



Hunsley Primary

Promoting British Values and life in Modern Britain Statement

This statement is applicable to Hunsley Primary, part of The Education Alliance

Promoting British Values and life in Modern Britain Statement

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Statement of Intent

This statement outlines the principles and values underpinning the expectations of The Education Alliance regarding the promotion of British Values for pupils at Hunsley Primary.

1. Introduction and rationale

This statement sets down our aims and the expectations we have of pupils and staff 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 Trust and School vision and values statements.

Through our curriculum, our pastoral support, 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.

2. Equality and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality 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. In particular, the school is committed to developing pupils as mathematicians and scientists.

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 promoted, 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 playtimes and lunchtimes, our PSHE programme, displays, pupil voice, our assembly programme, thematic educational visits on and off-site, via the Behaviour Policy expectations and the delivery of EYFS Early Learning Goals and KS1 & 2 Wider Curriculum, we create structured 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 thematic approach to delivering curriculum 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.

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 selecting themes and topics to investigate. 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. 'Class Ambassadors' perform a key role on behalf of their class to lead on pupil voice and choice, and this simple structure provides pupils with a clear introduction to democracy and, in exploring and developing their suggestions and ideas, a sense of the rule and limitations of law.

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 themes of Reception class look at rules and routines in a clear but 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, sportsmen and women 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 are also vital to model this expectation of pupils.

Tolerance of different faiths and beliefs

Our assembly and PSHE programmes 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. We encourage our pupils to view themselves as members of a global community, not least through our curriculum themes. Via the routines of our daily school life, 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 of Compliance with and Effectiveness of the Statement

The **Board of Trustees of The Education Alliance** is responsible for the final approval of this statement and procedure.

The **Local Governing Body of Hunsley Primary** is responsible for ensuring that this statement and procedure is implemented fairly, consistently and objectively.

The **Head of Hunsley Primary** is responsible for overseeing the introduction, implementation, monitoring and review of this statement.

Review

This statement will be reviewed within 2 years of the date of implementation.

Appendix

The Hunsley Primary Playtime Values are based on the British Values and the school vision and are displayed around the school and shared weekly with the children, staff, parents and visitors. They underpin the British Values message in school and embed the behaviours expected of all individuals in the school in their day-to-day conduct.

- 1 We are a **TEAM**: look out for children on their own and **INCLUDE** them
- 2 **RESPECT** everyone's feelings and ideas and **LISTEN** to what they say
- 3 **FOLLOW THE RULES**: stay where your teacher can see you – be **SAFE**
- 4 **PLAY KINDLY** with your hands, feet, voices and words too
- 5 **TAKE TURNS** and **PLAY FAIRLY**: everyone is free to have a go