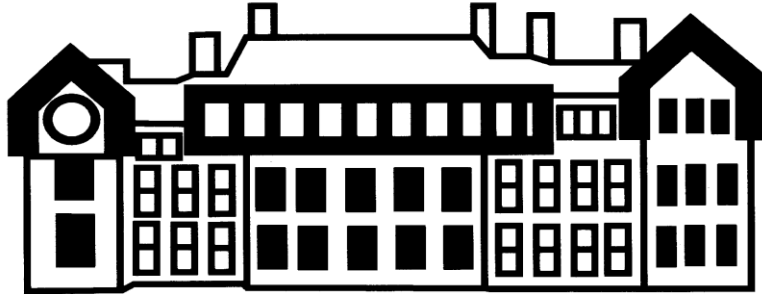


GORDON



SCHOOL

Promoting British Values Policy

Gordon Primary School is a **welcoming**, **safe** and **inclusive** place **where everyone belongs**. We all show respect for each other. We are:



safe



kind



inclusive

Everyone benefits from a positive school culture, and **everyone has their part to play** - thank you for playing yours.

Promoting British Values Policy

1, Background

Gordon Primary School has an obligation under section 78 of the Education Act (2002) to promote the Spiritual, Moral, Social and Cultural (SMSC) development of pupils in the school. It requires us to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide.

All schools are expected to provide opportunities for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this, we must promote "fundamental British values".

The DfE defines these values as:

- **Democracy:** Respect for democracy and support for participation in the democratic process.
- **The Rule of Law:** Respect for the basis on which the law is made and applied in England.
- **Individual Liberty:** Support and respect for the liberties of all individuals within the law.
- **Mutual Respect:** Understanding that own behaviours have an effect on their own rights and those of others.
- **Tolerance of those of different faiths and beliefs:** Acceptance that other people having different faiths or beliefs (or none) should be accepted and tolerated

These values are explained in more detail in the DfE's non-statutory guidance on promoting fundamental British values.

We are committed to actively promoting British values and this forms part of our wider work in school with children in relation to their Spiritual, Moral, Social and Cultural development (SMSC). These values are integral to our school ethos and are reinforced regularly in a variety of ways.

Extremism is the vocal or active opposition to our fundamental British values. We are committed to safeguarding our pupils from extremism and radicalisation as part of our wider safeguarding responsibilities, and promoting British values is central to this work.

In promoting British values, we are also mindful of our duties under the Equality Act 2010 and ensure that our teaching respects all protected characteristics and promotes equality of opportunity for all pupils.

2, Ethos

At Gordon Primary School we promote fundamental British values. This is reinforced by:

Our Vision	For every child to be a positive member of society.
Our Values	Resilience - Empathy - Ambition - Curiosity - Honesty
Our Motto	Be the best you can be.

Our Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be curious learners who are open to new experiences and are accepting of others.

Gordon Primary School is a values-based learning community. Our calm, caring and inclusive environment supports the development of reflective and empathetic children.

Our Behaviour Cod

Be respectful.
Be safe.
Be ready to learn.

3, Aims

In promoting British values, we aim to develop:

- an understanding of how citizens can influence decision making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding of the judiciary system and the different roles agencies play to ensure fairness and adhere to rights within the systems;
- an understanding that the freedom to choose and hold faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

4, United Nations Convention on the Rights of the Child (UNCRC)

As a Rights Respecting School, we believe that the UN Convention on the Rights of the Child (UNCRC) provides a global framework that underpins and strengthens our commitment to Fundamental British Values. By putting children's rights at the heart of our school, we ensure these values are not just taught, but lived every day.

Linking Rights to British Values

We teach pupils about their rights using the UNCRC, which supports our promotion of British values. Examples of how UNCRC articles connect to British values include:

- **Democracy and Article 12 (Respect for children's views):**
We believe every child has the right to say what they think and be listened to. We model democracy through our **Pupil Leadership Team** and class ballots, teaching pupils that their voice can influence change.
- **The Rule of Law and Article 3 (Best interests of the child):**
Our school behaviour code is designed to protect the rights of all children to be safe and to learn. We help pupils understand that laws, like school rules, exist to ensure fairness and protect our collective wellbeing.

- **Individual Liberty and Article 13 (Sharing thoughts freely)**
Children have the right to share what they learn, think and feel by talking, drawing, writing, or in other ways, provided it does not harm others.
- **Mutual Respect and Article 29 (Aims of education):**
UNCRC Article 29 states that education must develop a child's personality, talents, and mental/physical abilities to their fullest potential. It focuses on fostering respect for human rights, parents, cultures, and the environment. Education under this article should prepare children for a responsible, peaceful, and tolerant life in a free society.
- **Tolerance and Article 2 (Non-discrimination):**
By teaching children they have rights, we empower them to make informed, safe choices and to respect the personal freedoms of others. We use the UNCRC to teach that while we all have rights, we have a shared responsibility to ensure those rights do not stop others from enjoying theirs.

How we use the UNCRC in practice

- Pupils learn about their rights through PSHE lessons, assemblies and across the curriculum.
- We display UNCRC articles around the school and refer to them in our daily practice.
- Children use the language of rights and responsibilities when discussing behaviour and relationships.
- We link UNCRC articles to our school rules and expectations.
- Pupils understand that exercising their rights means respecting the rights of others.
- By teaching children about their rights through the UNCRC, we help them develop a deeper understanding of British values and prepare them to be active, responsible citizens in modern Britain.

5, Developing British Values

The development of British values is embedded in our curriculum and ethos. Here are some examples of how we develop the five British values:

Democracy

- We have a School Council consisting of elected members.
- We hold elections every summer to decide on class names for the following year. older pupils act as Presiding Officers, the pupils vote in booths on official voting forms.
- We highlight the development of democratic ideas in history lessons and assemblies.
- Pupils are allowed to vote in a range of situations linked to school life, e.g. selecting a charity they wish to support via a class ballot.
- Surveys and questionnaires are used to gather pupils' opinions.
- We ensure all pupils are listened to by adults.
- Pupils are involved in key decision making, e.g. the appointment of senior leaders.

The Rule of Law

- The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced every day.

- Pupils are taught the value and reasons behind laws, that they govern and protect us.
- We have a clear behaviour policy which enables children to feel safe. The children know what is expected from them and understand why rules are important. They are aware of the consequences if rules are broken.
- We ensure that children are aware of the responsibilities that come with having rights. They develop independence in managing relationships and behaviour. We encourage children to resolve conflict and right any wrongs.

Individual Liberty

- Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- We recognise, acknowledge and promote individuality.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE (Personal, Social & Health Education) lessons.
- We encourage children to take a role in leading their learning and to have independent thought.
- We provide children with opportunities for reflection, including mindful breathing.
- We teach the children to be self-governing in their behaviour and relationships with others.
- Pupils are given the freedom to make a wide range of choices from designing investigations in science lessons and choosing challenges in maths to attending extra-curricular clubs and supporting fund raising events.

Mutual Respect

- We are a school which holds values at the core of its ethos. We celebrate values such as resilience, empathy, ambition, curiosity and honesty.
- Diversity, equality and inclusion are issues regularly discussed in assemblies, PSHE lessons and within the wider curriculum, such as texts read in English lessons.
- We reinforce the value of everyone's opinions in discussions.
- Adults throughout the school model, demonstrate and promote respect for others as do older children who have suitable, age-related, tasks and responsibilities.
- We operate an Anti-Bullying strategy in school including supporting the children with identification and reporting, and the quick sharing of information between staff members.

Tolerance of those of Different Faiths and Beliefs

- Collective worship takes place in assemblies and major world religions are regularly celebrated with the children.
- We have a programme of study for RE (Religious Education) lessons across the whole school. Similarities and differences between faiths are explored.
- The children's studies in science lessons give them an alternative to the creationist views explored in RE lessons. The children are taught that individuals have the right to their own beliefs regarding creation.
- The children visit a range of religious buildings when studying faiths.
- Our Anti-Bullying Policy includes reference to prejudice-based bullying and how we endeavour to prevent it.

5, Monitoring and Review

The Governing Body is responsible for monitoring the implementation and effectiveness of this policy. The Headteacher and Senior Leadership Team will monitor the everyday promotion of British values across the school and report to governors on its effectiveness.

The Designated Safeguarding Lead will have oversight of how promoting British values contributes to the school's wider safeguarding responsibilities, particularly in relation to the Prevent duty.

Ratification date: May 2026

Review date: May 2029

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)