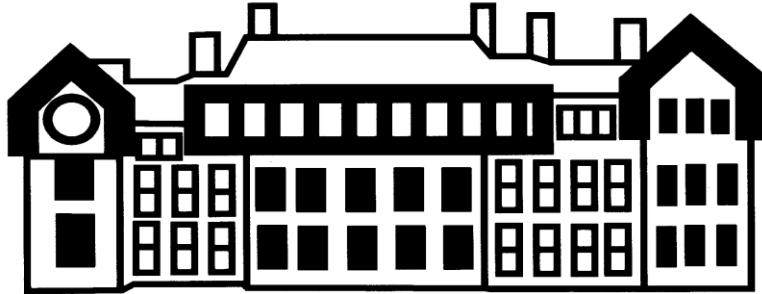


Gordon Primary School

**GORDON**



**SCHOOL**

# **Promoting British Values Policy**

**Ratification date: January 2023**

**Review date: January 2026**

**Signed \_\_\_\_\_ Headteacher**

**Signed \_\_\_\_\_ Chair of Governors**

## 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. There is also an expectation from the DfE that we will actively promote British values. British values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

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.

### 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** Honesty Curiosity Ambition Empathy

**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 inquisitive learners who are open to new experiences and are tolerant 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 Rules** 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;
- 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, 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. Year 6 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.
- There is a specific User Agreement for the ICT equipment which sets out the rules for safe and respectful use. The children sign up to this agreement.

##### **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 honesty, curiosity, ambition and empathy.
- Diversity, equality and inclusion are issues regularly discussed in assemblies, PSHE lessons and through P4C (Philosophy for Children).
- 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 study *Adaptation and Evolution* and *Creation of the Universe* in science lessons to 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**

This policy will be monitored by the Governing Body at least annually. This is not a statutory policy and will be reviewed at an appropriate time not later than three years after ratification by the Governing Body.