



Last reviewed by: Miss Hitchcock
and Thameside School Council
(2025)

Promoting British Values

The DfE reinforce the need, first set out in the 2011 Prevent Strategy, *'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.'*

It is important to note that the term British Values might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of many cultures.

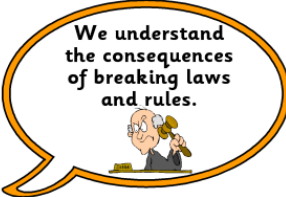
At Thameside Primary School, we actively promote equality, diversity and British values through our own school values, our curriculum and our enrichment activities.

As a school, with 30+ languages spoken within our school community, we both value and actively celebrate the diverse heritages of all the cultures within our school and what it means for us all to be part of British Society. We also have the responsibility to challenge opinions or behaviours in our school that are contrary to what our school and wider community values.

British Values are promoted through our whole school Thameside Values of Belonging, Resilience, Assurance, Independence and Integrity and No Limits. These are interwoven throughout our school ethos and continually reinforced in a variety of ways.

Value	How We Promote It
Democracy Links to school values: The responsibility to show: Belonging Integrity UN CRC article 12: Every child has the right to say what they think and to have their views taken seriously.	We have a say in what happens in our school.  We vote for who represents us on the School Council.  We help to decide which charities we would like to raise money for.  • We have an elected School Council and Eco Council members. The elections are used as an opportunity to promote and teach about democracy and the electoral process. • School Council have regular meetings with the adult in charge of the school council, as well as other members of the Senior Leadership Team and school governors to discuss the views of the children within their classes. • We encourage all children to volunteer for roles around school and to take responsibility for the task they are given. • We involve the pupils in major decisions taken by the adults such as the purchasing of new equipment or making changes to the building. • The birth of democracy is taught through study of Ancient Greek civilisation. • Democracy is regularly promoted through PSHE lessons and assemblies. • Children are encouraged to vote on decisions made in both the classroom and the wider school community and make suggestions for improvements to the school e.g. extreme read competitions, worry box, lunchtime supervisor rotas, toilets etc.

Ideas from Thameside children to show how we promote <u>DEMOCRACY</u>: These are ideas are drawn from day to day school practice.	• Each class has two elected members of the School Council who represents us and communicates our views. • We also vote for Sports Council, Eco Council and Digital Leaders, as well as Peer Mediators in Year 5. • We learn about democracy when we learn about the Ancient Greeks and throughout PSHE. • Our opinions are taken into account regarding rewards and activities that we do through class votes. • Teachers and adults listen to us. • Our class feels listened to as we ask them on their weekly improvements/things that are going well. • We vote for stories, movies and games that we play.
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The rule of law Links to school values: The responsibility to show: Resilience Integrity UN CRC article 19: Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.	 We understand how laws are made in parliament.  We understand the importance in having laws, and know that they protect us and influence our behaviour.  We understand the consequences of breaking laws and rules. • We have high expectations about pupil conduct and this is reflected in our Therapeutic Behaviour Policy. • Good behaviour and effort is recognised in assemblies, individual classes and through the delivering of values postcards from teachers. • Through our school assemblies and new personalised PSHE scheme of work, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • The local PCSO visits the school to talk to the children and explain about their role in society. • Every year group has annual e-safety lessons informing the pupils of their right to safety and privacy and how to obtain help if they believe they are in danger. • Every class makes its own class charter in PSHE lessons that the children compile with their class teacher. Children often sign it to show they have understood their rights and their accompanying responsibilities. • A copy of the school's Values and Behaviour Charter (created by the school council) is displayed around the school. • Children are given opportunities to reflect on their behaviour choices through lunchtime reflection sessions. They consider how their behaviour impacts on others during this time and reflect on different choices available to them. • Children are issued with restorative consequences if needed based on behaviour displayed around school; working hard to ensure they take responsibility for their actions.
Ideas from Thameside children to show how we promote <u>THE RULE OF LAW</u>: These are ideas are drawn from day to day school practice.	• We have a School Values charter. • We get postcards and assembly mentions when we have shown positive behaviour and made good choices. • We have positive noticing bands. • Our teachers helps us make good choices. • We get lots of support to help us make good choices, even if we have made a bad choice. • We have a room set aside at lunchtimes for reflection time, allowing us to calm and reflect on behaviours and to help us make good choices. • We elect our Peer Mediators. • We have Year 6 Prefects.

Individual liberty

Links to school values:
The responsibility to show:

Assurance

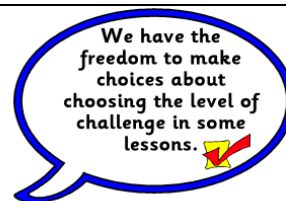
Independence

No limits

UN CRC article 15: Every child has the right to meet with other children and young people and to join in groups and organisations, as long as this does not stop other people from enjoying their rights.

UN CRC article 31: Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

UN CRC article 7: Every child has the right to a legally registered name and nationality.



- Through our school values and our personalised PSHE scheme of work, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests and are able to explore some of these interests through termly Enrichment days and through our Aspiration Afternoons.
- Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through our personalised PSHE curriculum.
- The pupils have opportunities to explore their identity and share their thoughts and feelings.
- Our trained pastoral care staff (e.g. school ELSA) encourage children to access support and to freely talk about their feelings and the problems facing them.
- We have 2 mental health first aiders available for children to talk to during lunchtimes.
- The idea of liberty and what that means is explored in topics such as World War II and the celebration of Black History Month.
- Children are consulted and updated on decisions made by the school council through regular class council meetings. They are able to offer their own ideas during this time, this is fed back to the school council and discussed in meetings with the Headteacher.
- Eco Council also meet regularly with the children to discuss ideas and thoughts.

Ideas from Thameside children to show how we promote **INDIVIDUAL LIBERTY**:

These are ideas are drawn from day to day school practice.

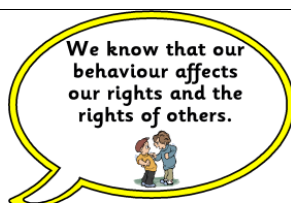
- We choose how we spend our free time, who we play with and where.
- We choose who we vote for in elections.
- We vote for the extreme reader competition.
- We choose our own books from the library.
- Every year we are asked who we want to be in a class with.
- We choose our friends.
- We choose whether to follow the rules.
- We choose our school dinners.

Mutual respect

Links to school values:
The responsibility to show:
Belonging

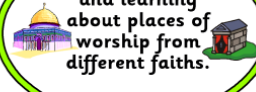
UN CRC article 2: The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

UN CRC article 30: Every child has the right to learn to use the language, customs and



- Through our school's values and our personalised PSHE curriculum, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.
- Assemblies explore ideas and stories from a range of cultures and backgrounds. This includes the use of news in assemblies where current affairs are discussed and the behaviour of different groups reflected upon.
- Regular assemblies are scheduled that focus on respect for people and our environment.
- Children are encouraged to respect the environment through recycling, this is led by the Eco Council.
- The children work in a variety of partnerships and groups throughout the school day in order to develop their social skills and respect for one another.

religion of their family whether or not these are shared by the majority of the people in the country where they live.	• A 'language of the moment' program celebrates the languages spoken in our school and, wherever possible, these are spoken regularly in class. • All adults at the school model respectful behaviour and use the language of rights when speaking to children about respectful behaviour. • Our values postcards acknowledge those who show respectful behaviour in line with our school values. • Children are encouraged to earn their prefect badge in Year 6. • Through lunchtime Reflection sessions, the children can consider their actions and identify the importance of showing our school values. • At Thameside our curriculum covers a wide range of topics ie: Harvest, Diwali, Eid and Remembrance Sunday within RE, key historical figures ie: Mary Seacole, Rosa Parkes, Florence Nightingale and Guy Fawkes, in conjunction with Romans, Tudors, Victorians and WWII. • We have Anti-Bullying Ambassadors and take part in Anti-Bullying week every year.
Ideas from Thameside children to show how we promote MUTUAL RESPECT: These are ideas are drawn from day to day school practice.	• We celebrate different religious holidays, respecting different religions and cultures. • We show belonging by including our friends and ensuring no-one is left out. • We make visitors feel welcome in the school. • We support new children by giving them a buddy. • We respect our shared environment by picking up litter. • We speak to each other using kind words. • We agree to treat each other with respect through our values and behaviour charter.

Tolerance of different faiths and beliefs Links to school values: The responsibility to show: Belonging UN CRC article 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.	We enjoy learning about different faiths and cultures from around the world.  We promote diversity through celebrations of different faiths and cultures.  We enjoy visiting and learning about places of worship from different faiths.  • At Thameside Primary School, we teach the children to value and celebrate diversity rather than merely tolerate it. This is reflected in our RE, Inclusion and Equality policies. • Understanding of different faiths and beliefs is promoted through our Religious Education curriculum. Children learn about different religions, their beliefs, places of worship and festivals. Where possible children get real life experience of these religions through visits, role play and exploration. • This is supplemented by assemblies (Key Stage, class and whole school), which also mark and celebrate significant religious festivals such as Ramadan and Diwali. • Visits are made by local religious leaders/parents from other religions and children have the opportunity to visit places of worship. • Children are encouraged to share their religious experiences with the rest of the class through RE lessons. • Children are encouraged to learn about the world around them and their local community through local trips, local area studies and taking part in national celebrations. • Adults that work in the school are given reminders during religious festivals in the weekly briefing sheet.
Ideas from Thameside children to show how we promote TOLERANCE OF DIFFERENT FAITHS AND BELIEFS: These are ideas are drawn from day to day school practice.	• We celebrate the fact that lots of people follow different religions in our school. • We give everyone multiple chances, no matter their faith, country of origin, skin colour etc. • Children share how they celebrate their own religious festivals. • We have assemblies about different religious festivals. • Children are allowed to take time off for special days e.g. Eid • We read a selection of diverse books that celebrate all faiths and beliefs • We visit different places of worship in RE lessons e.g. Hindu Temple, a Mosque and a Church.