



**FRESHFORD CHURCH OF ENGLAND PRIMARY SCHOOL
PROMOTING FUNDAMENTAL BRITISH VALUES**

“A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain” Lord Nash – November 2014

At Freshford Church of England Primary School we seek to develop the spiritual, moral, social, cultural, emotional and physical development of all our pupils, within our creative learning environment.

The DfE have 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 the promotion of fundamental British values has been reiterated in 2014 in line with section 78 of the Education Act (2002).

Through our enquiry based curriculum children develop skills and attitudes that will allow them to be resilient and to participate fully in and contribute positively to life in modern Britain.

Our Ethos

Freshford Church of England Primary School is a creative learning environment where we work with energy and enthusiasm, embrace life’s joys and challenges and seek emotional and spiritual fulfilment.

We are justly proud of our ethos, founded on the Christian values of:

- Compassion
- Kindness
- Honesty
- Forgiveness
- Trust
- Thankfulness
- Service
- Resilience
- Hope

‘That they shall have life, life in all its fullness’ John 10.10



CITIZENSHIP

The Equalities Group 'Rainbow Team' are a group of children who work for the interests of the school.

They :

- help the school, making it a better/safer place
- get involved with campaigns for example : e-safety, anti-bullying, friendship making and helping each other
- visit other settings to get ideas
- participate in the annual Pupil Parliament, working with children from other B&NES school to look at issues such as being a global citizen, as well as equality and fairness
- share good ideas with their classmates and by way of school assemblies

Philosophy for Children (P4C)

Children's learning is extended through enquiry and the exploration of ideas, through which they understand that whilst their ideas have value, those of others have value too. Through P4C they realise that they don't always have to be right, but they do need to be reasonable (able to reason well, coherently and logically) and to learn from the views and ideas of others.

Through philosophical enquiries they learn to move from the narrow-minded debating concept of fighting for the supremacy of your own personal views or thoughts to the more powerful collaborative model of working together to find the best possible answer to the question or consideration. P4C is an enquiry based approach to open up children's learning through the exploration of ideas which impacts on all other areas of the curriculum. Some of the benefits are that :

- All children develop the confidence to ask questions and learn through discussion
- All learners (including teachers) have opportunities to genuinely enquire
- Children have a chance to speak and be heard without fear of getting an answer wrong
- Children's intelligence grows
- All children have a voice and a chance to flourish
- All children are given independence and value
- All children develop skills necessary for positions of responsibility

Children learn :

- to think before they speak and give reasons for what they say



- that the challenge of new and different viewpoints improves the quality and robustness of their own thinking
- that criticism of the idea is not criticism of the person
- to respect and negotiation and to disagree compassionately
- that learning to take risks is an essential part of learning

Let's Explore provokes questions that will enable the children to have a starting point for further research, investigation and learning and gives the children the opportunity to wonder, invent, show ingenuity, problem solve, be resourceful, evaluate and reflect.

Children

- will increase their awareness of their personal capacities and knowledge.
- will learn to both give and work with constructive criticism.
- will be given opportunities to develop leadership - personal & tribal.
- will increase their physical agility and stamina.
- will achieve deeper learning and memory as a result of high levels of emotional engagement in this project

RE Curriculum (Awareness, Mystery and Value)

Our religious education curriculum fosters attitudes of respect, care and concern which contribute to our whole school ethos.

Children are provided with opportunities to develop their self-esteem, curiosity, compassion, fairness and respect, exploring a number of significant world religions through empathy, reflection and imagination. They listen carefully to the views of others and learn to :

- make reasoned judgements about what is worthy of respect and what is not.
- recognise the needs and concerns of others
- recognise the rights of others to hold their own views
- appreciate that people's religious beliefs are often deeply felt
- develop a balanced sense of self-worth and value

Wellbeing

THRIVE programme

Tina Joyce (SENCO) is fully trained in the Thrive Approach which is based on neuroscience research and helps us understand the impact early experiences have on the development of the brain. It aims to develop strategies to support children's emotional needs, boost their self-esteem and confidence and improve their wellbeing . This is particularly helpful in supporting children with specific attachment problems.

'Happy to be me' self-esteem programme

This programme, using a mixture of games, exercises, story-telling, songs, puppetry and the use of



praise and rewards, is delivered over six weeks to support children with :

- low self-esteem
- lack of confidence
- attachment problems
- friendship problems
- poor behaviour

Children who might benefit from this nurturing programme are identified and join the group. The outcomes for the children are :

- developing interactive and communication skills
- being aware of their own feelings and how this affects others
- learning to work together
- looking at ways of helping themselves and others
- exploring why everyone is different

Personal, Social, Health and Economic education (PSHE)

Our PSHE curriculum allows children to acquire the understanding, knowledge and skills they need to manage their lives both now and in the future. Learning is revisited, reinforced and extended in age appropriate contexts. As a school we highlight the importance of physical activity and a healthy diet to help children foster and maintain a healthy lifestyle.

Sex & Relationship Education (SRE)

As part of our PSHE curriculum we also work closely with the school nurse who introduces :

- the basics of hygiene, including handwashing, to our infant children
- puberty and body changes to our Yr. 5 / 6s
- the nature of different relationships, sexuality and pregnancy to the Yr. 6s.

Stand Against Racism and Inequality (SARI)

During 2015 we invited SARI to work in school for a whole day, delivering a whole school assembly on tolerance of those of a different cultural and racial background, and carrying out class workshops throughout the school exploring with the children the notion that crimes become hate crimes if motivated by hostility or prejudice on the grounds of :

Ethnicity or race

Disability (including mental health)

Sexual orientation

Gender identity

Religion or beliefs



Age

Gender

Our whole community has a zero tolerance towards racism in any form.

Anti-Bullying

The school's Anti-Bullying Policy reflects the school's belief that children learn in a supportive, caring and safe environment where bullying of any kind is unacceptable, whether emotional, physical, racist, sexual, homophobic, verbal or cyber.

We believe in the following rights, which is why we all have responsibilities to respond promptly and effectively to issues of bullying.

Our rights

We have the right:

- To be safe
- To be treated fairly
- To stand up for what we believe in
- To make mistakes
- To be loved and respected as an individual
- To speak freely

The role of children

Children are encouraged to tell anybody they trust if they are being bullied or if they know someone who is. Should the bullying continue, they are taught to keep on letting people know. Bullies don't like other people to know what they are doing. As part of class discussions on bullying and tackling bullying Year 6 decided on the following top 10 ways of preventing bullying:

"Tell a Year 6 buddy and ask for their help."

"Tell an adult or your parents/carers"

"Let others join in your games and share with them"

"Stand up for your friends"

"Speak to teachers, keep telling them"

"Go to help your friends and see if they are okay"

"Tell a teacher and ignore the comments"

"Don't bottle it up, tell an adult."

"Does it matter what others think?"

"Don't laugh or compliment those who put people down"

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