

## *Primrose Hill Primary School* **STATEMENT ON BRITISH VALUES**

The British Government defined its concept of 'British Values' in its 2011 Prevent Strategy, and since 2014 the Department for Education has required 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"***.

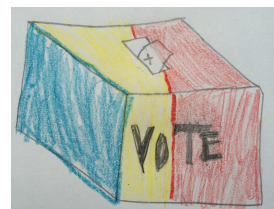
At Primrose Hill Primary School, we look at the UNICEF Rights Respecting School statements. This means that the *UN Convention on the Rights of the Child (UNCRC)* is part of ethos and culture in different ways; this Convention is based on many of the same values as those listed in the Department for Education's definition of British Values.

Our School has a wonderfully diverse community and welcomes and values everyone, whatever their ability, ethnicity, religion, gender, sexuality or background. As a primary school, we believe we have a vital role in combating discrimination and promoting fairness, justice and equality through our teaching and in the role models we offer. We teach the children to be responsible citizens and positive representatives of the United Kingdom within the wider world.

Promoting British Values is, therefore, part of all we do. We specifically promote the four key British Values listed by the DfE through our curriculum (see the table at the bottom of this page) and also in the following ways:

### **I. Democracy**

- We have a School Council, with representatives elected by their classmates each year. We also invite direct pupil voice via pupil surveys and meetings and interviews throughout the year. All these channels ensure that the voices of pupils within the school are heard, and demonstrate how democratic election processes work in practice. During the general election in 2020, Y5 mirrored the process with children creating their own parties and manifestos. This resulted in an election on the same day as the country. We also created a learning journey display of this process.



- We provide pupils with a broad general knowledge of, and respect for, the major democratic institutions of this country. This includes learning about their historical origins, as appropriate.
- We hold a whole-school assembly every year devoted to the theme of Democracy and “Taking Responsibility”.
- On a daily basis, we ensure that pupils are listened to by adults and taught to listen to one another. We teach children how to debate respectfully.
- All members of our School are expected to contribute actively and thoughtfully to their community.
- The School’s leadership also strives to model the values of transparency and accountability in its own actions and governance.

## **2. The rule of law**

- All families, upon first joining the School, sign Home-School Agreements outlining their rights and responsibilities (including our School’s ‘Primrose Promises’ on pupil behaviour); pupils sign similar contracts for particular purposes, such as responsible usage of school emails. We also use Class Charters which are created at the start of the year in class to help children demonstrate their attitudes and behaviours towards the range of responsibilities in school.
- We teach children to distinguish right from wrong, drawing parallels between rule breaking and behaviour management at school and in society generally, involving pupils in understanding what makes a disciplinary action fair and just, and modeling consistency in the exercise of authority.
- Within the curriculum, we teach respect for the civil and criminal law of England, and we hold a whole-school assembly every year explicitly on the theme of Rule of Law. Visiting speakers, from the Police, for example, reinforce these messages to pupils.



## **3. Individual liberty**

- Our School places special emphasis on freedom of self-expression, as reflected in our no-uniform policy, our emphasis on an enriched and creative curriculum, and the amount of freedom given to children to make choices as learners, both in class and in their extra-curricular activities.
- We hold a whole-school assembly every year on the theme of Individual Liberty, discussing both its significance and its reasonable limits. The history curriculum, and particularly our teaching of evolving ‘equalities’ through history, emphasises this value.



## **4. Mutual respect and tolerance of those with different faiths and beliefs**

- We teach both self-respect and respect for others, developing tolerance and harmony between different cultural traditions and celebrating the diverse backgrounds of everyone at our School. Children are encouraged to discuss and show tolerance of all differences between people, whether those differences are in their faith, ethnicity, gender, disability,

sexual orientation or family structure. This has been revisited through our work around the new RSE curriculum.

- We hold at least two whole-school assemblies every year on the theme of mutual respect and tolerance (“Difference is good”), as well as a programme of assemblies throughout the calendar that explores the world’s major religions and their festivals.
- As a non-denominational school, mutual toleration of all beliefs is central to our ethos and therefore to all our religious education and PSMSC (Personal, Spiritual, Moral, Social and Cultural) teaching, listed in our school self-evaluation.



At Primrose Hill Primary School, we believe it is important we explore diversity with the children, so that, beyond just tolerating people who are different to themselves, they are respectful. Assemblies and learning experiences across the school are regularly planned to address this issue either directly or through the inclusion of stories and celebrations from a variety of beliefs, countries, faiths and cultures beyond our children’s experiences. Our RE and PSHE teaching reinforces this. Finally, while we respect freedom of expression, Primrose Hill Primary School is committed to challenging anyone who promotes views or behaviour – such as religious extremism – contrary to British Values or other universal human rights.

# Primrose Hill Primary School

## British Values Curriculum Map Summary

	Autumn		Spring		Summer	
<b>Y1</b>	Right to make decisions, democracy School council	Stories about stealing and the law & rules	The best inventions make everything better	The environment is in danger!	Who uses the park and why? Are facilities for everyone?	
<b>Y2</b>	Display on what our beliefs are and what our friends' beliefs are.  Invite children to make class decisions. Talk about School Council.	How have the people who live and work in London changed over the years?  How are heirs decided? Is it fair?	Explore different family roles in relation to the male Emperor penguin's responsibility for the egg and chick after birth.	What similarities and differences are there between how houses are made in other countries?  Explore why people live differently in different countries with different circumstances.		Does everybody have the freedom to travel?  Where do the people we meet on holiday, go on holiday
<b>Y3</b>	Democracy, tolerance linked to Freedom and Nelson Mandela  Individual liberty (Freedom) linked to Fly, Eagle, Fly Why do we need class rules? - Why is it important for people to be able to choose what they eat?		Why is democracy considered to be such a great achievement? Who had a vote in Ancient Greece – would we consider this democracy today? How does individual freedom of expression affect everyone? Reflect on the life artists studied.		What is the difference between monotheism and polytheism What does 'Love' mean in the context of religions studied?	
<b>Y4</b>	Charters, rules and rights Diversity Day Changing hands of power RE Day Anti-Bullying Week RE Day		Create a belief tree in class. RE Day Othello RE Day		Anglo Saxons and Vikings, Invasion and Migration RE Day Social issues in Russia	
<b>Y5</b>	Class charter - rights, rules and responsibilities Dem: School council elections Diversity in society Res/Tol - Resolving conflict	How are decisions made in parliament?  Comparing values and beliefs in different religions	How to feel good about myself and help others to feel good	How do humans' actions affect the planet?	Different reactions to situations  How do people live differently in different countries?	How were decisions made in other non-European societies?
<b>Y6</b>	'Floodland' – create list of rules and regulations for the Island of Eels. (Debate: leader and laws on Eels Island)	Study the lives of Victorian street children. Compare concept of liberty for them and for children now	Infringement of, and action in the defence of. How did WWII bring British Values into focus? (Propaganda) Law: What are the laws surrounding drugs? Why are some drugs treated differently than others (medicinal / recreational)? Drugs		Choose news stories that bring values into focus/question : Olympics 2012; Iraq, Syria, Afghanistan interventions; Malala Yousafzai 2012; gay marriage; Obama's presidency 2009; Facebook (2004); England's Riots (2011); Hurricane Catrina (2005); Qatar world cup (corruption/lack of democracy); North Korea (Dictatorship) [www.futuretimeline]	