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# Promoting British Values Policy

**December 2024**

*Version: 1.2*

*Approved: 10.01.25*

*Date of next review: December 2026*

## 1 Aims

- 1.1 Our aim at Sonning Common Primary School is that the teaching of British Values will closely link to the school values allowing it to have a suitably high profile within the school.

## 2 Background

- 2.1 Following the Prevent strategy (2011) which started to outline the DFE's printed guidance for promoting British Values within schools (2014) to ensure that all children are prepared for life in modern and multicultural Britain (Stated by the SMSC, 2014). Schools have a "duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."
- 2.2 The sections specified by the DFE are:
- *Democracy*
  - *Rule of law*
  - *Individual liberty*
  - *Mutual respect and tolerance*
- 2.3 At SCPS we are committed to teaching and developing the core British values throughout the school from Kites to Year 6. These are taught by embedding them across the curriculum coverage, within our school values and our key links to the Spiritual, Moral, Social and Cultural (SMSC) coverage.

## 3 Methodology

- 3.1 Within Sonning Common Primary School, we incorporate these areas in the following ways:

### 3.2 Democracy

- *Form class rules or a class contract at the beginning of each year during transition*
- *Vote in school councillors each year. School councillors meet regularly throughout the year to represent the student voice of their class democratically.*
- *Getting children to share their views and/or opinions using open ended questions in all learning environments.*
- *Children vote for children who show the school values and nominate a peer for a 'headteachers award' at the end of every big term.*
- *Actively participate in debates linked to foundation subjects and problem solving increasingly as they move through school.*

### 3.3 Rule of Law

- *Have clear school rules both for moving around school and for behaviour in all settings within school. These are all interlinked with our behavioural policy. Rewards involving team points are openly shared and praised in school assemblies, with star of the week certificates and head teachers awards.*
- *Through using positive and restorative roles within our approach to behaviour, all children are given regular opportunities to reflect on their 'choices' and 'behaviour' which can be 'positive' and 'negative'.*
- *Have annual visits from various community roles linked to safety in the local area from community police officers, the canals trust and 'on your bike' to name but a few.*

### 3.4 Individual Liberty

- *Children have daily opportunities to make choices for themselves by participating in activities where they get to choose which method or style suits them.*
- *Children are able to learn about their rights and their right of freedom through history and safety lessons in computing or PSHE.*
- *Children can be given a specific role around school including: digital leader, classroom jobs, Year 6 buddy, head of house, sports captain and school council allowing them to build a sense of purpose.*
- *Children are encouraged to understand their own responsibility for their own learning.*

### 3.5 Mutual Respect

- *This is demonstrated in our ethos and values which underpin everything we do at SCPS.*
- *Teaching positive relationships through the PSHE curriculum*
- *Visiting leaders of faith in the local area and charities like 'Show racism the red card' to give children the tools to address mutual respect in age appropriate ways.*
- *Celebration assemblies and celebration displays around school show united respect for their peers by celebrating their achievements.*
- *Year 5 and 6 can become young leaders and run activities with other groups of children.*
- *The year 6 buddy system encourages mutual respect between the oldest year and one of the youngest.*

### 3.6 Tolerance of those of different faiths and beliefs

- *The RE/PSHE curriculum and multi-faith visits or visitors promotes tolerance and understanding.*
- *MFL and our annual language day are great ways to explore different cultures.*
- *Whole school assemblies and the study of 3 different festivals throughout the year such as Chinese New Year and Divali and other world events like World Cups and the Olympics.*
- *Working on antibullying week every year*

#### **4 Dissemination**

- 1.1 The Policy is available on the school web site and a paper copy is available from the school admin office on request.

#### **5 Reviewing the Policy**

- 1.2 This policy will be reviewed bi-annually by the Art and Design Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.