



## **Promoting British Values**

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, mutual respect and tolerance of those with different faiths and beliefs.”

At Harrold Lower School these values are reinforced regularly and in the following ways:

### **Democracy**

Throughout their time at Harrold Lower School, children are given opportunities to discuss and share their views on a range of issues. This may be, for example, as part of a debate in an English lesson, when talking about issues during a PSHCE lesson, or when discussing topics in circle time or in assembly. Children can express their opinions about the school in our pupil survey, and in pupil voice discussions which the Headteacher holds as part of their monitoring of the curriculum. They also have opportunities to vote on options, for example when choosing reward activities for weekly ‘Golden Time’, and when electing Eco-School Councillors. Many children serve on the Eco-School Council for a year during their school career, and learn valuable lessons about the workings of democracy.

Children in Class Four take on further responsibility when voted into positions which assist in the smooth running of the school. They are also voted as Captains and Vice-Captains of the School Planets (House System)

Children learn about democracy in history lessons, and within the PSHCE curriculum

### **Rule of Law**

Pupils are taught from an early age the rules of the school. These are our Golden Rules, Playground Rules and Safety Rules. Pupils are taught the value and reasons behind rules and 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 and Fire Service help reinforce this message.

There are also many opportunities taken for teaching children about the importance of rules and laws, for example in learning to play team games in PE lessons, when Playleaders teach younger children playground games and when playing games which help children learn maths or phonics skills.

Classes draw up their own class rules at the start of each year, and the school as a whole has created a set of ‘Golden Rules’ which form the basis of our behaviour policy. These are regularly reinforced in the classroom and during assemblies, and are invoked if children misbehave.

We have a close relationship with our Police Community Support Officers, who have visited the school, for example, when younger children are learning about ‘People who help us’. Children also learn about safety and rules of the road and all Year 4 pupils are offered the opportunity to take part in a cycle training course, ‘Bikeability’.

## **Individual Liberty**

As a school we place great emphasis on allowing all pupils to make choices and follow their own interests and preferences, within the boundaries of a safe and secure environment. Examples of this include the youngest children choosing their activities for a substantial proportion of the day, and older children making choices about the kind of work they produce in response to an educational stimulus such as a visiting theatre group or a school trip Or identifying their own success criteria.

We also talk to children about the concept of human rights in assemblies and PSHCE lessons, and teach them the importance of liberty, and the devastating effects of loss of liberty.

## **Mutual Respect**

Mutual respect is at the heart of the school's values. Children are taught to respect each other, and adults, and to base their behaviour on empathy towards others. They learn that everyone is different but everyone is equally important. We help children to develop their awareness of people's differences and similarities, and to value the rich diversity of the human race.

All members of the school community model this by treating each other with respect.

## **Tolerance of Those with Different Faiths and Beliefs**

Although many of the children at Harrold Lower School are from a Christian or no faith background, we ensure that our RE curriculum includes many opportunities to learn to understand and respect other faiths and beliefs. Throughout our curriculum including our PSHCE lessons, we reinforce messages of tolerance and respect for others.

Children visit the mosque, and gurdwara and churches in Bedford and the local village, and we welcome members of different faiths and religions who are encouraged to share their knowledge with the children to enhance learning within classes and the school. Festivals and traditions from different faiths are explored and celebrated, sometimes with the lead being taken by our own pupils and staff.

'...the school makes excellent use of external partnerships to engage pupils and promote their spiritual, moral, social and cultural development' (Ofsted 2012).

Agreed by Harrold Lower School Governing Body - March 2015

Review Date: March 2017