



## *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 aim to be a UNICEF Rights Respecting School. This means that the *UN Convention on the Rights of the Child (UNCRC)* is part of our ethos and culture; 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:

### **1. 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 elections, we sometimes mirror the process with children creating their own parties and manifestos, then voting on the same day as the country.

- 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 ‘Golden Rules’ on pupil behaviour); pupils sign similar contracts for particular purposes, such as responsible usage of school emails. We also use Class Charters 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 express their opinions freely but

also to show tolerance of all differences between people, whether those differences are in their faith, ethnicity, gender, disability, sexual orientation or family structure.

- 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.



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 universal human rights.

# Primrose Hill Primary School

## British Values Curriculum Map Summary (to be updated Summer Term)

	Autumn		Spring		Summer
Y1	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?
Y2	<ul style="list-style-type: none"> <li>-Display on what our beliefs are and what our friends beliefs are.</li> <li>- Role-play making decision without children – how do they feel? Invite children to make class decisions. Talk about School Council.</li> <li>- Story about stealing. Why do we make laws / school rules? What would it be like without them?</li> <li>- Why was Guy Fawkes so unhappy?</li> </ul>		<ul style="list-style-type: none"> <li>- How has the role of King and Queen changed over time?</li> <li>- How are heirs decided? Is it fair? Link to change of law before Prince George's birth</li> </ul>	<ul style="list-style-type: none"> <li>-Through WDC texts, explore why people live differently in different countries with different circumstances (Lila and the Secret of the Rain, Mia's Story)</li> </ul>	<ul style="list-style-type: none"> <li>- Does everybody have the freedom to travel?</li> </ul>
Y3	<ul style="list-style-type: none"> <li>- Consider the effects of slavery on the individual in Ancient Egypt.</li> <li>- How did Pharaohs gain their position of power? Create a pyramid of power (hierarchy) and compare to British Monarchy.</li> <li>- Why do we need class rules?</li> <li>- Why is it important for people to be able to choose what they eat?</li> </ul>		<ul style="list-style-type: none"> <li>- Why is democracy considered to be such a great achievement?</li> <li>-Who had a vote in Ancient Greece – would we consider this democracy today?</li> <li>- How does individual freedom of expression affect everyone? Reflect on the life artists studied.</li> </ul>		<ul style="list-style-type: none"> <li>- What is the difference between monotheism and polytheism</li> <li>-What does 'Love' mean in the context of religions studied?</li> </ul>
Y4	<ul style="list-style-type: none"> <li>-Compare the lives of slaves versus rich people during the Roman period of time.</li> <li>-School Council Elections</li> </ul>		<ul style="list-style-type: none"> <li>-How did invaders and settlers (Anglo Saxons and Vikings) change Laws in Britain, and to what effect?</li> <li>-Create a belief tree in class.</li> </ul>		<ul style="list-style-type: none"> <li>-How did laws help the Anglo Saxons throughout the Viking invasions? How do laws help us today?</li> <li>-Alfred the Great is often considered to be the first King of England. Why was he not the first Prime Minister?</li> <li>-Is there an animal equivalence of respect?</li> </ul>
Y5	<ul style="list-style-type: none"> <li>-How did Elizabeth I gain her position of power?</li> <li>-Create a pyramid of power (hierarchy) and compare to British Monarchy today.</li> </ul>		<ul style="list-style-type: none"> <li>-Consider the effects of slavery on the individual in Georgian</li> <li>- What is democracy? Who deserves a voice?</li> <li>- Is it ever acceptable to break the law?</li> </ul>		<ul style="list-style-type: none"> <li>- What was the Mayan's view of individual liberty vs. societal place and duty.</li> </ul>
Y6	-'Floodland' – create list of rules and regulations for the Island of Eels. (Debate: leader and	-Study the lives of Victorian street children. Compare concept of liberty for	<ul style="list-style-type: none"> <li>-Infringement of and action in the defence of.</li> <li>-How did WWII bring British Values into focus? (Propaganda)</li> <li>- What are the laws surrounding drugs?</li> </ul>		<ul style="list-style-type: none"> <li>- Choose news stories that bring values into focus/question. (For example: Olympics 2012; Malala Yousafzai 2012; Gay marriage 2014; Obama's presidency 2009)</li> </ul>

	laws on Eels Island)	them and for children now.	-Why are some drugs treated differently than others (medicinal / recreational).Drugs	
--	----------------------	----------------------------	--	--