



British Values

At Baddow Hall Infant School we recognise our role in promoting fundamental British values as part of SMSC in schools.

"Schools should 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." DfE guidance November 2014

At Baddow Hall Infant School these link very closely to the culture and ethos of our school and to the values we promote through the wider curriculum.

The following information outlines how we support the children to develop an understanding of these values from Early Years through to the end of Key Stage 1.

Democracy, e.g. How citizens can influence decision-making through the democratic process
Giving children the opportunity to influence decision making within school by voting for:

- *Class rules*
- *Class councillors, eco-warriors etc*
- *Choice of activities/ stories*

The rule of law, e.g. an appreciation that living under the rule of law protects individual citizens and An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government

Understanding the need for rules through discussing and reinforcing the need to uphold:

- *School rules*
- *Class rules*
- *Games rules*
- *Home rules*
- *Club rules*

Individual liberty

Highlighting our right to freedom of speech, choice of activities and belief system, within the constraints of the rules above.

Comparisons with other cultures through Geography

Historical events

Right to express opinions (e.g. PSHE, RE, debating and evaluating the work of others etc) being mindful of others-4 below.

Our vision is for every child to make the best possible progress.



Mutual respect and tolerance of those with different faiths and beliefs e.g. an understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour

Understanding the difference between opinion and fact

Understanding when and how it is appropriate to express your opinion

These values are modelled by all members of staff to reinforce expectations on how they can be upheld.

Examples of these are addressed within the whole school curriculum, to include assemblies, lessons (History, Geography, PSHE, RE, English) playtimes and lunchtimes.