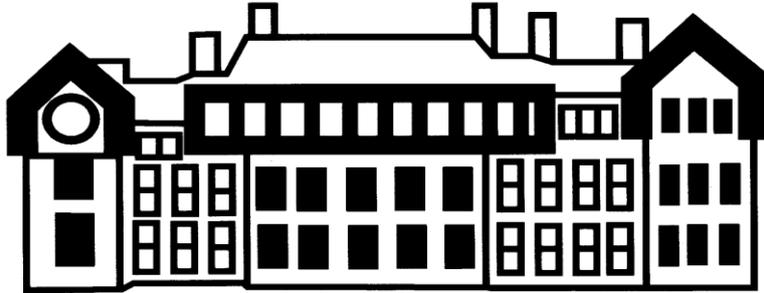


Gordon Primary School

GORDON



SCHOOL

Promoting British Values Policy

Ratification date: December 2016

Review date: December 2019

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. In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British values from September 2014. The DfE have recently reinforced the need “to create and reinforce a clear and rigorous expectation on all schools to promote the fundamental 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 & kindness
respect & co-operation
curiosity & creativity
ambition & resilience
empathy & integrity

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.

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

Democracy

- We have a School Council consisting of elected members.
- 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 school 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 based on rewards and sanctions 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.
- 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 attending extra-curricular clubs to supporting fund raising events.

Mutual Respect

- We are a school which holds values at the core of its ethos. We celebrate values such as kindness, respect, co-operation, empathy and integrity.

- 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.

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 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 by receiving a report from the Headteacher. 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.