

BRITISH VALUES POLICY/STATEMENT

The DfE reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote

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

The government set out its definition of British values in the 2011 Prevent Strategy.

The following statement chronicles the strong work of the school in this area – this theme has been in place since the opening of the school in 2000 and has been built upon across the years. The importance placed on all four aspects of the above has put the school in a strong position when looking at how we develop these important aspects into the children's learning for life.

At Bure Park we aim to ensure that the spiritual, moral, social and cultural development of pupils is at the heart of our broader and values curriculum. We strive to ensure that education reflects the values of our society, and the kind of society that we want to be. We work to ensure that all values, including the important British values, underpin the curriculum and the wider work of the school; and that these are reinforced regularly and in the following ways:

DEMOCRACY – this is extensive across the school

- Pupils have the opportunity to have their voices heard through our School Council, Class Councils and Global Ambassadors. Children in each class vote for the children they want to represent them on school Council and Global Ambassadors
- 2 School council members represent the school on BLIP KIDz – a children's council for Bicester
- Children get involved with some budgets, e.g. school council has a budget
- Pupil questionnaires – to give their views
- Election of House and Sports Captains
- Children can put forward ideas for assemblies, charities to support
- Children are consulted and contribute to the development of school policies, school aims, systems
- Establishing classroom names and charters at the beginning of the school year
- Helping to plan the direction of the topic for the term – ideas for learning

- Build a knowledge that we live in, and need to build and sustain a healthy and just democracy.

THE RULE OF LAW

- Teaching the importance of Laws and rules, whether they be those that govern the class, the school, or the country, and ensuring that these are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school worship times.
- 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 broke
- Visits from authorities such as the Police and Fire Service help reinforce this message.

INDIVIDUAL LIBERTY

- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- As a school we educate and provide boundaries for pupils to make choices, through provision of a safe environment and empowering education.
- We encourage children to ask questions and be curious.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices, for example signing up for extra-curricular clubs, volunteering for specific responsibilities and school jobs, e.g. digital leaders, peer mentors, asking to plan and take whole school assemblies that highlight their personal differences, e.g. dyslexia or supporting charities/pleas for aid, e.g. disaster zones.

MUTUAL RESPECT

- The school promotes the value of respect, which permeates all aspects of school life, including our school development plan, behaviour policy, classroom charters.
- Values based assembly times are planned.
- Children learn that their behaviour has an effect on their rights and those of others
- All members of the school community are expected to treat each other with respect and use the language of respect at all times

TOLERANCE OF THOSE OF DIFFERENT FAITHS, BELIEFS AND CULTURES

This is achieved through

- Ensuring that we are familiar with our own identity, institutions (e.g, Royal family) and society so that we recognize, and can talk about and reflect upon these, our own customs, traditions and cultures; and compare and contrast these to those of others who we meet and learn about.
- Be proud of and value - who we are, our family, our school, our country and our diverse society so that we can further understand and tolerate those of others.
- Enhancing pupils understanding of their place in a culturally diverse society and world by giving them opportunities to experience such diversity; and understand that there is no need to fear difference but rather embrace and celebrate it.
- In PHSE and circle time thinking about how we can support each other at all times
- Every topic in each year group has a global dimension planned into it, within the 8 key concepts of Global dimension learning.
- Understanding why we celebrate special events and the values behind these, e.g. Armistice Day.
- Assembly times and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.
- School visit to places of worship are planned as appropriate.
- We are currently involved in a partnership project with a school in Uganda, which gives pupils the opportunity to learn about other cultures.
- Being involved in Comenius/Erasmus+ projects across countries of Europe
- French language and culture teaching, including an email link with a school in France
- Using opportunities and special planned events/weeks such as The Olympics and World Cups, International Education and Fairtrade weeks to study other countries.
- Maintain our international school award for international learning and developing responsible, informed national and global citizens.

This policy dovetails with our International and Global Education Policy.

