



Hunsley Primary Values: Promoting British Values and Life in Modern Britain

This statement is applicable to Hunsley Primary, part of The Education Alliance (TEAL) multi-academy trust

Updated March 2025

Promoting British Values and Life in Modern Britain

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Statement of Intent

This statement outlines the principles and values underpinning the expectations of our school community regarding the promotion of British Values for pupils at Hunsley Primary, through our realisation of the Hunsley Primary Values.

Our curriculum is designed to develop all our children as positive, responsible individuals with a strong sense of their community and the contributions they can make as citizens, locally, nationally and globally.

As the school develops in its local community, we recognise the necessity to continue to review our provision of PSHE, RSE and SMSC to embrace the following elements:

- The diversity of ages, academic requirements, pastoral needs, personal interests, social and cultural backgrounds, economic demands and health factors our pupils will possess;
- Our growing catchment area housing on the new Brough South estates, with its own unique context and opportunities for all our children to be responsible and thoughtful members of the community;
- The ever-changing political, ethical and spiritual landscape in which our children will live.

It is therefore vital that we work together with our staff, children, Local Governors and our parents to live out our Values by being agile, aware, fully meeting statutory requirements set down at national level and anticipating the concerns, opportunities and challenges ahead of our pupils before they arise.

1. Introduction and rationale

This statement sets down our aims and the expectations we have of our school community with regard to the Department for Education's definition of British Values. We also believe that the aforementioned Values are effectively promoted and upheld in our Hunsley Primary Values and the ways we strive to exemplify them. We explicitly teach the British Values in a range of ways, including through direct instruction on House Team Development Days, the PSHE and RE curriculum, assembly programme and through the extra-curricular aspects of school (visits, visitors, wall displays and so on).

Through our curriculum, our pastoral support, our relationships, our policies, our inclusivity and our community engagement, we aim to encourage pupils to understand the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of people of all faiths, races and cultures. We aim for our children to 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, and those laws are mirrored in our expectations of life at Hunsley Primary.

2. Equality, Inclusion and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality, inclusion and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

3. Hunsley Primary Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development

- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

4. Definition of British Values, Systems and Procedures

The British Values, as stated by the Department for Education are as follows:

- democracy,
- the rule of law,
- individual liberty,
- mutual respect
- tolerance of people of all faiths, races and cultures

Throughout the school day, through teaching, learning and curriculum review; during social interactions; via our PSHE programme, Hunsley Primary Characteristics, school displays, pupil voice, and our assembly programme; through thematic House Team Development Days, educational visits on and off-site, via the ways we operate and uphold our Behaviour Policy and through structured layered opportunities for members of the school community to engage in talk, we create opportunities for our pupils to:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in our community and society more widely;
- acquire a broad general knowledge of and respect for public institutions and services in England;
- advocate tolerance and harmony between different cultural traditions and acquire an appreciation of and respect for their own and other cultures;
- respect other people; and
- respect democracy, support participation in the democratic processes and respect the basis on which the law is made and applied in England.

Additionally, through our teaching of subjects such as religious studies, history, geography, English and modern languages, pupils are taught to:

- understand how citizens can influence decision-making through the democratic process;
- appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- understand that the freedom to choose and hold other faiths and beliefs is protected in law;

- accept that other people having different faiths or beliefs to themselves (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- understand the importance of identifying and combatting discrimination.

The Key Stage 2 curriculum is designed to lead onto the more stretching learning experiences that children will have in their secondary education, and we collaborate with our secondary colleagues to ensure the journey is continual, robust and challenging. We also connect with the other Trust secondaries and primaries for enriching experiences such as primary trust Big Questions, the annual Pupil Leadership Summit and joint musical and sports activities, which allow a diversity of groups to interact, talk about inclusion and identity and celebrate the unique qualities of all our communities.

Democracy

Pupil voice is a fundamental element of successful learning and engagement at Hunsley Primary, from Reception to Year 6. Pupils have input in terms of the design of their learning, collaborating with teachers on curriculum review and feedback, or expressing considered views by voting for House Team enrichment activities. Our pupil voice capture enables an ongoing dialogue of pupil ideas, interests and feedback to be taken into consideration to ensure that the voice of the pupils is heard across the school and into the community. Google surveys and whole school feedback collections help school staff reflect on pupils' views, ideas and attitudes, and this structure provides pupils with a clear introduction to democracy. In exploring and developing their suggestions and ideas to others, they develop a sense of the rule and limitations of law.

Weekly class assemblies, on topics mapped out to dovetail with the Hunsley Primary Characteristics, give the children ownership of key themes, enable them to 'have a say' on topics that matter to the school community: for example, responsibility for the environment; inequality; sustainability; teamwork; resilience; managing change; strength of individuality as part of a community.

The Rule of Law

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for the good of all and must be adhered to. This understanding of the importance of rules is consistently explored and reinforced in the day-to-day conduct and interactions of the school, from assemblies onwards. The early weeks of Reception class look at rules and routines in a clear, repetitive, supportive way, to help emerging personalities co-operate and collaborate in the classroom. We adapt our behaviour strategies according to the policy to match the changing levels of development our pupils experience. Throughout the year, we welcome visits from members of the wider community including the police, clergy, local faith figures, charities, local councillors, the youth parliament, and many more. We believe that clear explanations and real life stories emphasise the importance of the Rule of Law for our pupils.

Individual Liberty

We believe in the importance of creating a culture of high expectation and high levels of collective responsibility, so that children are in a safe environment where choices and freedoms are encouraged and openness of communication allows for confidence and engagement. In lessons, learning tasks are challenging and require cooperation and endeavour. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. Through our E-Safety and

PSHE sessions, we educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely.

Mutual Respect

Our pupils learn together with respect for each other and for staff in the school. We ensure that achievement of all kinds is celebrated in the school and seen to be displayed and discussed. Every pupil is taught directly and by staff example that we respect and appreciate each other no matter what differences may exist. Collaboration and parental engagement, such as the work of the Hunsley Primary Parent Partners, are both also vital to model this expectation of pupils.

Tolerance of different faiths and beliefs

Our assembly, RSE, RE and PSHE curricula offer a culturally rich and diverse curriculum in which all major religions are studied and respected. Community members, parents and leaders of different faiths are welcomed to the school to talk about their beliefs. We believe that tolerance is gained through knowledge and understanding.

Through wider curriculum subjects such as history, French and geography; Eco club-work; sustainability projects; charity fund-raising and educational visits and visitors, we encourage our pupils to view themselves as members of a global community, not least through our curriculum themes. Annual workshops delivered by the Anne Frank society help the upper Key Stage 2 pupils to explore the global and historical significance of tolerance and respect.

Via the routines of our daily school life, such as daily prayers, we encourage and shape our pupils to become tolerant, caring and successful citizens who view their own behaviours, actions and views as having a real impact and consequence on the world around them.

Monitoring the Effectiveness of the Statement

The **Headteacher** is responsible for ensuring that this statement and the Hunsley Primary Values are implemented fairly, consistently and objectively.

The **Senior Leadership Team** are responsible for overseeing the introduction, implementation, monitoring and review of this statement.

All members of the school community are responsible for championing both the British Values and Hunsley Primary Values and for ensuring they adhere to the messages they promote.

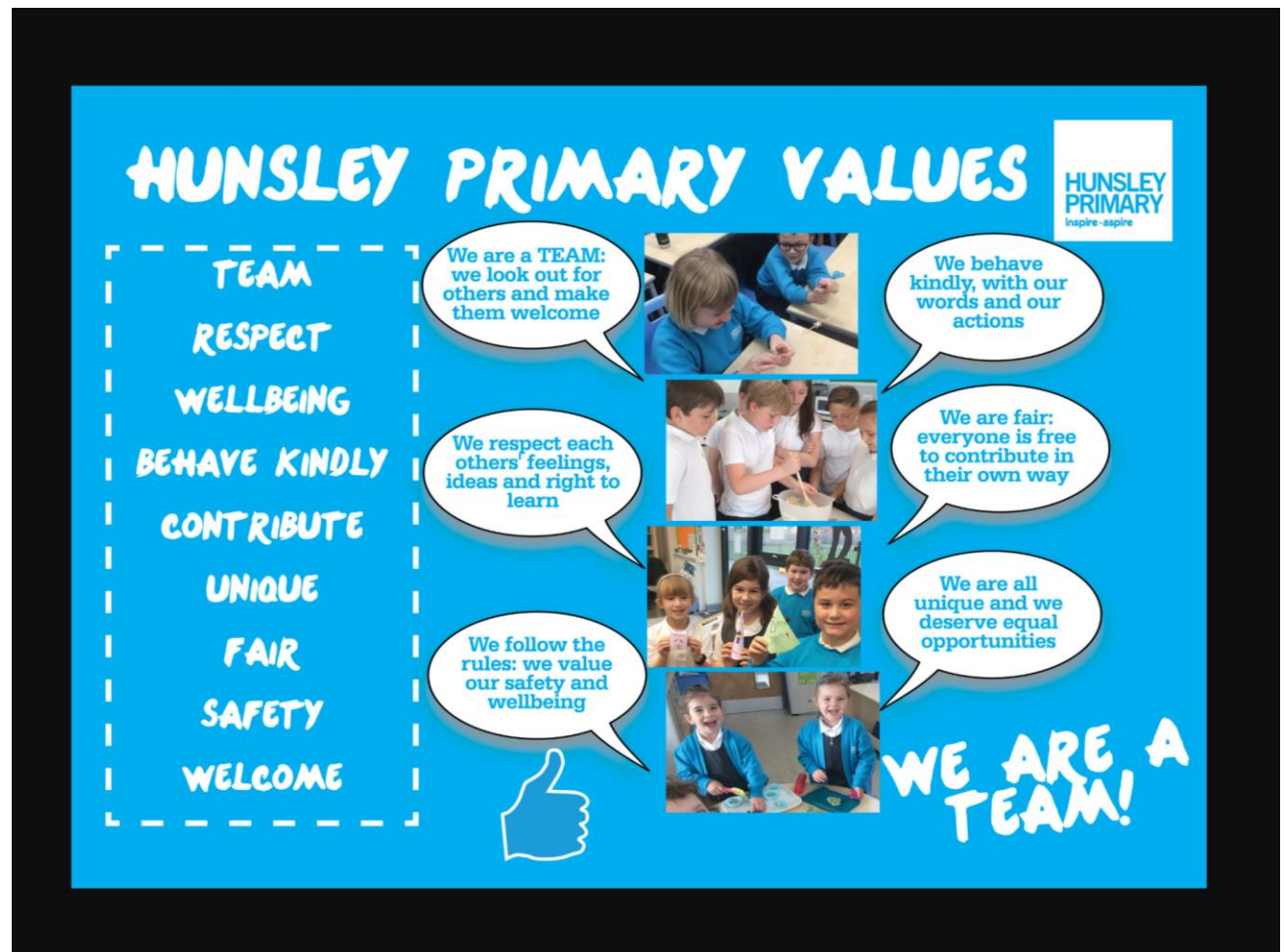
Review

This statement will be reviewed at least every three years.

Appendix

Hunsley Primary Values

The Hunsley Primary Values are based on the British Values and the school vision and are displayed around the school and shared with the children, staff, parents and visitors. They underpin the British Values message in school and embed the behaviours, attitudes and understanding expected of all individuals in the school.



Hunsley Primary Characteristics of Learning

The Characteristics set out ways to learn and attitudes to learning we expect the children to develop in their time us. The children are explicitly taught how to demonstrate and improve these Characteristics, and are assessed each year on their development of these skills and qualities.

Hunsley Primary Characteristics of Learning	
Behaviour for Learning	Being willing to have a go <ul style="list-style-type: none"> Initiating activities Seeking challenge Showing a 'can do' attitude Taking a risk, engaging in new experiences, and learning by trial and error
	Keeping on trying <ul style="list-style-type: none"> Persisting with activity when challenges occur Showing a belief that more effort or a different approach will pay off Bouncing back after difficulties Engaging in open-ended activity
	Being involved and concentrating <ul style="list-style-type: none"> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Not easily distracted Paying attention to details
Working Positively Together	Finding out and exploring together <ul style="list-style-type: none"> Working in partnership to ensure positive co-operation Showing curiosity about objects, events and people <ul style="list-style-type: none"> Showing particular interests and interest in The Team achievements Acting out experiences with other people Taking on a role
	Making a positive contribution <ul style="list-style-type: none"> Being a full member of The Team Being responsible for own choices and actions and helping others to do the same Respecting others' ideas, beliefs and contributions Respecting and participating in the democratic process Showing an understanding of right from wrong
Independent Learning and Enquiry	Having confidence in their own ideas <ul style="list-style-type: none"> Thinking of own ideas Finding ways to solve problems Finding new ways to do things Having self-knowledge, self-esteem and self-confidence
	Choosing own ways to do things <ul style="list-style-type: none"> Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going Changing strategy as needed Reviewing how well the approach worked
Organisation and Communication	Taking pride in learning <ul style="list-style-type: none"> Showing satisfaction in meeting their own goals Completing activities to their best standard Being proud of how they accomplished something - not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise
	Being able to organise their own learning <ul style="list-style-type: none"> Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences, cause and effect
	Using the 'language of learning' <ul style="list-style-type: none"> Discussing and describing (Working Scientifically) Reflecting, questioning and reasoning (WS) Capturing and recording (WS) Practising and applying in different contexts (WS) Going deeper and taking next steps (WS)