out of school are important; they value and respect the School Rules
- classes creating and agreeing to the 'class rules or class contract'
- rewards and sanctions for following the rules or choosing not to follow the rules are embedded and used consistently by all
- the school's Behaviour and Discipline Policy being upheld and promoted
- good behaviour, rewarded with house points, community tokens, a move up the zone board, certificates, stickers, Dojo points, extra 'Golden time', some of which are recognised in assemblies and special events
- pupils being taught that all people living in Britain are subject to its law, irrespective of their personal views about what is right or wrong, e.g. children taught that the

national census is a legal requirement; pupils completed a school census. Children taught about the latest national changes in law regarding the pandemic

- PSHE lessons and form time, which teach the importance of having rules
- Religious Studies lessons, which examine the difference between religious law and state law
- pupils being taught to realise that different rules are applied in varying situations, e.g. Games lessons
- pupils being given opportunities to meet with members of the wider community to develop a greater understanding of and respect for rules / law in society, e.g. visits from the police, fire and ambulance service to reinforce the message of right and wrong. Visiting barristers/lawyers
- With regard to PSED (Self-regulation, Managing Self and Building Relationships) staff in the Early Years discuss the rules of behaviour and ensure that all pupils understand the rules and that they apply to everyone. They are also taught to understand their own behaviour, the consequences of their behaviour and the effect that this can have on others. They are taught to distinguish right from wrong.

Individual Liberty

Aim

Our aim is to enable pupils to understand that the freedom to choose and hold other faiths and beliefs is protected in law.

Objectives

At RGS The Grange pupils will be provided with opportunities to develop their understanding of individual liberty resulting in an appreciation of:

- The right to believe, act and express oneself freely
- Individual Liberty as the protection of rights and the rights of others

It is seen in day to day life through the following:

- Equality and Human Rights
- Respect and Dignity
- Rights, choice, consent and individuality
- Values and principles

In practice at RGS The Grange, this is delivered through:

- Pupils given the opportunity to make choices in all aspects of their work and life in school
- Pupils knowing and respecting that individuals have a right to different opinions and views

- Pupils showing respect for the views of others and being taught how to tolerate each other by 'agreeing to disagree', knowing it is not any single viewpoint that is right or wrong
- Pupils being encouraged to see behaviour in terms of good and poor behaviour choices to develop responsibility for their own actions
- Pupils understanding how to tackle and prevent bullying and being taught to seek help straight away from others in and out of school
- Pupils being encouraged to know, understand and exercise their rights and personal freedoms and in being advised how to exercise these safely, e.g. through our E-Safety and PSHE lessons
- Pupils are given the freedom to make choices, e.g. lunch options, participation in extracurricular clubs and opportunities
- Our PSHE programme and through the School's Learning Characteristics, we actively facilitate pupils to develop a Growth Mindset in order to choose to take risks in their learning and develop resilience through life
- With regard to PSED (Self-regulation, Managing Self and Building Relationships) and Understanding the World, staff in the Early Years encourage pupils to develop confidence in their ability to make good choices, to explore the language of feelings and responsibility, reflect on their differences and understand that they are free to have differing opinions

Mutual Respect and Tolerance of those with different faiths and beliefs

Aim

Our aim is to instil in the children, mutual respect and acceptance of those with different faiths and beliefs and for those without faith; these differences should not be the cause of prejudicial or discriminatory behaviour. We aim to develop an understanding of the importance of identifying and combatting discrimination.

Objectives

At RGS The Grange we approach Mutual Respect as the understanding that we do not all share the same beliefs and values. We should, therefore, respect the values, ideas and beliefs of others, whilst not imposing our own on others. It is the foundation for honesty, trust and meaningful communication. In order for relationships to remain healthy, both individuals must be equally respected and appreciated. Mutual respect is defined as a proper regard for the dignity of a person or position.

We look to develop respect of an individual's differences, which may be any of the following:

- Race
- Culture
- National origin
- Region
- Gender
- Sexual Orientation

- Age
- Marital Status
- Politics
- Religion
- Ethnicity
- Disability
- Socio-economic differences
- Family structure
- Health
- Values

In practice at RGS The Grange, this is delivered through:

- pupils being encouraged to share and celebrate their unique identities and recognise that differences in views can be a strength, not an issue
- the school teaching an age-appropriate understanding of the problems of identifying and combatting discrimination
- pupils being taught to respect and recognise others' success
- the school community being culturally diverse and multi-faith and the school's ethos and curriculum content being reflective of this
- pupils being recognised for demonstrating respect, manners, care, responsible behaviour, helpfulness and hardworking attitudes, all linked to our Learning Characteristics and the Oak Award for Years Five and Six
- regular reminders to children about kindness
- the option for parents to withdraw their child from Collective Worship events or 'Moments of Reflection'
- regular support for charities, e.g. Remembrance Day, Christmas Jumper Day for Save the Children, The Magg Day Centre
- Harvest Festival and alternative Advent Calendar – donations of food for the local food bank
- reflecting our diverse community by actively promoting and teaching about different faiths
- raising awareness of special celebrations in other faiths
- exploring and celebrating similarities and giving value to all major religious celebrations
- pupils showing a willingness to learn about different faiths and have a greater appreciation for different religious views
- pupils understanding that each faith has a set of values that all show a 'good way' to live and to guide the believers' actions towards the world and others
- visits to places of worship for different faiths and welcoming pupils themselves, and visitors, to talk about and help celebrate various aspects of different faiths, e.g. Hanukkah, Diwali
- pupils demonstrating high regard for all
- With regard to PSED (Self-regulation, Managing Self and Building Relationships) and Understanding the World, staff in the Early Years promote an ethos of

inclusivity and tolerance where each view, faith, culture and race is valued. Pupils are taught about different cultures and the similarities and differences between themselves and others. Staff also celebrate diversity and challenge stereotypes by sharing stories and providing resources and activities that challenge gender, cultural and racial stereotypes

Equality, Diversity & Inclusion

At RGS The Grange, the fundamental goal when promoting equality is to raise awareness and make sure that all individuals – children and staff are treated equally and fairly. This is regardless of their age, gender, religion, disability, sexual orientation, or race. Diversity within our school is about embracing our unique identities. This is not only about what we can see on the outside but the core of who we are and what makes us unique.

To promote Equality, Diversity and Inclusion in our classrooms at RGS The Grange, we:

- challenge negative attitudes amongst students
- avoid stereotypes in curricular resources and examples
- set clear rules regarding how people treat each other
- treat all children and staff equally and fairly
- create an all-inclusive environment for children and staff
- actively use resources that have multicultural theme
- work to promote multiculturalism in the classroom
- create lessons that reflect and promote diversity in the classroom.
- ensure that all children have equal access to participation and opportunities.
- use a variety of assessment methods.
- use a range of teaching methods.
- ensure that all procedures and policies are non-discriminatory.
- ensure that classroom materials do not discriminate against anyone and are accessible to all even if this means adapting to audio, large print, coloured overlays, or keyboard

Support measures in place:

- celebration of diversity in our PSHE, RS and SMSC curriculum
- celebration of diversity through our assemblies
- neurodiversity assembly
- Intervention groups to support children with differing needs, Flourish and Fly etc
- links within our local community – Worcester community Trust, Local Schools
- links with diverse communities e.g Ghana
- guest visits from parents and the wider school community etc to share their diverse culture, religion and to talk about topics that explores equality and diversity.

- the creation of a 'Change' group – children who will ensure action and will express their views to establish inclusion and to the celebration of diversity within our school
- we now have a gender-neutral uniform policy
- children are given equal opportunities in sports activities
- the use of a variety of assessment methods.
- the use of a range of teaching methods.
- lessons that reflect and promote diversity in the classroom e.g stories, discussions and debates
- resources that have multicultural themes
- resources that include diverse images
- children have equal access to participation and opportunities and adjustments are made in line with their needs
- themed weeks
- foods from the world
- the teaching of French & Spanish and the celebration of different languages
- utilising appropriate current news events
- discussion of items that come from abroad

We have particular regard to the Protected Characteristics as outlined in the 2010 Act, namely:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Assessment

The assessment of a child's spiritual and moral development and their subsequent understanding of British Values is a complex task and there are no exams or formal assessments for fundamental British Values. However, we assess the children's understanding throughout lessons and activities and also evidence their understanding through their conduct in school. We now use the SMSC gridmaker to track, audit and evidence activities with a specific focus on British Values.



RGS The Grange



Filtered by date from 01/09/2020 to 31/08/2021 [Edit](#) | [Clear](#)

[SMSC](#)
[British Values](#)
[PSHE](#)
[Relationship Education](#)
[Physical Health & Mental Wellbeing](#)
[Other Criteria](#)

	Democracy	Individual liberty	Mutual respect and tolerance	The rule of law
After School Clubs				KS1
Assemblies				All
Class Projects	All	All	All	All
Competitions	All			
Homework Project				
Lessons		All KS1	All KS1 KS1	
Parent Association				
Plays & Performances				
School Initiative	KS2	KS2		
Sports Events				
Staff Training/CPD				All
Themed Days/Weeks				
Trips & Excursions				

Equal Opportunities and SEND

- All teaching and non-teaching staff at RGS The Grange are responsible for ensuring that all pupils, irrespective of ability, ethnic origin, belief and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.
- All staff have access to information and should be aware of the individual and differing needs of pupils, including those who are able or talented and those with physical, emotional and learning difficulties.
- Appropriate differentiation will be made to meet pupils' needs and the delivery of the curriculum will embrace a range of teaching and learning styles.

Coordinator's Role

The Deputy Head (Pastoral), Senior Pastoral Lead, PSHE Coordinator and Head of Pre-prep will be responsible for liaising with members of staff to discuss progress and keeping the policy updated.

Computing and Technology

Pupils use iPads in PSHE and RS lessons where appropriate, in addition to the wider curriculum. Pupils have access to the internet to research information. Rules and guidance on the use of technology is circulated to the parents and pupils and these are reinforced regularly. We produce an Online Safety Magazine for parents and also hold an Internet Safety Information Evening to support parents at home. The children are also taught about the safe use of technology daily in lessons and specifically through targeted C&IT lessons.

Cross Curricular Links

At RGS The Grange, there are intrinsic links to our learning about Fundamental British Values with other curricular and co-curricular areas. Discussions on democracy, the rule of law, individual liberty, mutual respect and tolerance to those with different faiths and beliefs can occur during speaking and listening lessons, class discussions, assemblies, or at any other point during the school day where it is deemed appropriate. Fundamental British Values link closely with Religious Education, Personal, Social, Health, Economic Education and Relationship and Sex Education.

Sponsor: Headmaster

Written: September 2021 W Wreghitt/M-C Egginton

Coordinator: W Wreghitt

Review Date: June 2022

Review Date: September 2023

Review Date: September 2024