

## Hurstbourne Tarrant Church of England Primary School (Controlled)



Our School Christian Values = REACH

R=respect    E=effort    A=aim High    C=care and love    H=onesty

### British Values Statement

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

Hurstbourne Tarrant Church of England Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The school, as a 'Controlled Church School', accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' - values of:

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

#### Democracy

Democracy is common within the school where the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns, are heard through our School Council. Other Leadership groups exist for pupils to have their say through for example, Play Leaders, House Captains and pupil questionnaires. Also key to this is the concept of holding others to account, including those in positions of authority and influence. To inspire our children we have arranged visits to the Houses of Parliament. Our school behaviour policy also involves rewards, the choice of which pupils are involved with.

#### The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. The values of honesty and respect are used to help children understand the importance of laws. 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. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

#### Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Children are inspired to consider how their future career choices can be broadened by their educational choices and the school engages in enterprise initiatives such as The Easter Bazaar. There are numerous visits planned to help inspire pupils to broaden their horizons when making career choices. Children are encouraged to take risks and develop the confidence to 'have a go' and so increase the chances of experiencing success. Our pupils thrive on challenge, and there is high participation in our numerous extra-curricular clubs and opportunities. All pupils are given the freedom to make choices.

## **Mutual Respect**

The school's core Leadership skills and behaviours have been part of discussions and assemblies and children have an excellent understanding as to what this means and how it is shown. These ideas are reiterated through the curriculum, the school and classroom charters (rules), as well as our behaviour policy. Additional support is provided for individual pupils, through our trained ELSA (Emotional Literacy Support Assistant) who provides pastoral support. This support helps to develop self-esteem and to practise strategies pupils can employ to help improve their respect of others.

## **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by providing opportunities to experience such diversity. Worship, assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are invited into school to share their knowledge to enhance learning within classes and the school. The school has strong links with the local church who lead the school in an Act of Worship on alternate Tuesdays.

*The school does, through a wide range of activities, secure such standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children. In our school these values have always been taught through the school's curriculum which has a strong emphasis on pupil's personal developmental Learning (PDL). PDL is a holistic term which includes:*

- Personal, social, health and economic education
- Citizenship
- Education for sustainable development
- Physical Education (PE)
- Religious education (RE)

The school has an embedded Learning Toolbox for all pupils. This focuses on the following skills and behaviours of leadership:

- Collaboration
- Communication
- Perseverance
- Independence
- Reflection
- Confidence

Pupils demonstrating these skills and behaviours are recognised their achievement. Children evaluate their work against these symbols so they are clear when they have used these tools and can identify how it made their work easier. We also encourage this shared language through play. This programme has made an enormous difference to our children and staff which has been demonstrated in high standards and sporting achievement. Pupils can additionally apply for posts of House Captains and School councillors. Successful applicants then present their case for being elected and the children then engage in a formal election each year. The successful candidates hold this post for a year. These roles carry a number of responsibilities which give pupils the chance to demonstrate their skills.

**Studies:** Our curriculum helps pupils develop the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These include the understanding and use of money, effective writing and reading skills, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live. Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

The school makes the best use of opportunities as they arise, for pupils to learn about events in the past which have shaped the future. At the end of the 2014 academic year, all pupils took part in a learning and remembrance about World War One to help the children understand the upcoming commemorative events of the anniversary of the beginning of the War. We had a number of special visitors with family connections to the village who contributed to this work. This was linked with a special Centenary Remembrance Day memorial, which was marked with a special Outdoor Collective Worship and a two minute reflective silence by all staff and pupils. Special assemblies within school to mark Remembrance Day annually, as well as the Centenary, are given by both school staff and visiting church leaders and all pupils are aware of the importance of this commemoration.

Across all Key Stages, pupils undertake a range of history topics about the development of Britain through different periods. These include understanding how London has changed throughout periods, British monarchs, the effect of the Romans in Britain and how the Anglo-Saxon period affected change within the country. These topics are alongside

opportunities to study aspects throughout British history which extend pupils' knowledge of themes. As part of this, we study famous Britains.

As a whole school, we have celebrated both the Olympics and Paralympics, with themed sports days, competitions between pupils within school as well as with other schools in the local area. We have also met a British Olympian.

**Whole school daily acts of collective worship/assembly:** The sharing of stories, images, events, music and expectations that, with clarity and precision, promote the values expressed. Such proceedings vary in the methodology of delivery in order to secure interest and understanding and are designed to impact on children regardless of knowledge, experience or cognitive maturity. As a Controlled Church School, collective worship in line with regulation and is "wholly or mainly of a broadly Christian character". However other faith stories are sometimes used to elaborate on key points and to promote similarities across all faiths..

**Religious Education:** Gaining a greater understanding of religious diversity and practices, which cover key religions represented in the UK. We follow the Hampshire Agreed syllabus 'Living Difference' for RE and use the SEAL materials to enhance PSHE teaching.

**Physical Education:** Promotion of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and participation in activities that promote kinship and affiliation with others. Through the development of our PE curriculum, pupils have opportunities to participate in a huge range of sporting activities and our pupils experience success in competitive sports to a far greater degree than is normal for a school of our size. Themed displays promote the all aspects of Leadership throughout the school (Collaboration, Communication, Perseverance, Independence, Reflection and Confidence). There are many opportunities for all pupils throughout their time in school, to participate in competitions and events which promote these values. For example, Cross country, football, Tag rugby, netball, rounders, and cricket tournaments. All pupils participate in a range of physical and athletic activities within sports days, as well as local athletic meets.

*Should you feel that the school is not meeting this requirement, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is, intentionally or otherwise undermining these values, you should report this to the Headteacher.*