

Promoting British Values at Hasland Junior School

In 2014, the Department for Education emphasised the role that British values can play in education following statements from the Prime Minister and Minister of Education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

British values are promoted in so much of what we already do at Hasland Junior School, not least during our assemblies and Collective Worship, Religious Education and Social and Emotional Aspects of Learning (PSHCE) sessions. The values are integral to our long-standing visual ethos statements.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world - they differ in no way from the values of most western European countries. As a consequence, as a school we refer to British Values as 'Human Values'.

Being part of Britain

As a School, we value and celebrate the diverse heritages of everybody at Hasland Junior. Alongside this, we value and celebrate being part of Britain. Specifically, the children participate in an annual Human Values week, which celebrates our local community and the wider British community.

Furthermore, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

Geographically: Topics such as a comparison of Britain to other countries such as St Lucia and America to ensure children have a better understanding of what Britain is. Children also learn about the locality including the development of Chesterfield and about the Peak District.

Historically: British history is taught as part of the National Curriculum requirement. Children learn about an aspect of life and how this has developed and changed over time.

Democracy

Children, parents and staff have many opportunities for their voices to be heard at Hasland Junior. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of a representative from each class, the School Council meets regularly to discuss issues raised by the different classes. Other examples of 'pupil voice' are:

- Children agree their Class Rules and the rights associated with these; all children contribute to the drawing up of these rules
- House Captains are voted for by the children in each of the four houses and represent the children in regular events and assemblies.

Additionally, the children take part in visits to our local council offices to deepen their understanding of the role of local government in the democratic process. Visitors to school also include local counselors, who deliver assemblies at various times within the school year.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

Rules and laws

The importance of rules and laws, whether they be those that govern our School or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Rules, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- during Religious Education, when rules for particular faiths are thought about
- during PSHCE, when laws surrounding the consumption of drugs and alcohol are discussed.
- during other school subjects, where there is respect and appreciation for different rules - in a sports lesson for example

Curriculum topics also reinforce the development of laws within Britain e.g. Early law makers topic, Roman Law making, Anglo Saxon laws.

Individual liberty

At Hasland Junior School, we strongly value 'Pupil Voice' . Our children have the right to express their views and opinions in an age appropriate way. Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about the running of the school and in some parts the structure of the curriculum (whole school learning days)

- choices about what learning challenge or activity to undertake
- choices about how they record their learning
- choices around the participation in extra-curricular activities
- opportunities to reflect upon their learning through 'Pupil Voice' questionnaires

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and PSHCE lessons.

Mutual respect and tolerance of those with different faiths and beliefs

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have and to *everything*, whether it is a school resource, a religious belief etc. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Hasalnd Junior enhance pupils understanding and respect for different faiths and beliefs are:

- through Religious Education, PSHCE and other lessons where we might develop awareness and appreciation of other cultures - in English through fiction and in Art by considering culture from other parts of the world for example.
- enjoying a depth of study during Themed Days/Weeks, where we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with disabilities).
- arranging visits and visitors to help children learn about other faiths and cultures. This includes organising visits to

places of worship such as churches and Multi Faith Centres.