

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, for example.

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. In general terms, this means we celebrate traditions such as Harvest Festival during the Autumn term. We also value and celebrate national events which in the past have included the Queen's Diamond Jubilee, the 2012 Olympics and Wimbledon week.

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 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.

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:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about
- during other school subjects, where there is respect and appreciation for different rules - in a sports lesson for example

Individual liberty

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 what learning challenge or activity to undertake
- choices about how they record their learning
- choices around the participation in extra-curricular activities

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).
- through gaining an understanding of global schools, for example our partnership with a school in The Gambia and being recognised with the Award of International Schools status.
- 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 cathedrals.