

Hemingford Grey Primary School is committed to providing children with an enriched curriculum where universal values are shared and celebrated. In 2015, it was stated that ‘Schools should promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.’ (*Ofsted School inspection handbook 2015*). The British values are promoted through our own school values, curriculum and enrichment activities and are embodied by all members of staff.

Mutual Respect	Individual Liberty
<p><b>How we promote it</b></p> <ul style="list-style-type: none"> <li>• Code of conduct and school rules for pupils and staff to follow to ensure respect for all;</li> <li>• Golden Rules: We are polite, we are kind and helpful, we listen, we always think about how people feel, we are honest, we respect everybody and the environment around us, we always try our best and kindness;</li> <li>• 6Rs: Respect, resilience, relationships, risk taking, reflection, resourcefulness. The addition of respect to our learning model placed this at the forefront of how we interrelate;</li> <li>• Behaviour book to monitor any behaviour that might be deemed disrespectful to others, monitored closely by the Headteacher shared regularly with the children;</li> <li>• PE curriculum: children take part in a range of team sports which build on fair play and mutual respect; our partnership providers model the same expectations;</li> <li>• Participation in sports tournaments, curriculum challenges and music events against other schools. Children are encouraged to congratulate opposing teams regardless of the outcome;</li> <li>• Inter-House events: points are awarded for sportsmanship and support of teams and individuals;</li> <li>• Playground Pals: Year 6 children support KS1 and Foundation stage with lunchtimes to promote friendships and game playing skills;</li> <li>• We are proud of our learning environment and work collaboratively to keep it clean and tidy;</li> <li>• Links with the community: Gardening Society, Choir, Church, Parish Centre;</li> <li>• Outside risk assessments make reference to respecting the general public and animals.</li> </ul>	<p><b>How we promote it</b></p> <ul style="list-style-type: none"> <li>• Within the curriculum, and through the learning zone approach, children have choice about which resources they use to support their learning and how they present it. This could include the use of ICT;</li> <li>• Elections of House Captains and Representatives: children have the choice about whether they would like to run for a position;</li> <li>• Children have the choice about which activities they take part in during lunchtimes and break times;</li> <li>• Reading books: children can freely choose a reading book which is based on their own preference;</li> <li>• Children have the freedom to choose where and how they learn within the learning zones;</li> <li>• The 6Rs have been developed to ensure children have choice within the school day and develop as inquisitive, independent and self-motivated learners;</li> <li>• Pause for thought: children take part in debates and discussions where they are allowed to share their personal viewpoints. This is twinned with being taught how to respect and listen to the opinions of others;</li> <li>• The school offers a broad and balanced curriculum, as well as a broad range of sporting, musical, art and logical thinking based after school clubs. Children are encouraged to pursue their interests and try new things;</li> <li>• Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, PSHCE lessons, assemblies and class discussions as well as with outside support from agencies such as the NSPCC;</li> <li>• Built into teaching and Pause for Thought are opportunities for children to learn about people of different faiths and how discrimination should not take place, regardless of gender, ethnicity, sexuality, disability, religion or culture. Theatre in Action groups, visitors and school trips have supported this.</li> </ul>

## Democracy

### How we promote it

- Lunchtime choices: Children are able to choose their preferred lunch option;
- Pupil Voice Surveys: Every year, children have a formal opportunity to voice their opinions about key areas, which inform future changes. They are regularly consulted on a more informal basis about day to day aspects of school life;
- House Captains and Representatives: These are elected by the children in each House team, following a democratic election process;
- Inter-house events and competitions which are organised by elected representatives who seek guidance from their house teams;
- Parent/Carer Questionnaires: Biennially, parents are asked to respond to a series of questions to voice their opinions about the education their children are provided with;
- Parent/Carer Drop ins: These provide parents and carers with half termly opportunities to raise ideas and concerns with the Headteacher and a member of the GB;
- Staff 1:1 meetings with the Headteacher: Staff are asked to evaluate the school's performance and offer suggestions about how the school can improve;
- Independent learning zones have been set up throughout the school providing children with opportunities to decide how they want to learn. They can choose how to respond to a task, the order in which they complete the tasks and where they work to complete the tasks;
- The children are encouraged to volunteer for roles such as Eco-Committee, House Captains, Lunchtime Helpers, Office Assistants, Digital Leaders Through our rich and varied curriculum and twice weekly Pause for Thought sessions, children have the opportunity to discuss international issues, including elections.

## The rule of law

### How we promote it

- Children are taught about following societal rules using the school's Golden Rules: we are polite, we are kind and helpful, we listen, we always think about how people feel, we are honest, we respect everybody and the environment around us, we always try our best and kindness;
- Visitors from the locality hold assemblies to promote key behaviours which reflect the law e.g. PCSO led assemblies on road safety;
- Teams of children and staff work together to support road safety to ensure children and Parents/Carers travel safely and legally to school;
- The school's behaviour system is linked with the golden rules which means that when rules are broken consequences occur, teaching the children about actions and consequences;
- Celebrations are built into the behaviour policy so that children exhibiting good and caring behaviour, as well as effort, in line with our school values are recognised through awards such as 'Learner of the Week' and 'Outstanding Learner' as well as additional rewards;
- Bikeability takes place annually, teaching children about the rules of the road as well as how to stay safe
- Laws of internet safety are taught through the PSHCE curriculum as well as being integrated into everyday learning opportunities. Digital Leaders support their classes to stay safe on line through drop in sessions at lunchtimes;
- All staff are asked to sign to agree to the Professional Code of Conduct, and we expect this to be mirrored at all times, therefore modelling appropriate behaviour to the children.

## Tolerance of different faiths and beliefs

### How we promote it

- We have high expectations about pupil and staff conduct and this is reflected in our Behaviour, Equality and Equal Opportunities and Diversity Policies and the Code of Conduct policy;
- Visits to places of worship within and outside of our locality. E.g. Church visits in the village, Gurdwara in Peterborough;
- Church assemblies with the options to conform or not conform within worship assemblies e.g. saying amen;
- RE curriculum: teaching a range of religions and exploring what a range of people believe and why;
- Creative curriculum: learning about different cultures around the world and how faith and beliefs are important to people;
- Biennial Unity in the Community week, where children learn about diversity by taking part in a range of visits and in school experiences, e.g. trip to Gurdwara, Bhangra dancing, cultural food tasting, talks from members of the community with different religious beliefs;
- Pause for thought: where teachers provide children with discussion points as well as pictorial prompts.
- Teaching children the mechanisms by which we hold debate and discussion and through this, to understand that people have different ideas and beliefs which we may or may not agree with, but which we respect and try to understand.
- Supporting children to develop the skills of listening, compromise, turn taking and empathy during a range of curriculum activities and by doing so, give them a solid base from which to approach debate and discussion on a range of topics.