



Last reviewed by: Mrs Greenaway
and Thameside School Council (2026)

Promoting British Values

The DfE reinforces 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."

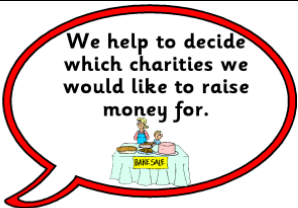
It is important to note that the term *British Values* can be somewhat misleading, as these values are shared by many countries and cultures across the world. They are universal principles that underpin a fair, inclusive and democratic society.

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

As a school with over 30 languages spoken within our community, we value, respect and celebrate the rich diversity of cultures, faiths and backgrounds represented by our pupils and families. We encourage children to understand and appreciate both their own heritage and that of others, while developing a strong sense of what it means to be part of modern British society.

We also recognise our responsibility to challenge attitudes, language or behaviours that are contrary to these values and to promote a culture of inclusion, respect and understanding.

British Values are promoted through our Thameside Values of **Belonging, Resilience, Assurance, Independence, Integrity and No Limits**. These values are woven throughout our school ethos and are reinforced daily through our curriculum, assemblies, relationships, behaviour expectations and wider school experiences.

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 elected School Council and Eco Council representatives. The election process provides pupils with first-hand experience of democracy, including campaigning, voting and representing the views of others. - School Council members meet regularly with the member of staff leading the School Council, as well as members of the Senior Leadership Team and governors, to discuss issues that are important to pupils and to contribute to school improvement. - Pupils are encouraged to take on positions of responsibility across the school and to contribute positively to the school community through a range of leadership opportunities.

	• Children are consulted on key decisions affecting school life, such as the purchase of new equipment, changes to the school environment and the development of initiatives that support pupil wellbeing and learning. • Democracy and democratic processes are explored through the curriculum, including the study of Ancient Greece, where pupils learn about the origins of democracy. • Democratic principles are promoted through PSHE lessons, assemblies and classroom discussions, where children learn about rights, responsibilities and the importance of having their voices heard. • Pupils are regularly encouraged to express their views and participate in decision-making within their classrooms and the wider school community. Examples include voting on class rewards, choosing enrichment activities and suggesting improvements to school life, such as reading initiatives, playground developments, lunchtime arrangements and wellbeing opportunities. • Through pupil voice surveys and discussion groups, children are given opportunities to influence decisions and contribute to the ongoing development of the school. • Pupil voice is gathered through surveys, questionnaires and pupil interviews as part of school self-evaluation and improvement planning. • Governors visit the school and meet with pupils to hear their views and understand their experiences. • Children learn about democracy and government through national events such as General Elections and significant historical anniversaries. • Assemblies and themed weeks provide opportunities for pupils to discuss current issues and understand how democratic processes work in Britain. • Pupils are encouraged to debate issues respectfully, listen to different viewpoints and justify their opinions using evidence.
Ideas from Thameside children to show how we promote <u>DEMOCRACY</u>: These ideas are drawn from day to day school practice.	• "We vote for our School Council representatives, and they share our ideas and opinions." • "We can stand for roles like School Council, Eco Council, Sports Council, Digital Leaders and World Friendship Ambassadors." • "Our School Council listens to our ideas and helps make changes in school." • "We learn about democracy in our lessons, including when we learn about the Ancient Greeks and in PSHE." • "When we have different ideas, we vote to make a fair decision." • "Teachers and other adults listen to what we think." • "Our teachers ask for our views about things that are going well and things that could be improved." • "We help make decisions about activities, rewards and events in school." • "We vote for class stories, films, games and other activities." • "We know that everyone has a right to share their opinion and be heard." • "Even if someone has a different opinion, we listen respectfully." • "We can suggest ideas to improve our school and make it even better." • "Our voices matter at Thameside." "Democracy means that everyone has a voice, everyone is listened to and everyone has a part to play in making our school a great place to be." 

The rule of law

Links to school values:

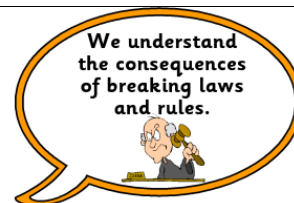
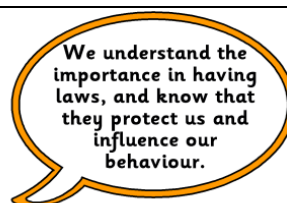
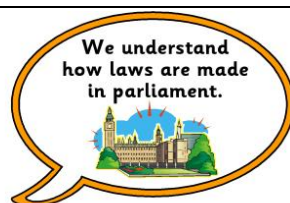
The responsibility to show:

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.



At Thameside, we help pupils understand the importance of rules and laws in creating a safe, fair and respectful community. We promote a clear understanding that rules help to protect everyone's rights and support positive relationships.

- We have high expectations for pupil conduct, which are underpinned by our Therapeutic Behaviour Policy and school values.
- Positive behaviour, effort and achievement are recognised and celebrated through class rewards, assemblies, values postcards and other opportunities to acknowledge children who consistently make positive choices.
- Through assemblies, PSCH lessons and daily interactions, pupils learn about rights, responsibilities, fairness and the importance of making positive choices, even when faced with challenges.
- Children develop an understanding of the consequences of their actions and the impact their behaviour can have on others.
- Our school Values and Behaviour Charter, developed with input from the School Council, is displayed throughout the school and reinforces our shared expectations.
- We work closely with external agencies, including the local PCSO, who visit the school to help pupils understand the role of the police and the laws that help keep our communities safe.
- Online safety is taught throughout the school through dedicated e-safety lessons, helping pupils understand their right to safety and privacy, as well as their responsibilities when using technology.
- We use restorative approaches to help children reflect on their behaviour, repair relationships and understand the impact of their actions on others.
- Reflection sessions provide opportunities for pupils to consider alternative choices and develop strategies for managing their behaviour positively in the future.
- Consistent routines, expectations and boundaries throughout the school help pupils understand that rules apply fairly to everyone and contribute to a safe and supportive learning environment.
- Through curriculum subjects such as History, PSCH and Religious Education, pupils learn about laws, justice, fairness and how rules have shaped societies over time.

Ideas from Thameside children to show how we promote **THE RULE OF LAW**:

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

- "We know our School Values and Behaviour Charter and try to follow it every day."
- "Our classes have rules that we helped to create."
- "We get postcards, positive phone calls home and assembly mentions when we show our school values."
- "We can earn Positive Noticing Bands when adults notice us making good choices."
- "Our teachers help us understand right from wrong."

- "If we make a poor choice, adults help us learn from it and make a better choice next time."
- "We know that rules help keep everyone safe, happy and ready to learn."
- "When things go wrong, adults help us talk about what happened and put things right."
- "We have Reflection Time at lunchtime where we can calm down, think about our choices and plan how to make things better."
- "We can talk to our teachers and trusted adults if we need help."
- "We elect Peer Mediators who help children solve problems fairly."
- "Our Year 6 Prefects help to set a good example and support younger children."
- "We learn about how the police, laws and rules help keep people safe."
- "We know that everyone has rights, but we also have responsibilities."
- "We understand that there are consequences when rules are not followed."
- "We know that rules should be fair and apply to everyone."

"The rules at Thameside help us to feel safe, respected and ready to learn."

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.



At Thameside, we encourage pupils to develop confidence, independence and resilience, while understanding that freedom comes with responsibility. We support children to make informed choices, express themselves appropriately and develop their own interests and aspirations in a safe and supportive environment.

- Through our school values and personalised PSCH curriculum, pupils learn about personal responsibility, decision-making, aspirations and the importance of making positive choices.
- Children are encouraged to explore their interests, talents and ambitions through enrichment days, Aspiration Afternoons and wider curriculum opportunities.
- Pupils are taught how to keep themselves safe, both in person and online, through Computing, PSCH, assemblies and work with external organisations such as the NSPCC.
- We provide opportunities for children to explore their identity, celebrate their individuality and share their thoughts, feelings and opinions in a respectful environment.
- Our trained pastoral staff, including our ELSA, support children in discussing their emotions, developing coping strategies and accessing help when needed.
- We have trained Mental Health First Aiders available to support pupils and promote positive wellbeing.
- Through the curriculum, including History, PSCH and themed events such as Black History Month, pupils explore concepts such as freedom, equality, justice and human rights.
- Children are encouraged to take ownership of their learning, make choices about their work and develop increasing independence as they progress through the school.

	• Through School Council, Eco Council and other pupil leadership opportunities, children are empowered to share their views and influence aspects of school life. • Regular Class Council meetings provide opportunities for pupils to raise ideas and concerns, contribute to discussions and receive feedback on actions taken. • We encourage children to understand that they have the freedom to make choices while recognising the impact those choices can have on themselves and others. • Our inclusive culture ensures that every pupil feels valued, respected and able to be themselves.
Ideas from Thameside children to show how we promote <u>INDIVIDUAL LIBERTY</u>: These are ideas are drawn from day to day school practice.	• "We can choose how to spend our free time and who we play with." • "We can decide which clubs, activities and enrichment opportunities we would like to take part in." • "We choose who we vote for in School Council, Eco Council and other pupil leadership elections." • "We have opportunities to share our opinions and make choices about things that affect us." • "We choose our own books from the library and enjoy reading books that interest us." • "We are asked for our views and preferences when classes are organised for the following year." • "We can choose our friends and are encouraged to build positive relationships with others." • "We know that we are responsible for the choices we make." • "We understand that we can choose whether or not to follow the school rules, and that our choices have consequences." • "We choose our school meals and can make decisions about healthy options." • "We can talk to adults if we are worried, need support or would like help with a problem." • "We are encouraged to be ourselves and celebrate what makes us unique." • "We know that everyone is different and that we should respect other people's choices and opinions." • "We are encouraged to follow our interests, talents and dreams." • A strong concluding statement could be: "At Thameside, we have the freedom to make choices, share our opinions and be ourselves, while respecting the rights and freedoms of others."

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.	   At Thameside, mutual respect is at the heart of our school culture. Through our values, curriculum and daily interactions, we teach children to treat others with kindness, dignity and consideration, recognising that everyone has the right to be respected and valued.
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UN CRC article 30: Every child has the right to learn to use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.	• Through our school values and personalised PSHE curriculum, children learn the importance of cooperation, empathy, kindness and mutual respect. They are encouraged to celebrate similarities, appreciate differences and understand the perspectives of others. • Assemblies regularly explore stories, experiences and achievements from a range of cultures, backgrounds and communities, helping children develop understanding and respect for others. • Current affairs and age-appropriate news stories are discussed in assemblies and lessons, encouraging children to reflect on the actions of individuals and groups and consider how our values can be applied in the wider world. • Dedicated assemblies focus on themes such as respect, kindness, inclusion, belonging and environmental responsibility. • Children are encouraged to show respect for their environment through initiatives such as recycling, sustainability projects and the work of the Eco Council. • Collaborative learning is embedded throughout the curriculum, providing pupils with regular opportunities to work in pairs and groups, listen to different viewpoints and value the contributions of others. • Our "Language of the Moment" programme celebrates the many languages spoken within our school community, promoting curiosity, inclusion and respect for different cultures and identities. • All staff model respectful relationships and interactions, demonstrating the behaviours and attitudes we expect from our pupils. • Positive behaviour and acts of respect are recognised and celebrated through Values Postcards, assemblies and other reward systems that reinforce our school values. • Pupils are encouraged to take on positions of responsibility, including becoming Prefects and World Friendship Ambassadors, where they promote positive relationships and act as role models for others. • Reflection sessions provide opportunities for children to consider the impact of their actions on others and how they can demonstrate our values in everyday situations. • Our broad and diverse curriculum enables pupils to learn about a wide range of faiths, cultures, historical events and influential figures, including topics such as Diwali, Eid, Harvest, Remembrance, Mary Seacole, Rosa Parks, Florence Nightingale, the Romans, Tudors, Victorians and World War II. • Through initiatives such as Anti-Bullying Week and the work of our World Friendship Ambassadors, children learn the importance of inclusion, friendship and standing up for others. • Respectful behaviour, positive relationships and consideration for others are consistently promoted and celebrated across all aspects of school life. • We strive to ensure that every member of our school community feels valued, heard and respected, and that children leave Thameside with the skills and attitudes needed to build positive relationships throughout their lives.
Ideas from Thameside children to show how we promote MUTUAL RESPECT:	• "We celebrate different religious festivals and learn about different faiths, cultures and traditions." • "We show belonging by including others and making sure nobody feels left out."

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

- "We are kind, helpful and respectful to everyone."
- "We make visitors feel welcome when they come to our school."
- "We help new children settle in by being friendly and giving them a buddy."
- "We speak to each other politely and use kind words."
- "We listen to other people's ideas, even when they are different from our own."
- "We respect people's differences and understand that everyone is unique."
- "We work together in lessons and support each other with our learning."
- "We look after our school environment by picking up litter and taking care of our resources."
- "We follow our Values and Behaviour Charter and treat others how we would like to be treated."
- "We know that everyone deserves respect, regardless of their background, beliefs or abilities."
- "Our World Friendship Ambassadors help everyone feel included and supported."
- "We take part in Anti-Bullying Week and learn how to be a good friend."

"We ALL belong here."

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.

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- At Thameside Primary School, we teach children to value and celebrate diversity rather than simply tolerate it. This commitment is reflected throughout our curriculum, ethos, RE curriculum and Equality objectives.
- Understanding of different faiths and beliefs is developed through our Religious Education curriculum, which enables pupils to learn about a range of religions, worldviews, places of worship, traditions and festivals.
- Wherever possible, children are given first-hand experiences through educational visits, visitors, practical activities, storytelling and role play to deepen their understanding of different faiths and cultures.
- Learning is further enriched through assemblies at class, phase and whole-school level, which explore and celebrate significant religious and cultural events such as Ramadan, Eid, Diwali, Christmas, Hanukkah and Vaisakhi.
- We welcome visitors from different faith communities and backgrounds who share their experiences, beliefs and traditions with pupils.
- Children are encouraged to share their own experiences, traditions and celebrations, helping to develop understanding and respect within our diverse school community.

	• Educational visits to places of worship provide opportunities for pupils to experience different faiths in meaningful and authentic contexts. • Through the wider curriculum, local visits and national events, children are encouraged to develop an understanding of the diverse society in which they live. • We actively promote an inclusive environment where all children feel valued, respected and able to express their beliefs and identities. • Staff are supported in recognising and celebrating significant religious festivals and events, ensuring these are acknowledged and respected across the school community. • Through discussion, reflection and debate, children are encouraged to challenge stereotypes, understand different viewpoints and appreciate the rich diversity of modern Britain. • Our school community, which includes families from many different backgrounds, provides daily opportunities for children to learn from and alongside people whose experiences may differ from their own.
Ideas from Thameside children to show how we promote <u>TOLERANCE OF DIFFERENT FAITHS AND BELIEFS:</u> These are ideas are drawn from day to day school practice.	• "We celebrate that people in our school have different faiths, beliefs, cultures and backgrounds." • "We treat everyone fairly and with respect, whatever their religion, ethnicity, language or family background." • "We learn about different religions and beliefs in our RE lessons." • "Children enjoy sharing how they celebrate special religious festivals and family traditions." • "We learn about and celebrate festivals such as Eid, Diwali, Christmas and other important religious events." • "Our assemblies help us understand different faiths, beliefs and cultures." • "We know that everyone has the right to follow their own beliefs." • "We respect people even if their beliefs are different from our own." • "Children can take time off school to celebrate important religious festivals with their families." • "We read books that celebrate different cultures, faiths, families and experiences." • "We enjoy visiting different places of worship, such as churches, mosques and temples, to help us learn more about different religions." • "We ask questions respectfully and are interested in learning about people who are different from us." • "We know that our differences make our school a better and more interesting place." "At Thameside, we celebrate our differences, learn from each other and ensure that everyone feels valued, respected and included."