



Houghton Conquest Lower School

Promoting British Values at Houghton Conquest Lower School within the existing provision of SMSC (social, moral, spiritual and cultural) development of all pupils.

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.”* This is also set out in the DfE Teachers Standards that:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

“not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs” (Teachers Standards 9d)

The Government’s definition of British values is set out in the 2011 Prevent Strategy; in 2014, it became statutory to publish how these are promoted in each school. At Houghton Conquest Lower School, the Values sit alongside the aims of the school. We believe our school is a unique place to work and learn. It has an individual identity that combines traditional values with a modern, vibrant vision. Children lie at the heart of this successful school. Staff bring a breadth and depth of professional knowledge and encourage a learning culture with a strong ethos of inclusion.

Definitions

Social Development

Pupils’ social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds .
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively .
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Moral Development

Pupils’ moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives

- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people's feelings & values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Alongside this Houghton Conquest Lower School we also aim to:

- To offer our children the best possible education within the context of a caring and values based community;
- To provide a happy school environment where everyone secure and valued;
- To work in partnership with parents in the education of their children and encourage their involvement and support;
- To teach the skills required to seek knowledge independently, allowing children to nurture a love of learning;
- To enable high standards to be achieved across the curriculum through the acquisition of knowledge, skill and understanding;
- To foster the development of high self -esteem, through positive action
- To expect high standards of behaviour, with respect and consideration shown by everyone, both within the school community and outside in the wider world;
- To develop a caring ethos for the environment and the world we live in;
- To develop an understanding of other cultures and religions through all major religions studied and to foster spiritual growth;
- To prepare children for the next stage of their education, and stage of life.
- They are promoted through the curriculum as well as within the life, values and work of the school.

How the British Values fit in:

Democracy

The children learn about democracy in a range of contexts which are meaningful to them.

Our School Council, school Sports Teams, Pupil Pow Wows, suggestions boxes and questionnaires are ways that we provide the experience of being part of a democracy. All of which, offer the children at Houghton Conquest Lower School an opportunity to have an active role in decisions that are made and consequently prepare pupils for their role as future citizens and members of society.

Members of the School Council are elected each year, following speeches made in classrooms by those wishing to represent the school.

Our School council meet regularly to discuss issues, monitor the work of the school, and agree ways in which provision for education can be further enhanced and developed.

The whole school have the opportunity to feedback ideas to the School Council through the suggestion box situated in school entrance. This is regularly reviewed by the school and comments are acted on.

The Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced through throughout the day, as well as when dealing with behaviour. Clear structures provide a framework, within which the children can develop an understanding of how good laws and rules benefit everyone.

Children 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. This is embedded through our Values ethos, PSHE lessons, school assemblies and the Golden Rules.

As a school we work to provide children with good role models to guide our pupils into making the right choices this is also supported in the wider community through the use of visitors including police, fire-fighters, local politicians and local public figures.

Individual Liberty

Within school, the pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Through the provision of a clear context for learning, and a framework of expectations, boundaries are provided, within which the children are safe and empowered to make choices. Children are respected individuals, and are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise those safely, for example through E-Safety lessons and workshops.

Throughout each day children have the opportunity to make choices – for example they chose to play, individual opportunities for further study in topics, participation in the numerous extracurricular clubs available and the options to take on additional responsibilities such as Library duties, register monitors and Lunchtime monitors. We further advance and support the value of choices through our 'Values Ethos' and the language of

values which we actively use during every day school life. Children are encouraged to develop responsibility, think independently and make sensible choices. Our playtime buddies are also trained to help and encourage other children make sensible choices when problems may arise during playtime.

Mutual Respect

Mutual respect is at the heart of our values, and is clearly articulated in our Golden Rules. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect. At Houghton Conquest Lower School we take pride in participating in regular charity events and raising money for particular causes that are close to our hearts. As a school we continuously promote the importance of manners towards others and this is always evident with the children at Houghton Conquest Lower School, whether they are in school or outside of school. Additionally we expect parents and carers to also advocate the use of manners and respect for others outside of school life.

At Houghton Conquest Lower School we also provide many opportunities to work as a team as part of raising the profile of mutual respect. This is encouraged through a range of contexts in school and outside of school including; Team Points, Whole school sports day events, Year 3/ 4 Graham Water Residential, Values days, inter/intra-sports competitions and PSHE lessons.

Tolerance of those of Different Faiths and Beliefs

Tolerance is also a value that is widely promoted as part of our school values ethos, in is also core to school life. We value the diverse ethnic background of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it further educates and supports the understanding of tolerance and respect for the differences in our community and the wider world.

Underpinning all of this are a range of curriculum themes, which include a study of diverse cultures and traditions through Religious Education lessons. We place a great emphasis on promoting diversity within the school and wider world. Children visit places that are of importance to different faiths, and visitors are invited into school, as appropriate topics are studied. We actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. These values are implicitly embedded through the ethos of our school and curriculum. They are reflected within each area of the curriculum and we are always working on ways that we can ensure that these values are enhanced.

How we involve parents

Our newsletters help parents to be part of our school community by reading every fortnight about significant events and lessons that have a wider impact beyond the curriculum learning that support the social, moral, spiritual and cultural development of all pupils.

Monitoring and Evaluation

The Headteacher, supported by the governors are responsible for monitoring the implementation of this policy. This policy will be reviewed and updated annually (or sooner if required).

Signed: _____

Mrs J Randall, Chair of Governors

Date: _____