

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”***.

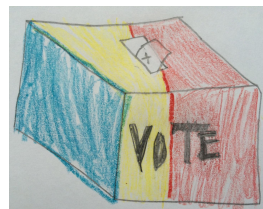
At Primrose Hill Primary School, we look at the UNICEF Rights Respecting School statements. This means that the *UN Convention on the Rights of the Child (UNCRC)* is part of ethos and culture in different ways; this Convention is based on many of the same values as those listed in the Department for 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 classmates each year. We also invite direct pupil voice meetings and interviews throughout the year. All these the voices of pupils within the school are heard, and democratic election processes work in practice. During 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.



elected by their via pupil surveys and channels ensure that demonstrate how the general election in

- 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

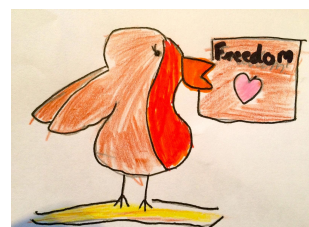
- All families, upon first joining the School, sign Agreements outlining their rights and responsibilities School’s ‘Primrose Promises’ on pupil behaviour); contracts for particular purposes, such as responsible emails. We also use Class Charters which are created year in class to help children demonstrate their 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.



Home-School (including our pupils sign similar usage of school at the start of the attitudes and

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 extra-curricular activities.
- We hold a whole-school assembly every year on the Individual Liberty, discussing both its significance and its The history curriculum, and particularly our teaching of ‘equalities’ through history, emphasises this value.



and in their theme of reasonable limits. evolving

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.

Updated: June 2022

Review: June 2024

Primrose Hill Primary School

British Values Curriculum Map Summary (1 = Democracy, 2 = Rule of Law, 3 = Individual Liberty, 4 = Respect and Tolerance)

	Autumn		Spring		Summer	
Y1	PSHE 1 & 2 Right to make decisions - democracy School council Anti Bullying week RE days Class charter Setting goals assemblies	2 & 3 Stories about stealing -the law & rules understand why voting is important	STEAM 2 & 4 - Eco City and considering civic duty Tolerance & Respect Vets in Action workshop	PSHE 4 To celebrate similarities and difference To identify how to keep safe at home	PSHE 4 Identify the qualities of a friend To know about different types of families To explore healthy relationships	
Y2	PSHE 1 & 2 Right to make decisions, democracy School council Anti Bullying week RE days Class charter Setting goals assemblies	4 History: Great fire of london- changes to law Democracy History Guy Fawkes: understand how the UK Parliament is formed	Science 4 Explore different family roles in relation to the male Emperor penguin's responsibility for the egg and chick after birth.	PSHE 4 To explore how life is different around the world To recognise and describe different feelings in themselves and others	1, 2, 3 History History Rule of Law, Democracy & Individual Liberty School in Victorian times	4 To know about different types of families to know their hole life is special
Y3	PSHE 1 & 2 Right to make decisions, democracy School council Anti Bullying week RE days Class charter Setting goals Understand what to do if a conflict escalates English 1 & 2 Gregory Cool History Egyptians - slavery, liberty		History 1, 2 & 3 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. Holi festival in RE To understand the rights of the child		Science 4 Rainforest - respect for environment One plastic bag - English To explore family differences and challenge stereotyping, to understand the link between gender stereotyping and discrimination PSHE 1 & 2 Healthy relationships	
Y4	PSHE 1 & 2 Right to make decisions, democracy School council Anti Bullying week RE days Class charter Setting goals	PSHE 3 & 4 To develop an awareness of the role of victim, bullies and bystanders	1 & 2 History Roman Empire - democracy Boudicca - debate		PSHE 1 & 2 To understand aspects of discrimination challenge gender stereotyping To understand rights and responsibility in friendships To understand how your online actions can affect others History 1, 2 & 3	

	assemblies				Anglo Saxons and Vikings, Invasion and Migration Social issues in Russia
Y5	PSHE 1 & 2 Right to make decisions, democracy School council Anti Bullying week RE days Class charter Setting goals assemblies	to explore the concept of fairness to explore how and why people are excluded PSHE 3 & 4 Comparing values and beliefs in different religions	1 & 2 History Debating windrush To understand gender stereotypes	3 & 4 History & Science How do humans' actions affect the planet? To explore migration	PSHE 1 & 2 Develop a sense of belonging Identify the qualities of a good friend 3 & 4 History The impact of British rule in Benin
Y6	PSHE 1 & 2 Right to make decisions, democracy School council Anti Bullying week RE days Class charter Setting goals assemblies To understand how a Parliamentary debate takes place in the House of Commons	English 1 & 2 'Floodland' – create list of rules and regulations for the Island of Eels. History 1 & 2 Debate: leader and laws on Eels Island WW2- What is liberty? Do we always have it? Evacuations Rationing, war effort - respect	English 1 & 2 English - Macbeth, who is to blame? Listening to opinions History 3 & 4 To explain ways in which human beings are similar and different Challenge gender stereotypes To understand hidden homelessness Rule of law related to drugs		PSHE 1 & 2 To Identify the qualities of a good friend To know what constitutes a healthy relationship and understand the difference Explore ways to communicate within a relationship