



# Hartington C of E Primary School

**"Caring & sharing as part of God's family"**

***"Loving our neighbour as we love ourselves" - Luke 10:27***

## **Promoting British Values**

**Date Written**

**Feb 2022**

**To be reviewed**

**Bi-annually**

**Reviewed by**

**Tracy Blackwell**

**Signed by**

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**Chair of Governors**

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**HeadTeacher**

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The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to 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.”

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated (2014). At Hartington C of E Primary School these values are reinforced regularly and integrated where ever possible and relevant within the curriculum

### **Christian Values**

As a Church of England school, Christian values underpin our ethos. Our school aim of; *‘Loving our neighbour as we love ourselves’* permeates all areas of school life.

Reflection time is an important part of our school life. As a Church school, we re-enforce British Values through our collective worship which is strongly Christian but where the 5 values are regularly a focus for termly collective worship across a 2 year cycle. We have close links with our local church, where children experience British Christian church services throughout the year (Due to the Covid pandemic these services were held in school).

Within our RE curriculum, we promote British Christian Values and also educate our pupils about the faiths and beliefs of people from different countries and organisations.

We believe that our Christian identity plays an important role in upholding British Values within our school community.

### **British Values**

Democracy

The Rule of the Law

Individual Liberty

Mutual Respect

Tolerance of those of different faiths and beliefs

### **Intent**

At Hartington C of E Primary School, we have designed our SMSC curriculum with the intent that our children will become resilient, independent, well rounded learners. Our SMSC will ensure that children attending our school are equipped with the necessary skills to be: successful, moral adults that live healthy lifestyles and take on opportunities beyond their horizons.

SMSC, RE, RSE and our distinctive Christian Values will ensure that we deliver a curriculum that:

Enhances community and celebrates the cultural diversity within our school.

Is inclusive, develops self-confidence and identifies that all our children are unique, as well as recognising their potential.

Encourages our children to be self-motivated, independent and resilient by developing inquiry based skills that allow them to make mistakes in a safe nurturing environment, and learn from them.

Encourages the '4 Cs' (collaboration, caring, critical *thinking*, creative) in helping the children to become inquisitive and curious about their learning.

Enables each child to add a positive contribution to their community and the wider society.

Promotes an equal value on their physical and mental well-being and ensures they are prepared for life in modern Britain.

### **Implementation**

The curriculum is led and overseen by the curriculum leaders. These leaders will play an important part in the success of the curriculum by leading a regular programme of monitoring.

The teaching, learning and sequencing of the curriculum follows:

A layered curriculum approach which has been implemented to ensure coverage and progression in all subject areas – links are identified in all knowledge organisers.

A topic-linked approach ensuring cross curricular themes and information is delivered and accessed by pupils promoting interest knowledge and depth of learning.

A stand-alone approach can be under taken when necessary, but usually applies to whole school application with links to initiatives and projects.

The content of the curriculum can include a 'hook' stimulus to help build inquisitive learners and debating skills throughout sessions, which conclude with a reflection/summary.

### **In addition:**

The RSE curriculum is taught in all year groups, with a particular emphasis in year 5 and 6.

All children are monitored by staff and parents/carers regarding any worries and concerns, either individual or groups of children might have and then integrated into the SMSC, PSHE curriculums and Collective Worship sessions for a specific year group or whole school.

The children are taught about online safety through the computing curriculum, assemblies, LA initiatives (I-Vengers), NSPCC and class discussion.

### **Impact**

Less children with low self-esteem and better equipped to be resilient within a modern society.

Children are better aware of social media; how to be safe, utilise this productively and make good choices.

Children will have had opportunities to fail, as well as discuss why failure is important, so that they are more resilient to failure and view this as a positive.

Children will collaborate critically, creatively and with a caring approach throughout their time at Hartington.

Children are better able to reflect upon their behaviour and evaluate what makes for good behaviour and what a good learner should look like; this will allow better assessment of 'bad choices' and how to learn from these.

Our children will be happy, as well as encouraging of others in and out of the classroom.

Through our SMSC approach our children are more likely to be aspirational (in all aspects of school life) and recognise their full potential beyond their time at Hartington.

Confidence is instilled in Hartington children, so that they are more likely to push themselves outside of their comfort zones.

Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

### **Democracy**

Article 15 "Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Democracy is widespread within the school. Each year the children decide upon their class representatives in the school council. All the children contribute to the election. Our school council which meets regularly to discuss a variety of issues. The school council have been instrumental in deciding upon and voting for a charity to support and in organising charity activities to raise money, resources for Collective Worship, anti-bullying work in school, competitions and initiatives (including projects with the local community).

Children have many opportunities for their voices to be heard including the opportunity to express their opinions and vote on other issues in class as well as termly 'pupil voice' (School council) meetings.

The Rule of Law Article 28 "Children have a right to an education. Discipline in schools should respect children's human dignity."

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through Collective Worships and assemblies. 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. Children also take part in 'bikeability' training which teaches road safety and law, undertake sessions with the Community Police Officer regarding staying safe on line and being respectful and tolerant of others.

## **Individual Liberty**

Article 12 “Children have the right to say what they think should happen when adults are making decisions that affect them, and have their opinions taken into account.”

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our on-line safety and PSHE lessons. Whether it be through choice of learning challenge, of how they record, of participation in our extra-curricular clubs and enrichment opportunities, pupils are given the freedom to make choices.

Mutual Respect Article 30 “Children have a right to learn the language and customs of their families whether these are shared by the majority of people in the country or not.”

As a Church of England school, Christian Values underpin our ethos. We re-enforce British Values through our Collective Worship which is strongly Christian. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have. ‘Values for life’ form our themes for our Collective Worship supported through the resource ‘Picture News’ throughout the year and support the 5 British values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect

Tolerance of those of Different Faiths and Beliefs Article 14 “Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.”

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Therefore we place a great emphasis on promoting diversity within the school. Our RE and PSHE teaching reinforce this. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school especially through our links with The Derby Open Centre which is an annual trip or visit. Children make regular visits to our local church to take part in acts of Collective Worship and also visit other places of worship that are important to different faiths.

At school we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

This policy is reviewed bi-annually