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# PROMOTING BRITISH VALUES - A STATEMENT OF INTENT

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## **British Values**

In June 2014, the Prime Minister, David Cameron, spoke about the important role that British values can play in education. Furthermore, he announced how well a school promotes such values would become an aspect of the Ofsted school inspection process.

The Department for Education ( DfE) have reinforced this new expectation 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths in society'.

Although in the school year 2014-15 this is something which is developing in its significance for all schools, it is not something new to Carr Hill Community Primary School. British values are, and always have been promoted in so much of what we do, not least during our school assemblies, Religious Education and PHSE sessions.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

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 most western European countries, for example.

*Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.*

## **Being part of Britain**

As a school, we value and celebrate the diverse heritages of everyone in our school. 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 school year. For example, during the Autumn term we celebrate with a harvest festival, and what could be more British than a visit to a pantomime or performing in a nativity around Christmas time. We also value and have recently celebrated national events, such as the London Olympics and Glasgow Commonwealth Games.

Further, children learn about being part of Britain from different, though specific perspectives. Two specific examples of when we teach about being part of Britain are:

**Geographically:** Pupils are taught about the landmass that makes up the British Isles. They are taught about British major cities, rivers and the various flags that make up the countries within the Union flag. Our annual, whole-school International Day ensures that children have a better understanding of where Britain is in relation to the rest of Europe and other countries in the world.

**Historically:** Children learn about British history, whether it is life during WW2, the Great Fire of London or studying our local area, children learn about an aspect of life and how this has developed and changed over time. As our curriculum evolves we specifically plan to include coverage of British inventions and discoveries, advances in medicine or our country's scientific and technological contribution to the world.

## **Democracy**

Each year children agree their class charter and the rights associated with these. This charter forms the backbone of expectation and individual rights for children in our classes.

We have a school council which meets weekly with a member of staff overseeing the meetings where class and whole school business is discussed. School councilors meet with the Headteacher or Deputy Headteacher monthly to provide feedback to the school's leadership. The Council has its own budget and Councilors agree on how this is spent.

School Councilors are voted and appointed by pupils in their year group across KS2.

Our School Council lead on our 'Value of the Month' where children across the school are encouraged to aspire to holding and demonstrating that value. Councilors meet and discuss who they think are 'Special Value Achievers' and the reasons for this recognition.

The election of the Student Councilors reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc.

Pupils are always 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 on a daily basis by our pupils.

As part of our significant focus and commitment to our pupils' sporting achievements, we have a 'hall of fame'. Pupils are invited to nominate individuals or teams who they think deserve to be recognised with a reason why.

As well as School Council representatives we also have four Year 5/6 Sports Ambassadors, appointed by pupils in their year group. The Ambassadors are responsible for promoting pupils' voice through sport in our school. Like the School Council they have regular meetings to discuss issues or ideas raised in class regarding after school provision, charity sports events, school sports days, school games and our swimming gala.

Children complete an annual questionnaire where they are able to put forward their views about our school.

## **The Rule of Law**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often in our school, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Visits from members of the emergency services such as the police and fire brigade
- During Religious Education, when rules for particular faiths are thought about
- During other school subjects, where there is respect and appreciation for different rules - in a sports lesson, for example.
- During Golden Book celebrations where the whole school gathers to celebrate individual and group achievements at the end of a school week

## Individual liberty

Alongside rules and laws, in Carr Hill Primary School we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about personal behaviour choices inside and outside the school day
- choices around the participation in extra-curricular activities
- choices related to respect towards adults in our school and visitors to our school

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PHSE lessons.

## Mutual respect and tolerance of those with different faiths and beliefs

At the very heart of Carr Hill's values is that of mutual respect. Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief etc.

Our staff and pupils demonstrate this mutual respect on and off site. It is an underpinning belief that pervades all that we do in our school.

Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how in Carr Hill Primary we enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, PHSE and other lessons where we might develop awareness and appreciation of other cultures - in English through fiction and in Art by considering culture from other parts of the world, for example
- Our whole school and key stage assemblies actively promote diversity through the celebration of different faiths and cultures.

In order to ensure we continue to develop our work we will, for example, introduce new approaches to learning such as,

- enjoying a depth of study during Inspiring Visitor days, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the word (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with a disability)

Carr Hill as a community does not have a great deal of cultural diversity. We do not benefit from the rich experiences and thoughts brought about when living and working in such a diverse social setting. For these reasons we have to continue to work hard to ensure our pupils do not miss out on the benefits brought about by cultural diversity.

We actively challenge pupils and parents expressing opinions contrary to our school beliefs which are fundamental to upholding British values.