



TWO RIVERS  
HIGH SCHOOL



# Promoting British Values

## Cherry Trees School

<b>Last Review Date:</b>		Spring Term 2023
<b>Next Review Date:</b>		Spring Term 2024
<b>Committee:</b>		Curriculum & Learning Committee
<b>Review Cycle:</b>		1 YEAR
<b>Statutory Policy:</b>		No
<b>Date</b>	<b>Version</b>	<b>Reason for change</b>
15.03.2023	V1.0	Scheduled Revision

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 Cherry Trees School we promote 'British Values' through our Spiritual, Moral, social and Cultural (SMSC) 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, Jigsaw, our Mental Health & Wellbeing Curriculum, Online Safety, Geography, History and many more. In addition to this, British Values is often a focus for themed days, charity work, School Council 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 pupils. 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 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 which elects representatives from each class. The 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 pupils 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 pupils make decisions and choices that are acceptable to the school community and society at large. Pupils at Cherry Trees 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 pupils to understand the connection between actions and consequences. This type of environment enables pupils to feel safe and secure which in turn promotes the optimum conditions for learning to take place.

### **Individual Liberty**

Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. At Cherry Trees we believe that everyone has rights which includes the right to say 'Yes' or 'No' to ideas, activities or routines. We encourage pupils to make an explanation for their decision in whatever way is most appropriate. We also discuss the implications and consequences of their decisions. Some pupils 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 pupils' 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. Pupils 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 pupils are encouraged to support each other and this can be seen most often during break time where the older pupils support younger ones.

Pupils 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 pupils 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 pupils 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 pupils from other schools, coaches, theatre groups etc. The curriculum is personalised and planned for each pupil reflecting their individual strengths and needs. We believe it is important to facilitate opportunities to be part of the community as the pupils, 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 pupils' experiences and awareness of others.

Our Assemblies help all pupils 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 pupils in weekly assemblies. These include special competitions, sports tournaments and weekly celebrations including Superstar Learner.

Pupils 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 pupils 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 pupil 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. Pupils 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 and 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 and **Appendix 2** 'British Values at Cherry Trees School.

The staff work closely with parents, carers and other professionals to ensure that Cherry Trees School pupils 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 pupils are taught about diversity, groups of people and acceptance. British Values are also covered within intervention lessons and how this applies to our pupils' lives, thoughts and experiences.

Appendix 1



# How we promote British Values in The EYFS

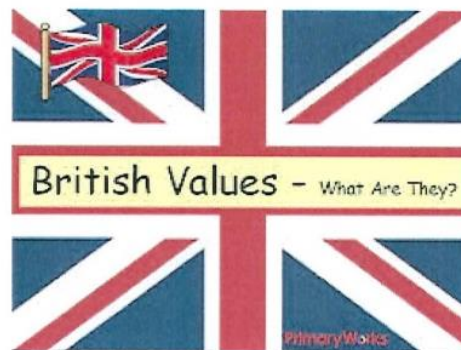


Democracy

Individual Liberty

# What are "British Values"?

( According to Ofsted)



The rule of law

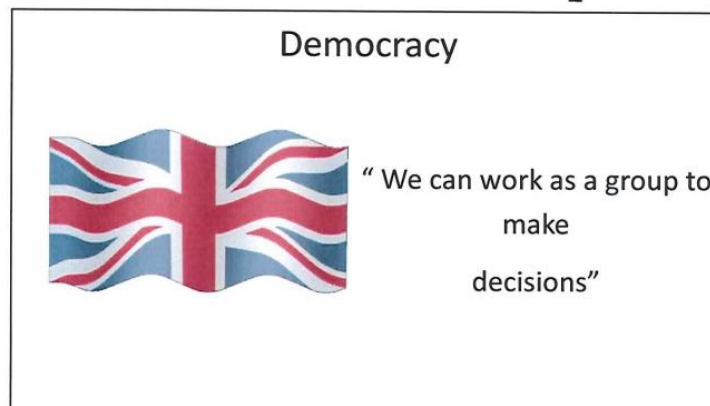
Mutual Respect and tolerance of  
those with different faiths and  
beliefs



**PSED:**

- Making relationships
- Self-confidence & self-awareness
- Managing feelings & behaviour
- Communication & Language**
- Listening & attention
- Understanding the world**
- People and communities

Helped children understand their role in the wider community of the class and school ( use circle time and lots of reinforcement of school values)



Choice of snack, role play area etc.

Give opinions and views on class activities

Promote an atmosphere of caring for others and valuing their views and successes e.g. showing pride in friends certificates


Promote collaboration, turn taking and sharing when playing games etc.



**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



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

Stories from a range of cultures  
used to inspire talks about how  
people are different

Children are encouraged to share  
their experiences from home—  
traditions etc.

Mutual respect and tolerance of those  
with different faiths and beliefs



"We know that everyone  
has different ideas, faiths  
and beliefs and it is  
important that we respect  
this"

Circle time about similarities and  
differences between each other

Children listen to stories about  
showing respect to each other

Use current interests to learn  
about different cultures

Circle time used to introduce vocabulary  
of "respect". Children encouraged to  
develop an understanding of this term

Use calendar events as provoca-  
tions to learning e.g. Chinese New  
Year Diwali etc

In conversation and carpet time promote  
the ethos of freely sharing opinions. Our  
ideas and opinions might be the same or  
different as each other but it's important  
to listen to each other.

## APPENDIX 2

### British Values @ Cherry Trees School

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 have been reiterated in 2014, following the introduction of a New National Curriculum.

The staff At Cherry Trees School have worked together to share how these values are reinforced regularly.



# British Values

### Tolerance of those of Different Faiths and Beliefs

Cherry Trees School 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 learning 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 and work to encourage tolerance here

Work on transition to high school and new rules  
Peer buddies within classes

### Individual Liberty

At Cherry Trees 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 Online Safety and SMSC lessons.

### The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Cherry Trees School. Pupils are taught from an early age the rules of the school. These are created with the children, so they have total understanding of this. 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.

### Mutual Respect

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.

#### EYFS and Sensory phase:

Taking part in fundraising events for different charities

Workers of the week

#### Key Stage 1:

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

#### Key Stage 2:

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

### Democracy

All the children contribute to the drawing up of the class rules. We have a student council which meets every month with the Headteacher, 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. We encourage a use choice boards, Makaton and switches to share their communication.

Respect  
for all  
religions

