

Hatch Warren Junior School

Promoting British Values

Hatch Warren Junior School’s ‘Promoting British Values’ document has been written using guidance from Department of Education’s ‘Promoting fundamental British values as part of SMSC in school’ (DfE 2014), which states:

‘Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC’

Taking this guidance into account, the following document demonstrates how we promote: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs within our curriculum and enrichment activities.

British Value	How we promote it within school
<p>Democracy: UN Convention on the Rights of Children Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account</p>	<ul style="list-style-type: none"> ● Election of a school council (pupils are elected through a democratic electoral process) ● Making decisions about rules for the contribution of life in the classroom ● Encouragement of volunteers (including young leaders, eco council , fund raising for local and national charities, and helping within the school community) ● Through our mental health awareness work / mental wellbeing days ● Through assemblies ● Pupils are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others ● Through curriculum objectives such as... <u>Year 3</u> ● History- Ancient Greece and Romans ● PE - co-operative games ● RE - learning about different religions and thinking about how they relate back to their lives. ● Art- thoughts about pieces of art and identify likes and dislikes ● Geography- deciding what is good about our local area and what needs adding. ● PSHE- SCARF units. ● School council- candidates make speeches and children are elected

	<p><u>Year 4</u></p> <ul style="list-style-type: none"> • RE - learning about different religions and thinking about how they relate back to their lives. • Art- thoughts about pieces of art and identify what they like and don't like • PSHE- SCARF units • School council- candidates make speeches and children are elected <p><u>Year 5</u></p> <ul style="list-style-type: none"> • History – Ancient Greece • RE- learning about different religions and thinking about how they relate back to their lives. • Art- thoughts about pieces of art and identify what they like and don't like • PSHE- SCARF units • School council- candidates make speeches and children are elected <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Application process and election of house captains • Art- thoughts about pieces of art and identify what they like and don't like • PSHE- SCARF units • PSHE- Democracy in Britain 1/2 – elections and how laws are made • School council- candidates make speeches and children are elected
<p>The rule of law UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them</p>	<ul style="list-style-type: none"> • Pupils are taught about articles from the United Nations Convention on the Rights of the Child and about respecting rights during units of work within Health and Wellbeing • The school community has high expectations for pupils conduct including learning behaviours which are set through our Behaviour Policy and are consistently demonstrated through rewards for individuals and collectively as a class (including 'Star of the Week' and 'Growth Mindset awards. Star classes, attendance awards) • The schools' ethos offers a strong sense of morality, knowing right from wrong, and supporting children to do the right thing even when it is difficult (including classroom practice, year group assemblies and PSHE curriculum • Key visitors to both schools explain to pupils about safety and the law within society (including hate crime sessions (year 5) and Think Safe – (year 6) • United Nations Conventions on the rights of the Child are embedded into our curriculum • Through curriculum objectives such... <p><u>Year 3</u></p> <ul style="list-style-type: none"> • English- 'This is not my hat' – who is right and wrong?

	<ul style="list-style-type: none"> • English- 'The Pirates Next Door' – who are the bullies? • RE- Passover (focus on freedom) • PSHE- PANTS lesson <u>Year 4</u> • PSHE- SCARF units • RE- rules in different faiths • English units <u>Year 5</u> • Geography- Slums • History- Benin Kingdom • English- 'Cloudbusting'- discussions about bullying • PSHE- SCARF units <u>Year 6</u> • PSHE- Drugs and alcohol lessons – SCARF units • Taxation – how and why it's paid, what it is used for • RSE – PANTS lessons • RE- Justice <u>Whole School</u> • Behaviour policy • Class charter in each classroom • School rules are displayed in each classroom
<p>Individual liberty UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights</p>	<ul style="list-style-type: none"> • Across our curriculum, assemblies and outside organisations (such as NSPCC, Fire Brigade, Police and community Officers) our pupils are taught how to keep themselves safe (including internet safety, social media safety, road safety, fire safety) • Throughout our curriculum our pupils are taught about personal responsibility and making choices for themselves and others • The school offers a wide range of clubs in order for pupils to follow a range of interests • United Nations Conventions on the rights of the Child are embedded into our curriculum • Through curriculum objectives/ opportunities such as... <u>Whole School</u> • PSHE- SCARF units • Well-being day- children can choose activities to complete

	<ul style="list-style-type: none"> • Mindfulness activities • Displays of children’s work/activities • School trips • Responsibilities across school- school council, buddies • Behaviour policy • PSHE policy
<p>Mutual respect UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not</p>	<ul style="list-style-type: none"> • The schools have high expectations about pupil conduct which is reflected in our Behaviour Policy and all aspects of school life both in and out of the classroom • United Nations Conventions on the rights of the Child are embedded into our curriculum (including the promotion of pupil voice) • Throughout our school community ethos, pupils are taught to respect each other, to be cooperative and collaborative and support each other (including what is meant by mutual respect, and understanding pupils who have different needs) • Pupils experience mutual respect between different groups in society though many visitors to the schools • The community celebrates different faiths and beliefs which are promoted through our Religious Education curriculum (including the support of key visitors from local churches). • Our pupils learn about different religions, their beliefs and places of worship through the Living difference curriculum • Through curriculum objectives/ opportunities such as... <u>Year 3</u> <ul style="list-style-type: none"> • English- ‘Pirates Next Door’ – discuss differences • RE- Passover, Shabbat and Easter • English- Instructions- talking about respect in school and the classroom • PSHE- SCARF units- ‘Respect and Challenge’ and ‘Our friends and neighbours’ <u>Year 4</u> <ul style="list-style-type: none"> • PSHE- SCARF units • Discussions about the characteristics of friendship, truthfulness, loyalty, kindness, generosity, sharing interests and supporting interests/ difficulties. • English- ‘No Ballet Shoes in Syria’ <u>Year 5</u> <ul style="list-style-type: none"> • PSHE- SCARF units • English- ‘Cloudbusting’

	<ul style="list-style-type: none"> • Geography- Slums • RE- Belonging <u>Year 6</u> • PSHE- SCARF units- ‘Respecting difference’s and ‘Tolerance and respect for others’ • Music- African drumming • English- ‘Wonder’ <u>Whole School</u> • Class charter • Class rewards • School values
<p>Tolerance of different faiths and beliefs UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters</p>	<ul style="list-style-type: none"> • The school community has high expectations about pupil conduct which is reflected in our Behaviour Policies, Inclusion Policy, and is embedded in all aspects of school life both in and out of the classroom • Assemblies (class, phase and whole school) celebrate significant religious festivals • United Nations Conventions on the rights of the Child are revisited annually in order to respect the rights of themselves and others • Through curriculum objectives/ opportunities such as: <u>Year 3</u> • English- ‘Pirates Next Door’ • English- ‘Way back home’ • RE- ‘Special Books’- discuss the difference and similarities between Judaism and Christianity. • History – Ancient Greece and Roman Britain- discuss different religions • PSHE SCARF units- ‘Let’s celebrate our differences’ • Music- African drums <u>Year 4</u> • RE- accepting different faiths and beliefs • PSHE SCARF units- List some of the ways that people are different to each other including differences of race, gender, religion • French- Cultural differences of other countries • Music- African drums <u>Year 5</u> • PSHE- SCARF units • RE- across all units

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| | <ul style="list-style-type: none">• Music- African drums
<u>Year 6</u>• PSHE- SCARF units• RE- across all units• Music- African drums
<u>Whole School</u>• Discussions across all subjects• Assemblies- celebrate different religious holidays |
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How do we address issues to do with...	Whole school	Year 3	Year 4	Year 5	Year 6
<p>Race</p>	<ul style="list-style-type: none"> DT- Cookery – understand seasonality, and know where and how a variety of ingredients are grown, reared and caught. <p>Evaluate:</p> <ol style="list-style-type: none"> investigate and analyse a range of existing products understand how key events and individuals in Design Technology have helped to shape the World. 	<ul style="list-style-type: none"> DT- Food – cookery (based on Romans) DT- Inventor link James Robinson – inventor of the lunch pail History- Compare our life to those in the Stone Age, Ancient Greece and Roman Britain. English- Discuss the differences in ‘Stone Age Boy’ between the modern boy and the Stone Age girl. Music- African drums 	<ul style="list-style-type: none"> DT- Food – Chilean Food and culture Geography- Migration - Syrian refugees, different types of refugees English – ‘No Ballet Shoes in Syria’, Information text about Chile, ‘Islandborn’, ‘Cinderella across different cultures’ French- Cultural differences between France and UK, way of life 	<ul style="list-style-type: none"> DT- Food – Middle Eastern food and culture DT- Structures – Inventors – different races / religions English- ‘Unsung hero’, ‘Song of the Dolphin Boy’, ‘Illustrated book awards’ RE- all units Geography- Slums History/ English- Benin Kingdom PSHE- ‘spot bullying’ 	<ul style="list-style-type: none"> History- Civil rights unit, Martin Luther King Jr, Rosa Parks, Education system, US in the 1950s, comparing to current situation with BLM English- ‘Refugees’, ‘The Island’ PSHE- ‘Tolerance and respect for others’, ‘We have more in common than not’

			<ul style="list-style-type: none"> • Music- African drumming • History- Shang Dynasty 		
Disability	<ul style="list-style-type: none"> • Anti- bullying week and assemblies • Discussions through PSHE 	<ul style="list-style-type: none"> • PSHE- 'My community', 'Respect and challenge', Let's celebrate our differences' • Science- Animals and Humans 	<ul style="list-style-type: none"> • PSHE –'When feelings change' - Using Auggie's experiences in the story (film) 'Wonder' to understand feelings (Auggie has a facial deformity). • English- 'No Ballet Shoes in Syria', 'How to Train Your Dragon' 	<ul style="list-style-type: none"> • English- Cloudbusting – discussions about bullying and differences • RE- 'Belonging' • PSHE- 'My School Community' 	<ul style="list-style-type: none"> • PSHE- 'It's okay to be different') • English -Study of the book 'Wonder' • Geography – how accessible is our school
Gender	<ul style="list-style-type: none"> • Assemblies about famous women and men 	<ul style="list-style-type: none"> • History- Roman Britain- discuss strong women linked to Boudicca • PSHE- 'relationship tree' and 'body space' 	<ul style="list-style-type: none"> • PSHE- 'Stereotypes' • English- strong women characters- Manyara, Nyasha (Mufaro's Beautiful 	<ul style="list-style-type: none"> • PSHE- 'Stereotypes', 'Is it true?' • History- Gender roles in Medieval Monarch, Ancient Greeks (2022) 	<ul style="list-style-type: none"> • RSE curriculum • History – industrial revolution – class systems, voting, equality • PSHE- Boys will be boys –

			Daughters), Aya (No Ballet Shoes in Syria), Astrid (How to train your dragon) <ul style="list-style-type: none"> • History -Anglo-Saxons 		challenging gender stereotypes
Community cohesion	<ul style="list-style-type: none"> • Carol service • Sports day • Assemblies • Celebration assembly • School trips • Parent open/outcome event • Reading Café • School council • Enterprise week 	<ul style="list-style-type: none"> • House sorting ceremony • PSHE- the importance of community • Geography- walk around our local area to decide what is good about it and what needs improving. • QMC trip 	<ul style="list-style-type: none"> • PSHE- 7 R's • Geography- Weather and climate • English - Persuasive letter- Writing to Mr Dawson on how to become more eco-friendly • Sharing our work and achievements on the website with the wider community 	<ul style="list-style-type: none"> • English- 'Song of the Dolphin Boy' • PSHE- 'Rights, responsibilities and duties', 'Mo makes a difference', 'Local councils', 'The land of the Red People' and 'My school community' • Stubbington residential • River trip to Selborne 	<ul style="list-style-type: none"> • CPS – Hate crime session in school • SATs meeting with parents • Runway's end meeting with parents • Online curriculum evening with parents • Transition arrangements/ activities with Brighton Hill
Sexual orientation		<ul style="list-style-type: none"> • PSHE- Discussion about families • PSHE- 'relationship tree' and 'body space' 	<ul style="list-style-type: none"> • PSHE- Stereotypes – Valuing Difference 	<ul style="list-style-type: none"> • RSE lessons • PSHE- 'stereotypes', 'Is it true?' and 	<ul style="list-style-type: none"> • PSHE- 'OK to be different' and 'Loving relationships'– different

			(mentions gay marriage)	'Changing bodies'	relationships including lesbian, heterosexual, homosexual, same sex • RSE- Human reproduction
Religion or belief	<ul style="list-style-type: none"> Assemblies about religious festivals and significant date Older pupils participating in Ramadan 	<ul style="list-style-type: none"> History- Looking at different religions in Ancient Greece, Roman Britain and the Stone Age. RE- Discussing multiple religions 	<ul style="list-style-type: none"> History- Looking at different religions in Anglo-Saxons and Vikings PSHE- Respect- 'understanding and respecting differences and other people's religions' English- 'No Ballet Shoes in Syria' RE- Discussing multiple religions 	<ul style="list-style-type: none"> History/ English -Benin Kingdom PSHE- 'stereotypes' and 'The land of the Red People' RE- Discussing multiple religions 	<ul style="list-style-type: none"> RE – range of religions covered and compared with emphasis on tolerance and understanding
Age (discrimination)	<ul style="list-style-type: none"> Class charters- emphasises the importance of children's voices 	<ul style="list-style-type: none"> PSHE- discuss the UNCRC and their rights. 	<ul style="list-style-type: none"> English- 'No Ballet Shoes in Syria' and 'persuasive 	<ul style="list-style-type: none"> PSHE- 'stereotypes', 'Happy being me' 	<ul style="list-style-type: none"> PSHE- Loving relationships– different relationships

			letter'- range of ages for inspirational people	•Geography- Slums	
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