



## British values

At Griffin Primary School, we provide opportunities for pupils to explore their own culture and have a clear understanding and appreciation of a wide range of cultural influences that have shaped modern Britain. We encourage all children to be tolerant and respectful to those of different faiths and beliefs as well as being creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. This is done by providing the children with an understanding of main festivals and key dates of significant to British Culture. e.g. Remembrance Day, the Queen's Birthday and major political events, such as elections.

We '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'. We also recognise that these values are not solely exclusive to Britain and that these values have developed in Britain through a process over a substantial period of time. We also recognise that these values can only be maintained and developed by active engagement of citizens in democratic, lawful and respectful institutions and processes, of which our Primary School is one element

.The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support the equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

## Democracy

Children, parents and Staff have many opportunities for their voices to be heard at Griffin.

An obvious example of democracy in action is our School Council. Each year, the election of School Council members takes place. This reflects our British electoral system; the prospective candidates make speeches; all pupils reflect on what personal characteristics are important for their class representatives to have. Following this, they vote and the individuals with the majority are elected. In the past the School Council has decided on playground equipment for both indoor and outdoor, and have given feedback to curriculum leaders on the curriculum.

Other examples of how we promote the values of democracy, including 'pupil voice' are:

Children agree the school values for the year

Children take part in a questionnaire so that they can put forward their views of the school

Children are given the opportunity to vote on specific issues.

Children take part in enterprise projects which support democracy skills.

Children's opinions are sought on the extra areas of study as part of our creative curriculum.

## **Rule of Law**

The importance of laws, whether they may be those of each class, the school, or our country are referred to and reinforced in school and class assemblies and when reflecting on behaviour choices. Pupils are taught the value and reasons behind decisions, and the consequences if they are broken.

This is reinforced in different ways:

Each class discusses their class rules, clearly understood by all to ensure that they have a safe environment in which all pupils have a right to learn

The whole school behaviour policy is clearly structured and publicised and followed by all.

Pupils have regular opportunities to reflect, for example, on their choices during assemblies, circle times and PHSE sessions.

Our assemblies cover national and International events

In RE lessons, pupils have the opportunities to explore the rules of particular faiths

During other subjects, there is respect and appreciation for different rules e.g. in sports lessons, competitions, collaborative tasks etc

We have links with the local Police and emergency services

Visitors to the school such as the police to support children's understanding of national and community issues

The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff and parents and carers.

## **Liberty**

Within school, pupils are actively encouraged to make choices; including the right to respectfully express views and beliefs, knowing they are in a safe and supportive environment.

We promote individual liberty through:

Choices about learning activities and challenges

Choices about their participation in extra-curricular clubs and opportunities

Children are empowered to make safe choices through E-Safety, PSHE, Road Safety and Fire Safety lessons, IMPs, Hull Children's University and year group transition projects.

Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school governing body has taken an active role in this. The school also operates a robust system of logging incidents.

Pupils have key roles and responsibilities in school. All pupils have a class based responsibility.

## **Respect**

At Griffin mutual respect is at the heart of what we believe. Children learn that their actions have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

We promote this through:

Our assembly programme, with core themes such as respect, patience, tolerance, understanding etc

Jigsaw, PSHE, SMSC and Circle Time sessions

Anti-bullying activities

RE curriculum

Positive relationships are encouraged and modelled by staff; helping children to acquire an understanding of, and respect for, their own and other cultures and ways of life.

Staff and pupils will always challenge any prejudicial or discriminatory behaviour though incidence is rare.

Playground Leaders allow pupils to care for others

We offer a culturally rich and diverse curriculum.

## **Tolerance of those of Different Faiths and beliefs**

Griffin is a growing diverse community and as such we place emphasis on sharing and promoting that diversity.

We do this through:

RE, PSHE, SMSC and other lessons, pupils have the opportunity to develop their awareness and appreciation for other cultures

Collective worship, although predominately Christian in theme, is inclusive and allows all children to be part of the worship and take a lead in the prayers etc

Members of different faiths or religions are encouraged to share their knowledge to enhance learning within their class