

# HAMPDEN GURNEY

## Church of England Primary School

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### **BRITISH VALUES AT HAMPDEN GURNEY PRIMARY SCHOOL**

At Hampden Gurney C of E Primary School we uphold and teach pupils about the British Values which are defined as:

- democracy
- rule of law
- individual; liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health, Citizenship and Emotional (PSHCE), and Religious Education (RE). We also teach the British Values through planning and delivering a broad and balanced curriculum. We have achieved the following external accreditations which demonstrate evidence of our commitment to British Values:

*Ofsted Grade of 'Outstanding' behaviour (June 2009)*

*School Inspection of Anglican and Methodist Schools (SIAMS) grade of 'Outstanding' (October 2014)*

The school takes opportunities to actively promote British Values through our daily collective worship and whole school systems and structures such as electing and running a successful School Council. We also actively promote the British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

At Hampden Gurney School, these values are reinforced regularly in the following ways:

#### **Democracy – what do we do?**

- Provide pupils with broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process e.g. nominating and electing school Prefects, SMSC party, School Council
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school

- Organise visits to the local council and Parliament
- Hold 'mock elections' so pupils learn how to argue and defence points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged.

### **Rule of Law – what do we do?**

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum,
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts.

### **Individual Liberty – what do we do?**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their own behaviour, actions, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda.

### **Respect and Tolerance – what do we do?**

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children.

### **Foundation Stage**

As part of our daily set up Foundation Stage, pupils are taught the value of *individual liberty* through self-selecting their learning activities. Pupils are taught about the *value of democracy* through collaborative decision making, for example, during weekly Parliament time, pupils decide collaboratively what they like to learn the following week. They are learning to *tolerate the different faiths and beliefs* through their learning of the festivals, cultures and traditions and of other faiths through curriculum activities, stories, visits to special places of worship and religious education.