

SMSC and British Values at Bardfield Academy

Our school ethos “**striving to achieve; together we’ll succeed**” represents what our school believes in and we know this includes creating the right atmosphere and conditions for learning, which British values link with. We know we are preparing children to be citizens in a constantly changing community and our role is to help prepare them with growing up in a diverse community and world.



At Bardfield Academy, British values are modelled and promoted throughout the whole curriculum and also within extracurricular activities. We are committed to promoting these values;

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We actively create opportunities which expose the pupils to learn, explore and apply these British values of democracy, tolerance, individual liberty, mutual respect and the rule of law, discretely and within other subjects.

Assemblies

Following the SEAL themes, our acts of collective worship raise awareness of each aspect of the different values, a range of questions are asked throughout which encourage pupils’ to reflect on each value. For instance, pupils have learnt about democracy and how their voices can influence decision-making, through the democratic process; we hold school council elections and candidates are encouraged to share their manifestos.

Stories linked to the rule of law including ‘Being responsible and making choices’ and ‘New beginnings’ are shared. We host open sessions; welcoming new parents, pupils and staff into our school community and arrange visitors from within the local community, including the Reverend of the Parish Church and school ministry team who lead assemblies. These encourage reflection, on what values are important to them, their school and the communities they are part of.

Class RE assemblies occur throughout the whole school year; broadening pupils’ awareness of different faiths and cultures and encouraging tolerance of others. Each class will deliver an RE assembly sharing what they have learned, meaning that across the year a range of faiths and beliefs are shared and explored.

There are weekly celebration assemblies, where three pupils’ from each class are nominated – one by a teacher and the others by members of their class, receive certificates as recognition of their efforts and achievements, are other examples of how we promote mutual respect and celebrate different skills and abilities within our community. Singing and class assemblies also help strengthen pupils’ understanding of mutual respect.

Curriculum

Each curriculum subject also contributes to the development of British values. Our long term plans ensure there are opportunities to promote British values within all subjects. This might include being respectful when listening and performing songs, including singing Christmas carols at the old peoples' home or encouraging tolerance by collecting donations for the local food bank at Harvest time. Mutual respect is developed through opportunities to listen and challenge one another ideas – this can be seen when discussing events in a text or predicting outcomes in a Science investigation. There are plenty of opportunities!

As a school, we educate and provide boundaries for our pupils to make choices safely; reviewing the behaviour policy and consequence guidance with pupils, at the beginning of each term, through the provision of a safe environment. Clear systems and routines help pupils feel safe and make positive choices ensuring they understand right from wrong. We also use a restorative justice approach; including the victims and perpetrators of incidents in deciding what would be a fair consequence.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in how we promote e-safety and PHSE sessions. We model and encourage pupils to make choices and challenges, participation in extra-curricular activities; afterschool clubs and enrichment activities enable pupils' to use their individual liberty; knowing that they are in a safe and supportive environment making choices as to which clubs to attend. Similarly, at lunchtimes, there are various zones that children can choose to go to during their lunchbreaks. Games Makers (Yr 5 children) are given the responsibility of promoting positive play and fairness on the playgrounds at lunchtime.

Assessment and Moderation

Our school is a very reflective school, striving to improve; we include the pupils in the process of school improvement through moderation, through curriculum audits, pupil perceptions, safety audits, subject ambassadors/sports councillors and school council.

We want pupils to use their voice and know they can make changes to THEIR school, be it new books for the reading corners, electric hand dryers in the toilets or raising money for local charities.



School Environment and Atmosphere

Sometimes the best way to get to know what a school is like is to visit and get a feel for what it is really like. As you walk round our school, you will see for yourself how we promote SMSC and British Values. Look out for the displays, see the children hold the door open for you, look at the positive interactions between staff, pupils and their families and celebrate the success of learning in books.