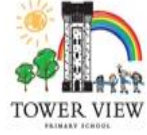




**Endeavour**  
Multi-Academy Trust



# Promoting British Values

## Two Rivers School

<b>DOCUMENT CONTROL</b>		
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06/03/2023	V1.0	Scheduled review
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The Government set out its definition of British Values in the 2011 'PREVENT' strategy and this is further supported in the Promoting Fundamental British Values as part of SMSC in Schools document – November 2014. These values have been reiterated again by the Prime Minister in 2014. The DfE reinforce 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 and mutual respect and tolerance of those with different faiths and beliefs'*

At Two Rivers School we promote 'British Values' through our spiritual, moral, social and cultural education which permeates through the school's curriculum and supports the development of the 'whole child'.

As well as SMSC lessons we also teach 'British Values' through many of our curriculums e.g., PSHE, Mental Health & Wellbeing Curriculum, Online Safety, Environmental Studies, DofE, Geography, History and many more. In addition to this, British Values is often a focus for themed days, charity work, school council, tutor time discussions and other activities.

We recognise that such development is most successful when those values and attitudes are promoted by all the staff and provide a model of behaviour for our students. Our school curriculum offers many broad and balanced opportunities.

We define 'British Values' as:

### **Democracy**

The ability to understand and communicate are the most important areas of learning. We ensure that students are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our students by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active Student Council which elects representatives from each class at Primary School and Key Stage at High School.

At High School, elected members of the council are displayed around school so that students know who they are. Students meet to discuss key issues within the school and also provide input and have responsibilities such as showing visitors around school, having opinions on key change and supporting interviews for potential candidates.

At Primary School Class Council representatives meet once every half term, where they bring thoughts and ideas from their class. Responses are recorded in their class book to take back and share.

### **Rule of Law**

We involve those students for whom it is appropriate to set a code of behaviour for their room which reflects the ethos and expectation of the whole school community. We help students make decisions and choices that are acceptable to the school community and society at large. Students at Two Rivers School learn to manage their behaviour and take responsibility for their actions (where appropriate). Staff are committed to providing a consistent and predictable environment within the school and beyond. We help some students to understand the connection between actions and consequences. This type of environment enables students to feel safe and secure which in turn promotes the optimum conditions for learning to take place.

### **Individual Liberty**

Students are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible. At Two Rivers we believe that everyone has rights which includes the right to say 'Yes' or 'No' to ideas, activities or routines. We encourage students to make an explanation for their decision in whatever way is most appropriate. We also discuss the implications and consequences of their decisions. Some students will be able to take responsibility for particular roles and to understand that with certain rights comes a level of responsibility. Learning to do things independently is an important part of students' understanding of who they are and what they believe. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem. Students are given responsibilities in school and are encouraged to engage in activities such as taking the paper copy of the register to and helping in the School Office.

School Council discusses a number of key issues concerning the school over the year. This also involves being part of the interviewing process for significant positions within school. All students are encouraged to support each other, and this can be seen most often during break time where the older students support younger ones.

Students are encouraged to make choices in as many different settings as possible for example what to make in cookery or what they would like to eat at lunchtime. Effective communication is given as a high priority across the school. Ensuring that all students can wherever possible express their wishes and feelings.

## **Mutual Respect**

We promote inclusion in all activities, settings and locations that are appropriate to meet their needs. Within school students work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with students from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for each student reflecting their individual strengths and needs. We believe it is important to facilitate opportunities to be part of the community as the students, families and staff have much to offer in the development of community cohesion.

## **Tolerance of different faiths and beliefs**

We are part of a school and local community where each person is respected and valued equally with regard to ability, gender, faith, heritage, sexuality or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

Our Assemblies help all students find out about themselves and others and linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events. We also celebrate a variety of achievements of students in weekly assemblies. These include special competitions, sports tournaments, rewards for receiving an amount of achievement points, individualised tutor group rewards selected by the students within the tutor group, and weekly celebrations such as star of the week and strand class of the week at the High School and Superstar Learner at the Primary School.

Students are encouraged to experience British Culture through our curriculum themes with visits to historical buildings, Government bodies and institutions etc. As a school, we take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our students may find it difficult to articulate their feelings and concerns staff are attuned to changes in demeanour and well-being that may indicate anxiety or joy. If they are concerned about a student our accepted practice links to the Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

SMSC including RE is-taught in school with a Christian based ethos supporting regular assemblies, collective worship and class-based activities. Students have the opportunity to investigate other faiths and the beliefs of others along with visits to places of worship to support understanding.

The delivery of an integrated curriculum enables us to embed British values alongside an understanding of cultural and religious differences. Celebrations of key world religious events take place throughout the year including Diwali, Chinese New Year, Holi etc. Cultural diversity, identity and topics covering ways of living are taught at High School. At Primary School we use the jigsaw materials to support learning.

Attached as **Appendix 1** is our 'How we promote British Values in the Early Years Foundation Stage, **Appendix 2** 'British Values at Two Rivers' for Primary School and **Appendix 3** 'British Values' at Two Rivers High School.

The staff work closely with parents, carers and other professionals to ensure that Two Rivers School students are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

There are further opportunities to teach and develop an understanding of British Values within PSHE where students are taught about diversity, groups of people and acceptance. British Values are also covered within Intervention lessons and how this applies to our students' lives, thoughts and experiences.



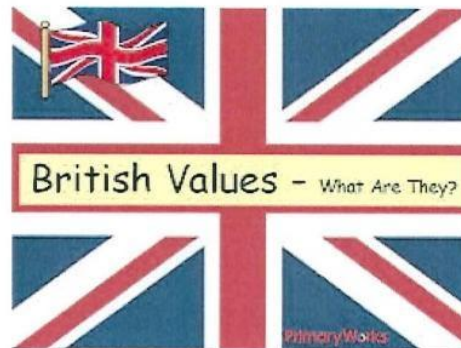
# How we promote British Values in The EYFS

Democracy

Individual Liberty

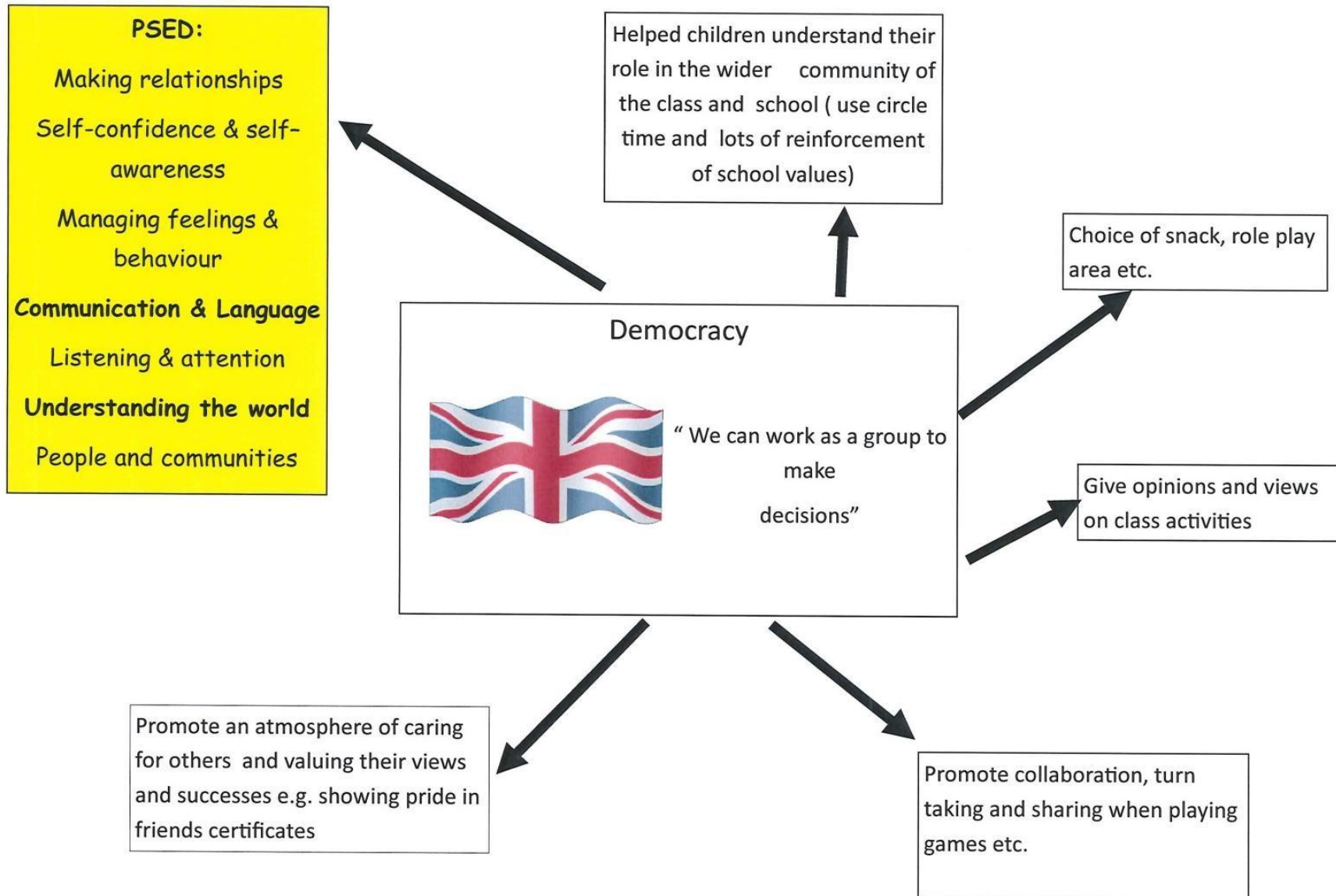
# What are "British Values"?

( According to Ofsted)



The rule of law

Mutual Respect and tolerance of those with different faiths and beliefs



**PSED:**  
Managing feelings & behaviour  
Understanding the world  
People and communities

Circle time about class rules and school rules. Helped in the creation of class rules

The rule of law



"We know why we have rules and we can follow them"

Read stories about doing the right thing. Linked to PSED knowing what is right and wrong

Create atmosphere of choice in the classroom. Children given vocabulary to support this and understand their actions have consequences

When talking about our community and people who help us, make direct link to police. Police visits to class and talk about their jobs

**PSED:**  
Making relationships  
Self confidence and self-awareness  
Managing feelings & behaviour  
Understanding the world  
People and communities

Circle time about self worth and pride in themselves. What are they good at?

Classroom ethos of pride in each other, their skills and achievements. Children given vocabulary to congratulate each other and praised when they do so.

Individual liberty

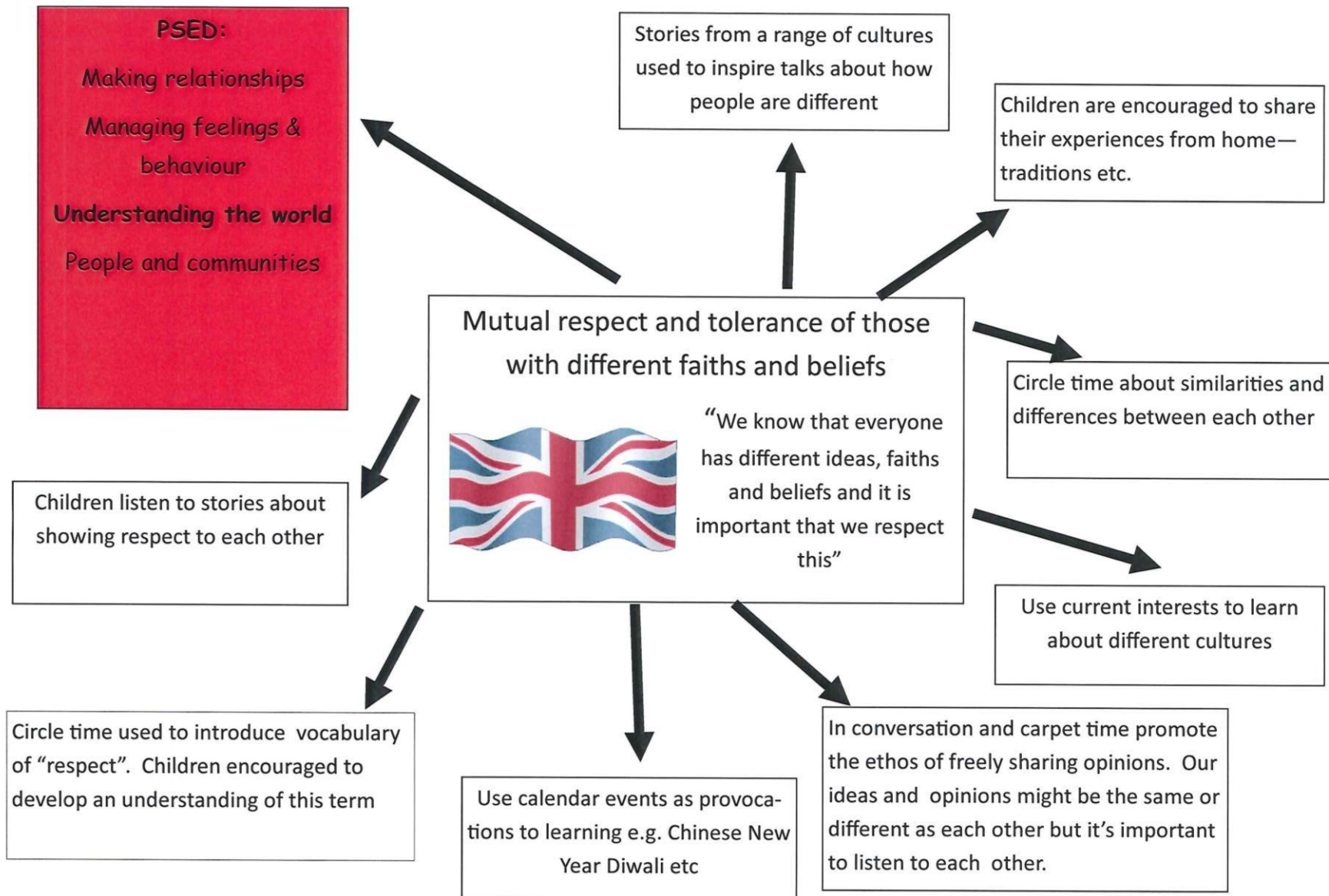


"We know why we have rules and we can follow them"

Whole school processes for celebrating individuals used e.g.. merits in school assembly, Head teachers award, special certificates

WOW displays used to celebrate individual achievements. Other ways to celebrate specific achievements, reward stickers, Proud clouds RoA etc.

Circle time and role play about how it's ok to say no but the consequences of doing so, especially in terms of playing with friends



# British Values @ Two Rivers



## British Values: What the government says...

The DfE have recently 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 and 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, and these values were reiterated in 2014.

The staff At Two Rivers School have worked together to share how these values are reinforced regularly and in the ways shared in this leaflet.



## Mutual Respect @ Two Rivers

At Two Rivers Primary School mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

In the EYFS and Sensory phase we enjoy: Taking part in fundraising events for different charities, Superstar learners and house points.

In Key Stage 1 we enjoy: Reinforcing good manners at all times, Embedding the school ethos of respect, kindness and independent living skills. Visiting shops - queuing, waiting, being

served politely, Praising positive actions.

In Key Stage 2 we enjoy: Encourage and model communication between staff and pupils, staff and staff, pupils and pupils. House points to celebrate each others achievements, Visits from the council representatives, Sports day celebrations of success for all, Community visits, School Council ideas shared, Debates in class.



## Individual Liberty @ Two Rivers

At Two Rivers Primary, 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 young pupils to make informed choices, through a safe environment and an 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 E-Safety and SMSC lessons.



## Tolerance of those of Different Faiths and Beliefs @ Two Rivers

Two Rivers Primary is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHE lessons reinforce messages of tolerance and respect for others. Our multicultural pages on our website illustrate our commitment to exploring our diverse school community. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

### EYFS and Sensory Phase:

Share in whole school assemblies, mindful of different cultures and reflect this through activities, visit religious settings.

### Key Stage 1:

Use Makaton, celebrate different religious celebrations in classes, community visits.

### Key Stage 2:

Celebrate religious festivals of all major religions—encourage tolerance here, work on transition to High School and new rules, peer buddies within classes.



## The Rule of Law @ Two Rivers

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Two Rivers Primary.

Pupils are taught from an early age the rules of the school. These are our Golden Rules and Playground Rules.

Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Two Rivers Primary is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures.

## Democracy @ Two Rivers

All the children contribute to the drawing up of the class rules.

We have a Student Council which meets every month with the Head of School, to discuss issues raised in class council meetings. The council has its own budget and is genuinely able to effect change within the school. Every child on the Student Council is voted in by their class. Children have an annual questionnaire where they are able to put forward their views about the school.

### In the EYFS and Sensory phase:

Take part in the School Council, make choices using PECS and signing, use choice boards, Makaton and switches to share their communication, attended the 'This is Tamworth' Event at the Symphony Hall to experience this.

### In Key Stage 1:

Take part in Student Council, learn about important people—the Queen, Prime Minister and Royal family, take part in celebrating Bon Fire Night and Remembrance Day.

### In Key Stage 2:

Enjoy exploring the weekly news and discussion, vote for charity/fundraising projects and explain why they feel this way, visits from Tamworth Borough Council visitors to share information and make the children aware of local government, voting for the School Council members.

British Values at Two Rivers High School

# British Values

at Two Rivers High School



The Department for Education reinforces the need to:

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## British Values

- Democracy** A system where government is elected by the whole population.
- Rule of Law** System of rules recognised as regulating the actions of individuals.
- Individual Liberty** Being free from oppressive restrictions imposed on one's views.
- Mutual Respect** The belief in freedom and equality between people.
- Tolerance** People allowing other people to think or practice other religions and beliefs.

## Democracy

The ability to understand and communicate are the most important areas of learning. We ensure that pupils are given a 'voice' to communicate. This 'voice' could be using words, objects, photographs, pictures, symbols, touch cues, eye pointing or body language.

We empower our pupils by giving them opportunities to make choices about the things that they believe to be important. By valuing each 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty.

We have an active Student Council that elects representatives from each Key Stage. Within the council there are elected positions such as president and vice president. These two people meet with the Headteacher to express the views of the council on issues they have discussed and been asked to consider by the Senior Leadership Team.



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