

Promoting British Values at Grangefield School

At Grangefield School, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements. The school has 3 drivers: Good to be me, Solid foundations and The Global child. These are also reflected in our school values. SMSC is promoted through independent learning, making sensible behavioural choices and Owl group activities. British Values are promoted and celebrated in so much of what we do, not least during our school assemblies, Religious Education and PSHE (PINK curriculum). However as well as actively promoting British Values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody who belong to our school. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Harvest festival during the Autumn Term, Christmas and Easter celebrations.

Furthermore, children learn about being part of Britain from different perspectives:

- Through our Geography topics children learn about Britain's capital cities and counties, its rivers and mountains as well as studying the local environment in which they live. They also learn where Britain is in relation to the rest of Europe and other countries in the world.
- Through country studies and learning about British artists and composers in Owl groups and
- Through History where children learn about important events that have shaped our country such as the Victorians, Romans, Vikings & World War II.



Celebrating Christmas at St Michael's Church

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Grangefield Primary. Democracy is central to how we operate. An obvious example is our School Council. The election of the Owl Council members and Eco Council Members reflect our British electoral system and demonstrate democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot papers. We try to coincide this with real life elections of that the children have a deeper understanding of why we vote. The Owl Council is made up of a representative from each owl group. The Owl Council meets regularly to discuss issues raised by the different classes and organise charity events.

Other examples of 'pupil voice' are:

- Children agree their 'Class Rules' and the rights associated with these; all children contribute to the drawing up of these rules.
- Through the annual 'Pupil Questionnaire' children are asked to reflect on how they feel about school life.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. An example of this was when children attended an assembly about the refugee situation and ask thoughtful questions within class following this.



Some members of the Owl Council with Reception children on Red Nose Day

Rules and laws

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. We have a school behavioural policy (UBACUSUP) that all teachers and children follow. We reward positive behavioural choices with owl merits. In our weekly assemblies, the owl merits that the children gain throughout the week (for good work, behaviour, good manners, helpfulness) are added up and the owls fly to different parts of the tree. At the end of the term, the winning owl group colour ribbon is tied to the owl group winner trophy. Children who have shone during the entire term also receive a special blue card award.

Children take part in weekly owl group activities, sit in their owl groups in assembly and compete in their owl groups in competitions within school.

At the start of the school year, each class discusses and sets its own Class Rules, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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 broken. These values are reinforced in different ways:

- Visits from authorities such as the police and fire service.
- During Religious Education, when rules for particular faiths are thought about.

During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example.

- Trips to SkillZone



Children collecting their blue card award.

Individual liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety, RE and PSHE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

At Grangefield Primary, we aim to develop an understanding in every pupil of respect for a wide range of religious values, languages and cultural traditions and different ways of life. Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource, a religious belief or a differing opinion. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect. The curriculum is used to maximum effect to enhance pupil's understanding and respect for different faiths and beliefs:

- Through Religious Education, PSHE and other lessons where we might develop awareness and appreciation of other cultures
- Through specific RE days focusing on the 6 main religions where pupils develop a real appreciation of the diversity of cultures and beliefs
- Through country studies in Owl groups
- Through music workshops.



A music workshop celebrating Chinese New Year

Defining spiritual, moral, social and cultural development (SMSC)

In addition to the promotion of British Values, the school also seeks to promote SMSC as we believe that it is a fundamental part of preparing all pupils to take their place in modern Britain.

What is SMSC?

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Please see our SMSC Policy for further details

<http://grangefield.gloucs.sch.uk>