



Pennington Church of England Junior School

**Be The Best You Can Be!**



**PENNINGTON**

**C of E**

**JUNIOR SCHOOL**

**BRITISH VALUES STATEMENT**



## PENNINGTON C OF E JUNIOR SCHOOL BRITISH VALUES STATEMENT

December 2023

### Responsibilities

Promoting fundamental British Values as part of SMSC in schools (Departmental advice for maintained schools November 2014) advised:

- It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The schools' ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.
- Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.
- Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with the schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Please read this statement in conjunction with the Prevent Duty Guidance found at <https://www.gov.uk/government/publications/prevent-duty-guidance>

The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism

### Promoting British Values at Pennington C of E Junior School

We agree with the Department for Education's five-part definition of British values:

- 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 need and concerns are heard through our School Councillors, Eco Team and through pupil questionnaires. Also key to this is the concept of holding others to account, including those in positions of authority of influence.



### **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 worship/assemblies. 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 included in our school calendar and help reinforce this message. Throughout the school, children are encouraged to follow the school rules. We adopt a positive approach to managing behaviour.

### **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. Pupils are encouraged to know, understand and exercise their rights and personal freedoms) and are advised how to exercise these safely; for example through E-Safety and PSHE lessons. Whether it is through choice of challenge, of how they record, where they work, how they present their learning outcomes or participation in our numerous extracurricular clubs and opportunities, all pupils are given the freedom to make choices.

### **Mutual Respect**

Part of our school ethos and behaviour policy has revolved around our core Christian values of 'Love, Perseverance, Courage and Respect.' Pupils have been part of discussions and assemblies related to what these values mean and how they are shown. These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. In demonstrating love for others, children are expected to show respect for others.

Additional support is provided for individual pupils, through Thrive, ELSA and Pastoral Care work. 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. 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 encouraged to share their knowledge to enhance learning within classes and the school. Through a wide range of activities, the school secures such standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children.

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### **Other ways we promote British values Our curriculum**

Developing 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.

Our school makes the best use of opportunities as they arise, for children to learn about events in the past which have shaped the future. Every year, all children are involved in classroom activities that focus their thinking on Remembrance. This is linked with a special whole school worship and a two minute reflective silence by all staff and pupils. Throughout our taught curriculum, children undertake a range of history topics about the development of Britain through different periods.

### **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. Collective worship recognises that those attending may have a wide range of faiths, or none. It is however, in line with regulation and is "wholly or mainly of a broadly Christian character".



**Religious Education:** Gaining a greater understanding of religious diversity and practices, which cover key religions represented in the UK. We use the Understanding Christianity syllabus for RE alongside the Hampshire Agreed syllabus and a range of materials to enhance PSHE teaching.

**Physical Education:** We actively promote 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. There are many opportunities for all pupils throughout their time in school, to participate in competitions and events which promote these values. For example, basketball, football, tag-rugby, netball, cricket and athletics tournaments. All pupils participate in a range of physical and athletic activities within sports days. These take place within the school grounds, at other school facilities, as well as at local community playing fields.

Should you feel that the school is not meeting the requirement to promote British values, 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.

## Fundamental British Values

### Democracy

Statement	Evidence	Impact
<p>Links to school values: Love, Respect, Perseverance and Courage</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<p>We have pupil voice teams with representatives from each class. This is used as an opportunity to promote and teach about democracy and the electoral process.</p> <p>We encourage children to volunteer in school. This includes our Sports Leaders and Gardening Team. Democracy is promoted through our Pupil Voice Teams and PSHE lessons and assemblies.</p>	<p>Children are able to work cooperatively in pairs and groups as well as in whole class situations.</p> <p>They understand about turn taking and respecting the views of others.</p> <p>Children in school are able to use the language of respect and treat each other with respect</p>



## Rule of Law

Statement	Evidence	Impact
<p>Rule of Law links to school values: Love, Respect, Courage and Perseverance</p> <p>Our children are familiar with the concept through discussion of the values and, in RE lessons, the idea that different religions have guiding principles</p> <p>Children are used to debating and discussing laws/rules and their application.</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<p>We are proud of our School Values, which underpin learning and teaching.</p> <p>Lessons on the role of law and parliament</p> <p>RE planning and exercise books</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and focus on living by our school values.</p> <p>There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as stickers and certificates Celebration Assembly.</p> <p>Through our school assemblies, circle time and PSHE lessons, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it is difficult.</p>	<p>Children are able to articulate how and why we need to behave in school and demonstrate they understand and can abide by these.</p> <p>Children all know that they have a right but that with a right comes a responsibility.</p> <p>They are able to discuss and debate philosophical issues in relation to these rights and responsibilities.</p>



## Individual Liberty

Statement	Evidence	Impact
<p>Links to school values: Love, Respect, Courage and Perseverance</p> <p>Our Values based discussions and acts of worship begin with discussion about the self, e.g. self-respect and self-worth in relation to the individual value so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence based views</p> <p>Children are strongly encouraged to develop perseverance independence in learning and to think for themselves</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p>Through our school values and the Jigsaw/ PSHE program, children are taught about personal responsibility, choices, ambition and aspiration.</p> <p>They are encouraged to take opportunities to follow their interests in art, music, sport etc.</p> <p>Children are taught how to keep themselves safe, including e-safety. This is done through ICT lessons, assemblies and special days.</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school</p> <p>They are consulted on many aspects of school life and demonstrate independence of thought and action ; children are able to show independence in learning and to think for themselves</p>



## Mutual Respect and the Tolerance of those with different Faiths and Beliefs

Statement	Evidence	Impact
<p>Links to school values: Love, Respect, Courage and Perseverance</p> <p>Respect is a fundamental school value, around which pivots much of the work of the school. We pay explicit attention to this as part of our RE, PHSE, and SMSC curriculum</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups, the world and its people and the environment</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<p>Records of Collective Worship</p> <p>RE curriculum RE planning and workbooks.</p> <p>Tolerance of different faiths and beliefs is promoted through the Hampshire County Agreed Syllabus for Religious Education – Living Difference IV. Children learn about different religions, their beliefs, places of worship and festivals.</p> <p>School Values</p> <p>Enrichment visits</p> <p>We have high expectations about pupil conduct and this is reflected in our Behaviour Policy and Single Equality Policy.</p> <p>Through our school’s values, Jigsaw/ PSHE, and circle time children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.</p> <p>Mutual respect is also promoted through whole school worship, year group worship and weekly class worship.</p> <p>Children have the opportunity to visit places of worship.</p>	<p>Children can articulate that respect is a school value and why respect is important; how they show respect to others and how they feel about it for themselves</p> <p>Good SIAMS inspection July 2023</p> <p>Children’s behaviour demonstrates their good understanding of this value in action</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions</p>