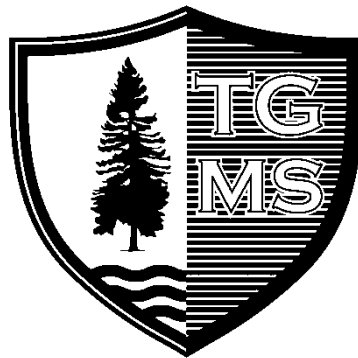




BUCKINGHAMSHIRE COUNCIL

British Values and Assemblies Policy Tylers Green Middle School



This policy was adopted on: Autumn 2023

The policy is to be reviewed by: Autumn 2026

1. Introduction – Promoting British Values at TGMS

Our government believes that ‘British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights, and privileges of being a British citizen or permanent resident of the UK. They are based on history and traditions and are protected by law, customs, and expectations. There is no place in British society for extremism or intolerance.’

The values we support are not unique to Britain and are shared by many people in the world represented by the diverse families at TGMS.

We support the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs, and these are embedded within our curriculum. These values are found in our own school values: Respect, Believe, Share, Proud and Enjoy. Our school systems, including the TGMS 6 Principle Points, TGMS Terrific Learners, TGMS Consequences and TGMS Well-being Charter, also support a school, where pupils are kind and caring to one another.

We plan assemblies and lessons, particularly in PSHE/RSHE and RE, to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect. The topics and lessons in the school’s curriculum are designed carefully and planned by teachers to provide a rich learning experience that will have a positive impact on pupils’ spiritual, moral, social and cultural development.

Whilst focusing on all children developing good skills in English and Maths and all subjects, we ensure they experience extra-curricular clubs such as music, a variety of sports, the arts and outdoor learning. Visits are planned to link with the wider curriculum, to provide children with further understanding of the world they live in. We also link with other schools to take part in singing and sporting events. Competitions provide the opportunity for children to meet other children from different schools whilst experiencing the process of decision-making and understanding rules and fairness.

As well as promoting British values, we actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views and principles. All staff receive annual Prevent training and Child Protection training to understand how to spot and address signs of extremism.

2. Aims

As a school, we value and celebrate the diverse heritages of everybody at TGMS. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year. For example, cultural and/or religious events important to our pupils and their families, including celebrations at Christmas and Eid. We also value and commemorate national events such as Remembrance Day.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the promotion of British Values at TGMS, across the Curriculum and in assemblies
- Define the 5 fundamental British Values
- Outline the TGMS Assembly Programme, and how it contributes towards the promotion of British Values (including addressing the Protected Characteristics) and the pupils' wider personal development
- Demonstrate how the school meets legal requirements with regard to Collective Worship

3. The British Values – Definitions and Implementation

Democracy

Democracy is embedded in the school. Pupils are 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 by our pupils on a daily basis. The democratically elected School Council provides a more formal platform for class representatives to raise issues

and suggest fundraising ideas. The older children also can apply to be trained as Well-being Mentors, supporting pupils on the playground to be happy and deal with problems. Year 6 pupils have the opportunity to stand for election by their House (Ashwell, Beacon, Penn and Tyler) to become a House Captain who both are seen as role-models and supports for other pupils, and conduct weekly duties including collecting, totalling and presenting the House Points to the wider school.

Both Pupils' and Parents' opinions are welcomed at TGMS through methods such as questionnaires, feedback at parents' evenings and liaison with the Friends of Tylers Green PTA.

The Rule of Law

The whole school was involved in creating our school values and TGMS consequences, empowering the children to understand the importance of rules. The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days; when dealing with behaviour and through school assemblies.

In order to help children understand how society cannot operate without a set of laws, we teach them how our school rules create an ordered, fair and safe place in which to learn. The class rules are agreed upon by the children and are displayed in classrooms. We help children to distinguish right from wrong and adopt restorative justice approaches to resolve conflicts.

The school has a clearly structured behaviour policy that all stakeholders understand and follow. Visits from the police to talk to the children, encourage pupils to understand that the law protects us and is essential for our well-being and safety. In themed weeks, such as Anti-bullying Week, we educate the children on the 9 Protected Characteristics as defined by the 2010 Equality Act, so that they understand what discrimination is and how to challenge stereotypes.

Individual Liberty

At TGMS, we pride ourselves in enabling our children to have the opportunity to make individual choices and express opinions that develop their character and self-belief. However, they are encouraged to develop these qualities in the context of the rights and needs of other members of our school community. We model freedom of speech through pupil participation in class in

the context of a safe, fair, supportive and ordered learning environment. We discuss and challenge stereotypes and implement a strong anti-bullying culture.

Pupils have key roles and responsibilities in school e.g. Junior Road Safety Officers, Digital Leaders, Sports Council, School Council, House Captains and Well-being Mentors. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Online Safety and PSHE lessons. Whether it is through choice of challenge, of how they record, choosing their lunch options, or participation in extracurricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect and Tolerance of those with Different Faiths and Beliefs

Respect is one of our core values. Children are encouraged to respect themselves and to respect individual differences. This is a fundamental principle that is put into practice in the classroom, around school, in the playground and in assemblies. We are lucky to have a diverse school community encompassing different languages, backgrounds and faiths. We help our children to acquire an understanding of and respect for their own and other cultures and ways of life. We celebrate the languages spoken by some children in the school and the festivals celebrated by some of our families, visit different places of worship and welcome visitors who can widen our children's horizons even further.

Our PSHE lessons encourage regular discussions and debate, this encourages our pupils to respect the views and beliefs of others. Our Religious Education curriculum provides a broad and balanced education on a range of faiths, religions and cultures. In Years 5 and 6, pupils also take part in Current Affairs, where they select and research a current topic or event in the world, and present it to their class, sparking questions and discussions.

4. Assemblies at TGMS

Every week, we lead four separate assemblies for the pupils to participate in, contributing to the following overview:

Assembly Theming and Coverage				
Term	Key School Value Link	Fundamental British Value	Jigsaw PSHE Link	Specific Events

1	Share	Democracy	Being Me In My World	<ul style="list-style-type: none"> • International Democracy Day and Pupil Voice Elections • TravelWise Week • Black History Month • Harvest • Autumn Art Competition
2	Respect	Mutual Respect	Celebrating Difference	<ul style="list-style-type: none"> • Armistice • Anti-bullying Week • Diwali • Christmas (Advent and Nativity)
3	Enjoy	Individual Liberty	Dreams and Goals	<ul style="list-style-type: none"> • World Religion Day • LGTBQ+ History Month • Children's Mental Health Week • Safer Internet Day
4	Respect/Share	Rule of Law	Healthy Me	<ul style="list-style-type: none"> • STEM Week • World Book Day • School Council Fundraising Week • Ramadan • Easter
5	Believe	Tolerance of those with different Faiths and Beliefs	Relationships	<ul style="list-style-type: none"> • Eid • Walk to School Week
6	Proud	Summary of the 5 British Values + Success and Achievement	Changing Me	<ul style="list-style-type: none"> • TGMS has got Talent • Water Safety Day • Transition Assemblies

The four assembly themes are as follows:

- Monday Headteacher Assembly: British Values, Collective Worship, and Mental, Online Safety, and Physical Health, Jigsaw
- Wednesday Singing Assembly: Spiritual / Cultural / Moral / Social, Collective Worship
- Thursday Theme Assembly: Spiritual / Cultural, Awe and Wonder, Online Safety, Jigsaw

- Friday Achievement Assembly: British Values, Collective Worship

In addition to the regular assembly themes, we supplement our pupils' Online Safety Education with four assemblies per half-term regarding the following themes:

Assembly - Online Safety - Project Evolve					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Online Safety Coordinator Assembly: Image and identity LO: I can explain the importance of asking until I get the help needed.</p> <p>Headteacher Assembly: Image and identity LO: I can explain how my online identity can be different from my offline identity.</p>	<p>Online Safety Coordinator Assembly: Online relationships 1. LO: I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. 2. LO: I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>Headteacher Assembly: Online relationships</p>	<p>Online Safety Coordinator Assembly: Online Bullying 1. LO: I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. 2. LO: I can explain how to block abusive users.</p> <p>Headteacher Assembly: Online Bullying 1. LO: I can explain how anyone can get help if</p>	<p>Online Safety Coordinator Assembly: Managing online information 1. LO: I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). 2. LO: I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend</p>	<p>Online Safety Coordinator Assembly: Privacy and security 1. LO: I can describe strategies for keeping personal information private, depending on context. 2. LO: I can explain what a strong password is and demonstrate how to create one.</p> <p>Headteacher Assembly: Privacy and Security 1. LO: I can explain what to do if a password is</p>	<p>UB Assembly Copyright & Ownership 1. LO: I can demonstrate how to make references to and acknowledge sources I have used from the internet. Health and lifestyle 2. I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>Headteacher Assembly: Health and lifestyle</p>

	<p>1. LO: I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p>Online Bullying</p> <p>2. LO: I can describe appropriate ways to behave towards other people online and why this is important.</p>	<p>they are being bullied online and identify when to tell a trusted adult.</p> <p>2. LO: I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).</p>	<p>something is true when it isn't.</p> <p>Headteacher Assembly: Managing online information</p> <p>1. LO: I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.</p> <p>2. LO: I can describe the difference between online misinformation and dis-information</p>	<p>shared, lost or stolen.</p> <p>2. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).</p>	<p>1. I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing. Privacy & Security</p> <p>2. LO: I can describe simple ways to increase privacy on apps and services that provide privacy settings.</p>
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Collective Worship within Assemblies

By law, Collective Worship must:

- Take place every day for every child not withdrawn by their parents or carers
- Be wholly or mainly of a broadly Christian character
- Take account of the ages, aptitudes and family backgrounds of the pupils

Collective Worship contributes significantly to the ethos of TGMS and the following aims are addressed:

- Share common aims and values

- Celebrate achievement and special times
- Explore together the world in which we live
- Develop a community spirit

We also intend that Collective Worship contribute to the development of the pupil as a 'whole' person by providing the following opportunities:

- Worship their God
- Reflect on that which is considered worthy
- Consider spiritual and moral issues
- Explore their own beliefs
- Develop their own spirituality
- Reflect on the direction of their lives
- Reinforce positive attitudes
- Participate and respond
- Reflect on what it means to be human
- Consider the wonders and worries of the world

All assemblies include a collective act of worship, whether it be a formal prayer, focusing on God if appropriate but sensitive to the individual faiths and beliefs of all members of the school, or a reflection time. At TGMS we have community links to our local church, Holy Trinity, and we regularly take opportunities for the Vicar to visit the school and deliver collective worship with a Christian theme.

Withdrawal

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive or indoctrinatory.

Parents have a right to withdraw their children from all, or any acts of worship and staff are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Headteacher in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship, always keen to develop our understanding of sensitivities and to overcome difficulties

where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff.

This policy will be reviewed every 3 years by the Governors Teaching and Learning Committee.

SIGNED _____ DATE _____