



Head of School: Mr P. Coiffait

School Policy

British Values

Co-ordinator: Debbie Fitton

To be reviewed on:

Governors adopted this policy on:

Signed by the Chair:



Learning **Together**

Learning for **All**

Learning for **Life**



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Hawthorns British Values Statement 2020

Our school is legally bound to actively promote fundamental British Values, to ensure our pupils leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is right and wrong, all people living in England are subject to its laws.

We promote British Values through our PSHE curriculum and our spiritual, moral, social and cultural education (SMSC), which permeates through the school's curriculum and day to day life of the school and supports the development of the whole child. Staff embrace these values and act as role models for the pupils. We empower our pupils by providing opportunities to be involved in making choices about things that they believe to be important to them.

Our duty to safeguard children through adherence to 'The Prevent Strategy' ensures that we challenge pupils, staff or parents who express opinions contrary to British values.



Democracy:

The ability to understand and communicate are the most important parts of learning. We ensure that our pupils are given a 'voice' to communicate. By valuing their 'voice' and by listening and responding to that voice we demonstrate that we support democracy and liberty

How do we promote democracy?

- Give pupils a voice to communicate and be heard e.g using words, objects, photos, pictures, symbols, pointing or body language.
- Listen and respond to our pupils, parents and staff

- Provide opportunities to be involved in making choices about things that they believe to be important to them.
- Help pupils learn the power of respectful communication
- Have School Councils that reflect our British electoral system and give pupils a voice. Councils meet termly to discuss issues raised by staff and pupils and can effect change in the school.
- Conduct pupil surveys, follow up ideas and feedback to pupils.

The Rule of Law:

We want our children to learn about their responsibility to be law abiding citizens.

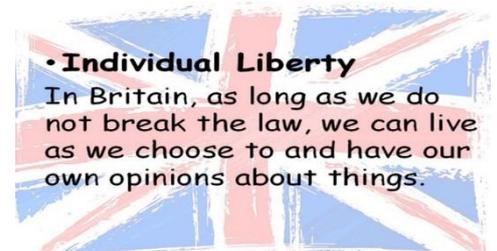
The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often during lessons and when reflecting on behaviour choices. We aim to ensure that pupils feel safe and secure, and we challenge those whose actions may disrupt this.

How do we promote the Rule of Law?

- Promote respect for public institutions and services e.g police, fire service visit
- Ensure school rules and expectations are clear and fair
- Establish class rules and ensure pupils understand how these keep everyone safe
- Help pupils to learn to manage their behaviour and take responsibility for their actions
- Help pupils learn to connect actions with consequences and to understand what happens to those who break rules or laws.
- 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
- Promote respect and appreciation for different rules across the curriculum – e.g in sports, Forest Schools, Cookery, E- Safety.
- Teaching road safety

Individual Liberty:

Pupils are encouraged to become good and valued citizens and have freedom of choice



How do we promote individual liberty?

- We promote freedom of choice and the right to respectfully express views and beliefs e.g choices in learning, equipment, activities, food, games
- Demonstrate that everyone has rights – e.g. the right to say ‘yes’ or ‘no’ to ideas and activities and to feel safe in school
- Support pupils to develop their self-esteem, self –confidence and independence
- Encourage pupils to take responsibility for their behaviour
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Provide opportunities to take on representative roles in school and to understand responsibility

- Teach children to act safely through our curriculum
- Support others through a range of charitable events – Macmillan, Red Nose Day, Book Aid, Children in Need

Mutual Respect:

Our ethos is based on mutual respect and good manners. We promote inclusion of each and every individual based on safety and meeting individual need. Within school, pupils work with a range of adults and peers, and interactions with others are always positively promoted. Respectful actions and deeds are recognised and praised.

How do we promote Mutual Respect?

- Encourage pupils to interact positively and politely with a range of pupils and staff
- Encourage pupils to interact with external services e.g. theatre groups, sports coaches, music groups, external visitors
- Provide inclusion opportunities with other schools - e.g. sport, dance, music, social skills
- Facilitate opportunities to be part of, and to contribute to, the local and wider community
- Promote respect for individual differences

Tolerance of those of different faiths and beliefs:

Everyone in our school community is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of the RE curriculum and helps our pupils to understand how faith is important to different people and how they celebrate their religion

How do we promote tolerance of those of different faiths and beliefs?

- RE and PSHE curriculum
- Celebrations of religious festivals
- Help pupils to respect their own and other cultures and ways of life
- Broaden their knowledge and understanding of the community and the world in which they live
- Help pupils develop tolerance and acceptance of others
- Challenge prejudicial or discriminatory behaviour
- Organise visits to local places of worship
- Develop links with faith communities
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations
- Fundraising events and cultural experiences

Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Hawthorns. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year, for example, Remembrance, St George's Day, May Day dancing. We also value and celebrate national events e.g. Royal celebrations.

Children also learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Class topics ensures that children have a better understanding of what Britain is, learning more about:

- its capital cities and counties, its rivers and mountains
- how 'Great Britain' differs from 'England' and 'the United Kingdom'
- where Britain is in relation to the rest of Europe and other countries in the world

Historically: During some KS2 topics, children learn about aspects of life in Britain and how this has developed and changed over time. The actual topic depends on the interests of the children, but might include inventions and discoveries, Victorians etc

This policy will be reviewed every 2 years.

Updated Spring 2020

D Fitton