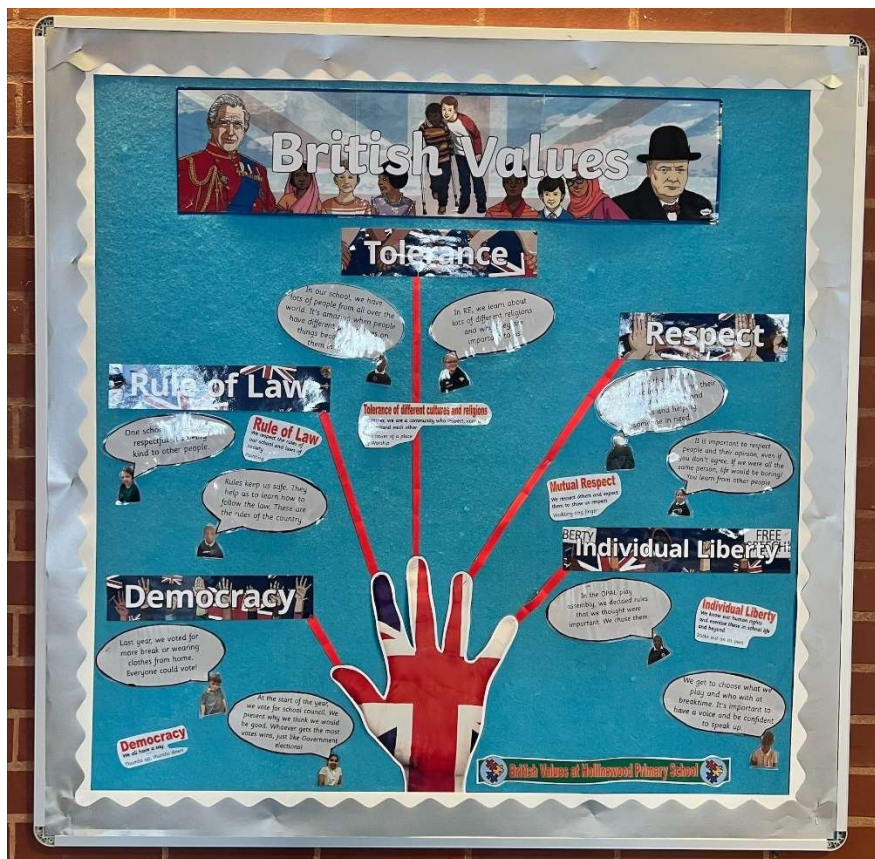


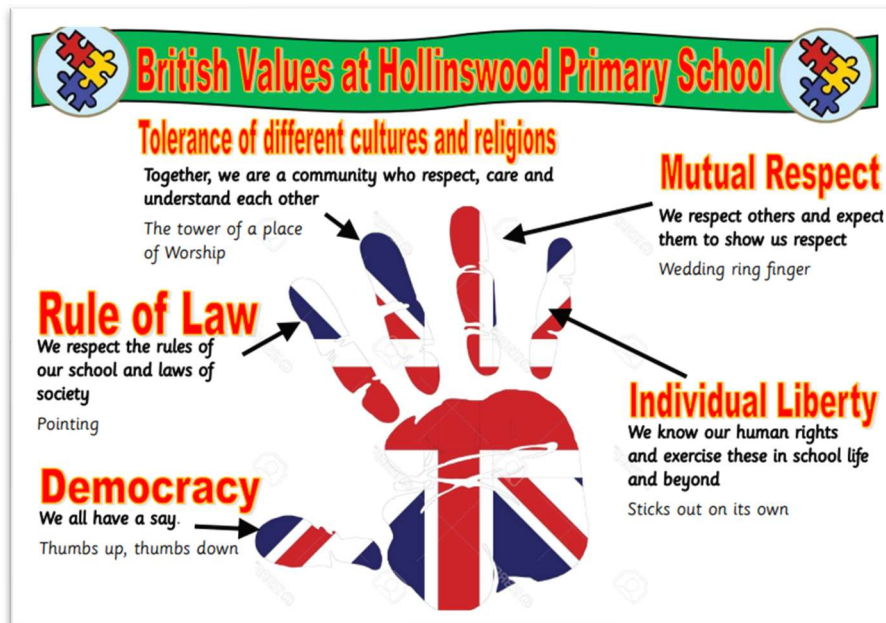
The British Values Statement 2024 – 2025



"Pupils have a good awareness of fundamental British values and attitudes of respect and tolerance. They are given first-hand experiences that promote British values well. For example, the school council is democratically elected, listens to the views of all pupils and works with staff to improve the learning environment for all. Pupils are well prepared for the next stage in their education and life in modern democratic Britain."

(OFSTED, June 2015)

PROMOTING BRITISH VALUES AT HOLLINSWOOD PRIMARY SCHOOL AND NURSERY 2024-25



INTRODUCTION

As a school, we strive to meet the requirements set out in section 78 of the Education Act 2002 to promote the spiritual, moral, social and cultural (SMSC) development of our pupils at Hollinswood Primary School. Our school ethos ensures that we build and maintain strong and effective relationships throughout the school and provide relevant activities both in and beyond the classroom to ensure our pupils' SMSC development and understanding of British values.

All members of the school community are encouraged to have regard people of all faiths, races and cultures with respect and tolerance. At Hollinswood, we promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

Hollinswood Primary School is committed to upholding these values, which makes our communities successful and enable our children to develop into responsible, tolerant, respectful and caring future citizens. We have 4 school values which are being respectful, responsible, resourceful and resilient. These values are cohesive with the fundamental aspects of the British Values and support the PSHE and citizenship education of our children. They are actively encouraged to embrace a healthy lifestyle and show an understanding of

strategies to keep healthy, happy and safe to support their physical, emotional and mental well-being.

The PSHE curriculum is designed and delivered with the intention of supporting the development of certain qualities, skills and traits. These include self-belief, motivation and resilience so they have the coping skills after a disappointment or setback, along with virtues like compassion, curiosity, integrity and determination. The school values are evident in the children's interactions throughout the community and their approach to learning. Children are supported to grow into caring, responsible and tolerant citizens who make a positive difference to British society and the wider world.

Democracy

Throughout the year, assemblies and class discussions reinforce the children's understanding of democracy; this approach helps to firmly instil this value throughout the school. We

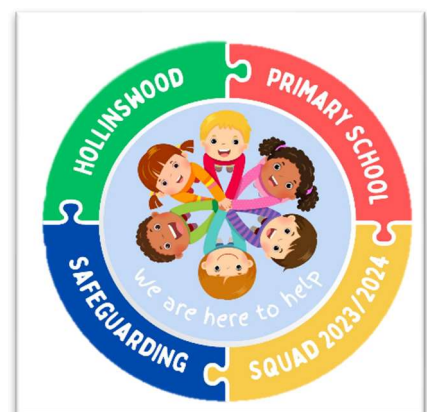


actively seek pupil voice and have a whole-school commitment to listening to the views, wishes and experiences of all children. The school actively promotes democratic processes such as voting for our School Council, whose members are elected by the children. The process supports children to understand that, as a democratic society, it is important for everybody's voice to be heard and to have a choice of the people who represent us and our viewpoints. All

children are given the opportunity to stand for School Council and are encouraged to present a manifesto to their class. School Council members uphold the ethos and vision of the school and share this with their peers and other members of the school community. Last academic year, School Council met regularly to discuss different aspects of school life, they designed and cooked a healthy meal for a local supermarket competition, shared important messages with their classes and played an integral part in introducing and designing the new OPAL lunchtime play offer.

Another opportunity for children to have their voices heard is through the regular meetings of our Safeguarding Squad. In the first part of the year, they dedicated their efforts to ensuring safety within our school premises. They meticulously inspected the school and grounds during a health and safety walk and all areas they examined were deemed safe.

During the Autumn 'Get Together' event, parents shared feedback with the Safeguarding Squad on the new school gates, unanimously agreeing that they enhance safety measures for our children.



In the second part of the year, their focus shifted towards the realm of online safety and cybercrime. They received a visit from the local police, who delivered an enlightening session on online dangers. Additionally, the Squad took the lead by delivering an assembly to KS2 children on staying safe in the digital world.



To promote the General Election in July 2024, Year 6 children held their own election in school to raise awareness of how we vote democratically in Britain. The children put forward two proposals to the rest of school: proposal one was a non-uniform day, proposal two was to have 20 minutes extra playtime. They put together arguments for both proposals and presented these to each class who then cast their vote. This resulted in a whole school non uniform day, which took place in the Summer term.

As appropriate, the history of democracy is also reflected through learning experiences and assemblies. For example, learning about Mary Seacole and women's history and rights in Year 2, the rise of Roman Empire in Year 3, Anglo Saxons in Year 4 and Ancient Greece in Year 5. Pupils have the opportunity to have their voices heard through our PSHE sessions, regular pupil voice interviews and restorative conversations.

The Rule of Law

Our school behaviour policy sets out expected behaviour, including the 4 school values, which apply to all children equally, within our positive, supportive and democratic community. This is consistent through all aspects of school life, including breakfast club and after school clubs. The school rules are shared with parents, carers and children from Early Years to Year 6.



As a school, we ensure children receive sustainable and positive messages to support their understanding about behaviour choices and consequences. We follow the Restorative approach alongside the 4 school values, with clear, staged consequences. We have high expectations of behaviour within a positive, nurturing ethos. The children understand these expectations and learn within boundaries and a consistent whole school approach. All school staff are trained on the use of restorative questions to ensure there is a consistent approach.

At the beginning of each school year, the children share their ideas for class rules with their new teacher. All views are considered and discussed; the children then agree on the class rules and expectations that will be followed by all. These are displayed within classrooms to remind children of the agreed expectations within the learning environment.

Restorative approaches are embedded through the school. This approach requires all those involved to reflect honestly on incidents that have taken place, take responsibility for their behaviour choices and for the impact of their actions.

The importance of the law is consistently shared and reinforced at Hollinswood Primary School during assemblies, class debates and PSHE lessons. Children understand they have a responsibility to follow the rules whether they apply to the class, the school or the country. It is expected that pupils should understand that, while different people may sometimes hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws.



To support this, we teach our pupils to respect the value and reasons behind laws, to understand that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as our local police officers and the Fire Service are a regular part of our calendar events to help reinforce this message.



Mutual Respect

At Hollinswood Primary School, we work together to create a happy, secure environment in which every child can flourish. Children are taught to value and respect one another and to care for the health, safety and well-being of others. Our Hollinswood values help to deepen our children's understanding of the concepts of respect, co-operation, honesty and support and their understanding of how these can be demonstrated in the wider school and community.

Through online safety and RSHE lessons, children consider the importance of digital resilience, respectful behaviours and critical awareness. The children reflected on their responsibilities as digital citizens. The school's Acceptable Use Agreement is referred to as part of supporting online behaviour choices, 'screen time' awareness and digital resilience. The children understand that there are rules which apply to the internet, as there are in other areas of their lives. Children are also expected to show the same respect to others online as they would in a face-to-face situation.



Each year, the school is involved in anti-bullying week. The children reflect how they are each unique with different strengths and differences that need to be respected. Class discussions, learning activities and assemblies support children to develop their understanding of demonstrating empathy, integrity and compassion, all of which are necessary for mutual respect and tolerance. This week aligns also with the half term Jigsaw topic of 'Celebrating Differences'. Alongside this, the children also recognise World Down Syndrome Awareness day and other national charity days.

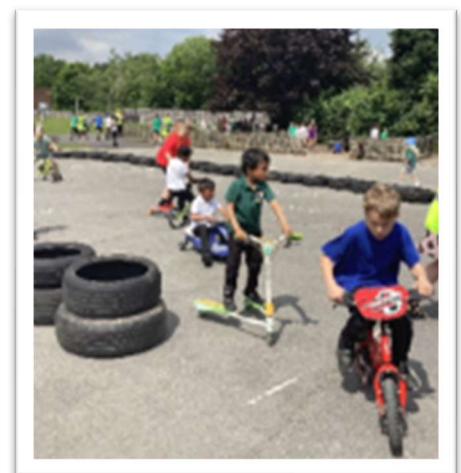


In June 2024, a Year 5 pupil took the lead on organising a day to raise awareness of sickle cell disease. She organised meetings with her family, medical and school staff, planned and led an whole school assembly and even designed a red themed menu for school lunch that day!

Individual Liberty

There are many opportunities in school for children to make choices, express their ideas respectfully and exercise their personal freedom. Clear boundaries are set and consistently reinforced to ensure that the school is a safe environment for everyone. The children are encouraged and supported to manage their behaviour and make good choices. Through assemblies and PSHE, children learn about their personal freedoms and through discussion how to exercise these safely

As a school, we provide a safe and supportive environment in which children are actively encouraged to make informed choices, within the understanding of the school rules which keep everyone safe. This empowering approach is achieved by educating children to know and understand their rights and personal freedoms within defined boundaries. They are supported in their learning to understand themselves as learners and to challenge themselves to take the next step. This helps us to create a love of learning and a resilience that is essential for life as well as for the challenges of education. Through our newly introduced OPAL playtimes, children are given the opportunity to exercise these freedoms, whilst also ensuring that the agreements are followed in order to keep everyone safe. These agreements were created with the children, which allowed them to express their own thoughts and feelings on what was important to them.



Children come to understand that they each have a unique potential and that they are responsible, alongside the adults that support their learning, to work hard to be the best that they can be. Children at our school understand how their actions contribute to their personal safety. They learn about safety through PE, online safety and PSHE lessons. We ensure that children know how and to who to go to if they have any concerns about safety or their personal well-being at our school.

Alongside School Council and the Safeguarding Squad, the Eco Committee raise awareness of sustainability. Last academic year, they shared their passion for looking after the planet by promoting recycling, reducing the use of single use plastics and encouraging children and staff to make a conscious effort to use less electricity. The children also led assemblies for children, staff and outside agencies which allowed them to share their views and dedication towards sustainability.



In the Early Years Foundation Stage and Key Stage One, we strongly believe in the power of child-initiated learning. Through play-based learning, children are given responsibility and autonomy in their learning. This approach allows them to take the lead, make mistakes, and form their own decisions in a safe and supportive environment.

During child-led activities, children have the opportunity to explore and apply the skills and

knowledge they have acquired. They can engage in imaginative play, problem-solving challenges and creative projects, all while developing their independence and critical thinking abilities. In the 2019 OFSTED inspection, it was noted that '*Children in the early years sustain concentration for lengths of time in a range of situations, both adult-led and child-initiated. This is a credit to the adults' skills and expertise in developing the prime areas of the early years curriculum*'.

Annually, we commemorate Remembrance Day through assemblies and displays. and the children are supported to understand this important event. We respectfully remember those who have served and sacrificed in the armed forces and emergency services whilst hoping for a peaceful future. The school choir also perform at the local memorial event.

Tolerance of those of Different Faiths and Beliefs

At Hollinswood Primary School, we place a great emphasis on providing our children with opportunities to discover, to learn about and to celebrate a variety of different faiths and cultures. Throughout the school, different year groups study different faiths and religions. In

a recent pupil voice interview, a Year 6 pupil said *"In our school, we have lots of people from all over the world who believe in different things. It's amazing when people have different perspectives on things because it makes them interesting"*.



Educational visits are made to places of worship to enable children to develop an informed awareness and respect of other religions. They are supported to develop their understanding and appreciation of diversity by celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Any behaviour which is contrary to this is recorded, followed up and monitored.

Members of different faiths or religions are welcomed into school to share their knowledge and practices to enhance understanding and learning. Whilst we welcome the views of others throughout the school community, we are committed to challenging pupils, staff or parents expressing opinions contrary to fundamental British Values. Collective worship upholds these values and the importance of demonstrating respect for each other. School assemblies throughout the year support awareness of other faiths such as Holi, Diwali, Ramadam and Eid.

As a culturally diverse, inclusive school, we believe that diversity needs to be embraced, celebrated and highlighted, both within the curriculum and through the culture of the school. As a result, our curriculum is continuing to evolve, to represent fairly and accurately those with protected characteristics under the Equality Duty. This curriculum development is being led by the curriculum working group, which includes teaching staff from throughout the school.



Under the Equality Duty 2010, we are committed to meeting our statutory duty to promote positive attitudes towards difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins. Staff have continued to plan opportunities that enrich our curriculum through engaging content for those groups and there is an ongoing focus to ensure that learning resources and experiences represent our whole community of children and families.

The Prevent Duty

Under section 26 of The Counter Terrorism and Security Act (CTSA) 2015, schools have a duty to “have due regard to the need to prevent people from being drawn into terrorism.” The Prevent Duty Guidance details the activities schools are expected to demonstrate to comply. These include reviewing risk assessments, ensuring visitors to our school do not share extremist views, supporting online safety and ensuring members of our school community understand our complaints and whistleblowing procedures.

The Prevent agenda aims to challenge extremist ideology where it exists primarily through education, dialogue, debate, mentoring and by supporting critical thinking. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues, it is about safeguarding our children and helping them to develop the knowledge and skills to be able to challenge extremist arguments and to feel safe and respected in their school and home community.

We are committed to staff training and providing pastoral care and welfare support to stakeholders, as well as monitoring the systems and protocols in place to ensure online safety. All staff complete Prevent and safeguarding training annually.

Appendix

Supporting Learners' Broader Development

The children are provided with a wide range of experiences that support their broader development, enabling them to discover and develop their interests and talents. These opportunities demonstrate the school's commitment to upholding the British Values and supporting children to develop their character, self-motivation and self-compassion.

The school support a number of charities and children throughout the year the school community have supported a range of fundraising events. For Children in Need, the children came to school wearing spotty clothes and took part in a range of activities. We also wore our Christmas Jumpers to school to raise funds for 'Save the Children'.

There is a wide range of enrichment opportunities for children throughout the year. Over the last couple of years, we celebrated the King's Coronation and the children took part in a celebrations around the school grounds. To commemorate the Coronation, the gardening club created a new area where the children grow their own vegetables and herbs that are then used by the school kitchens when making lunch.



School staff guide the children to embrace an active lifestyle to support their physical health and mental well-being. using PE lessons, sports clubs and making use of the beautiful grounds used for OPAL playtimes. During this academic year, each year group have opportunities to take part in external sports competitions to develop an enjoyment of being active, mutual respect and cooperation.

Last academic year, sports day was a wonderful combination of team sports, competitive sports and sportsmanship. All children participated in activities over two days, supported by their parents. They encouraged each other and demonstrated mutual respect, cooperation and true sportsmanship. The children showed wonderful team spirit and supported their peers in a compassionate and caring way.



For music education, the children participate in a national programme called 'In Harmony' that aims to inspire and transform the lives of children, using the power and disciplines of ensemble music making. The children are taught to read music and play instruments by professional musicians. Year groups learn different instruments, so that orchestras can be

formed where the children play together. Young musicians on the programme, work with a wide range of professional musicians and educators to explore their potential through music. The school have also had the opportunity to perform with other local schools, at a large scale concert for parents, where they played their instruments as part of a large orchestra.



Throughout the year there are regular twinning opportunities for children in different year groups to join together. These have including sharing stories, poetry and creating artwork. The children always enjoy these opportunities and all children benefit from these experiences.

