

Statement on Promoting 'British Values'

Context

In June 2014, the Prime Minister, David Cameron, in a newspaper article, emphasised the important role of British Values in education. Later that year, the Department for Education (DfE) requested that all maintained schools should promote 'Fundamental British Values.' Further to this, how well a school promotes such values is an aspect of Ofsted's inspection process.

What does British Values include?

The three main aspects of these values are:-

- a belief in democracy
- a belief in the rule of law
- mutual respect and tolerance of those of different beliefs, (and those of none).

Although the term British Values is used, many countries throughout the world share the same values. This is particularly the case in most western European countries.

What is PREVENT?

In addition, The Counter Terrorism and Security Act of 2015 places a duty on schools 'to have regard to the need to prevent people from being drawn into terrorism.' The Prevent Duty, as it is known, became statutory in July 2015. Educating our children in their understanding of British Values is the beginning of fulfilling this duty.

Evidence of Promoting British Values in our school

Promoting British Values is not something new at Kirk Hammerton Primary School. British values are promoted in a lot of what we do, not least during our;

- School Assemblies and Acts of Worship
- Religious Education
- Social and Emotional Aspects of Learning
- Personal, Social and Health Education sessions.

Further, the role of Social, Moral, Spiritual and Cultural education is being increasingly highlighted as the avenue to promote British Values. The Values are integral to the life of our school.

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.

Being part of Britain

As a school, we value and celebrate the diverse heritages in society through our RE, History and PSHE curriculum. Alongside this, we value and celebrate being part of Britain. Most importantly, as a Church of England school, Christian teaching underpins the life of the school. The major festivals of the Christian calendar are marked, most notably, Christmas and Easter. For example, Christmas is celebrated with 'Carols round the Christmas tree' and in the presentation of the Nativity story, in

varying forms. Further, what could be more British than a trip to a pantomime at Christmas time? - an outing enjoyed with our partnership school, Staveley Community Primary School

Our older children have twice taken part in The Schools' Shakespeare Festival which celebrates the work of the country's greatest playwright. In November, 2015, the children were involved in the production of 'Much Ado About Nothing.' Photographs of our work can be seen on the school's website. This work was commented on positively by our parents.

The sense of personal and social responsibility as British citizens is fostered by taking part in the Archbishop of York's project, 'Active Citizenship in York Primary Schools'. This project aims to enhance SMSC studies by providing active leadership opportunities for learners.

In the class room, our children learn about being part of Britain from varying perspectives.

Democracy

Children, parents, staff and Governors have many opportunities for their voices to be heard at Kirk Hammerton Primary School. Democratic principles are central to the running of the school. We have involved KS2 pupils with local politicians who have visited the school to discuss local issues, how the Local Council operates/functions and what it is like to be a member.

Children

An obvious example is our School Council. The election of the School Council members 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.

Our children have also extended our school council by sub dividing it into focussed working groups. These include;

- Charities – where children nominate various groups/organisations to support
- Green Issues – which looks at environmental issues particularly within school life
- Play – this supports the wider social interaction of our pupils at play and lunchtimes
- Learning – this is where our Y6 pupils observe children Learning to assess the quality of their engagement and how much progress they are making

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 his or her opinions and voice 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.

In the class room, children learn the value of democracy in very practical ways. For example, at the start of a new project they are encouraged to say what they would like to learn from the project and discuss with their peers which aspects they might choose to study.

Parents/Carers

The school values the views and opinions of parents and carers. Every opportunity is sought to engage them in the life of the school. Regular 'Drop In' sessions are held where parents suggest agenda items to be discussed. All are invited to this open meeting and the Head teacher encourages everyone to take part. Feedback re actions taken is fed back through the school Newsletter, (which is circulated fortnightly.)

Rules and Laws

The importance of rules and laws, whether those that govern our school or our country, are referred to and reinforced often, for example, in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses possible rewards and sanctions that the school can use and how these will be utilised with fairness and equality to all. The school's rewards and consequences are clearly set out in our Behaviour Policy. These 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 authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules. For example, in a PE games lesson

Individual liberty

Together with promoting an understanding of rules and laws, we embrace freedom of choice and the right to express views and belief in a respectful way. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our pupils to make choices safely; for example choices:

- about what learning challenge or activity
- about how they record their learning
- around the participation in extra-curricular activities

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 e-safety and PSHE lessons.

The children are made aware of how to manage feelings and behaviour and encouraged to understand how their own and others' behaviour has consequences for everyone's individual liberty.

Mutual respect and tolerance of those with different faiths and beliefs

As a Church School, we promote Christian values and beliefs but also promote mutual respect for all other religions, cultures, traditions and languages. Our pupils develop an understanding that respect and tolerance is shown to everyone and to everything. Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Kirk Hammerton Primary School, such instances are extremely rare. Should an incident occur, it is treated seriously, but sensitively, in line with our Behaviour, Anti-Bullying and other associated policies