



Fundamental British Values

This action plan has been written taking account of the advice provided by the Department of Education in the 'Promoting fundamental British values as part of SMSC in schools' document of November 2014. The advice states that '*actively promoting the values means challenging opinions and behaviors in school that are contrary to fundamental British values.*' All staff and members of the governing body are clear about their duty to promote these values and to address attitudes or behaviors that are contrary to British values so that the risk of radicalization is reduced. Through our curriculum we provide pupils with opportunities to develop a secure understanding and appreciation of the fundamental British values which underpin our society.

At The Gainsborough Parish Church C.E. Primary School we recognise the importance of promoting the fundamental British values of:

- ***Democracy***
- ***The rule of law***
- ***Individual liberty***
- ***Mutual respect and tolerance of those with different faiths and beliefs***

Our school values influence all aspect of school life and complement the fundamental British values.

- ***Enjoyment of life and learning***
- ***Honesty in everything we say and do***
- ***Responsibility for our actions and learning***
- ***Commitment to be the best we can***
- ***Respect and care for ourselves, other people, our community and our environment***

Through our curriculum and the provision of SMSC we aim to provide pupils with knowledge and skills which provide them with:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerations, and should not be the cause of prejudicial or discriminatory behavior;
- an understanding of the importance of identifying and combatting discrimination.

To enable pupils to develop their self-knowledge, self-esteem and self-confidence

- *The school places equal value on personal development and academic achievement, recognising that academic potential can only be achieved if a child is confident and happy and feels valued and respected.*
- *A broad and balanced curriculum provides pupils with high quality opportunities to develop their self-knowledge, self-esteem and self-confidence. Provision is tailored to meet the needs of individual children, so that all children have equal opportunities for success. Pupils have opportunities to participate in a wide range of extra-curricular activities.*
- *The need to work with families, particularly those identified as disadvantaged or vulnerable, is recognised as a priority, if pupils are to develop and thrive. A full-time family support worker leads this supportive approach, based on early help.*
- *PSHE provision is of a consistently high quality in all year groups and much of the content from the SEAL programme is included. Pupils are taught about Protective Behaviours.*
- *Philosophy for Children (P4C) is a recognised whole school approach and provides opportunities for pupils to develop and reflect on their opinions and to listen to those of others.*
- *A wide range of interventions and support is provided to address underachievement and the use of Pupil Premium and Sports funding has a positive impact on outcomes for vulnerable and disadvantaged pupils.*
- *As a church school, we are committed to providing pupils with engaging and challenging lessons that promote self-knowledge, self-esteem and self-confidence, along with other knowledge and skills necessary to respect and understand others. Through Godly Play children are encouraged to reflect and wonder, developing an understanding of Christian teachings and their own place in the world.*

Next Steps

- *Work towards Bronze accreditation for the use of P4C*

To enable students to distinguish right from wrong and to respect the civil and criminal law of England

- *Behaviour in school is consistently good and pupils demonstrate highly positive attitudes to learning. The whole school approach to behaviour management is based on Transactional Analysis and involves a class contract. Adults and children are very clear about their rights and responsibilities.*
- *Cross-curricular work further supports the development of a clear understanding of right and wrong and a respect for others. This work includes a focus on ethics in the science curriculum, learning from events in the past in history, including WW2 and the Holocaust, along with considering environmental issues in science and geography.*
- *Starting points in P4C lessons provide pupils with a range of problems and dilemmas to consider, promoting discussion about right and wrong and the opportunity to listen to others' opinions. Godly Play sessions further strengthen this understanding of making the right choices and treating others with respect.*

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- *Regular visits from the PCSO reinforce the pupils' understanding of civil and criminal law and their ability to distinguish between right and wrong. Visits focus on such areas as staying safe, cyber bullying, respect of others and for property.*

Next Steps

- *Further strengthening of links with police force and PCSOs*

To encourage pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

- *Through PSHE pupils are taught to take responsibility for their actions and to consider the consequences of their actions and behaviour. The class contract further supports this and is regularly reviewed and revisited.*
- *Children are taught about different kinds of bullying and how to address it.*
- *Pupils are given regular opportunities to accept responsibility in school. All classes encourage independence and children are given age appropriate responsibilities within the class. Children in UKS2 undertake Buddy duties to support younger pupils at lunchtime and children from KS1 and KS2 are trained to be Peer Mediators, sorting out low level problems at lunchtime.*
- *Children in KS1 and KS2 are elected to the School Council and undertake duties which contribute to the success of the school and community. These activities include fund raising for charity, learning walks, pupil interviews and playing a role in the selection of new members of staff. The School Council visits other schools with a focus on school improvement and fundraising events.*
- *An annual enterprise week provided pupils with opportunities to use their initiative to raise funds for the PTA. Each class is given an amount of money to buy resources and makes a product to sell at the Christmas Fayre.*
- *Pupils regularly take part in events in the local community and further afield. These include church services, participation in sporting events, musical and arts festivals.*

Next steps

- *Strengthening of links with Kyra Teaching School, particularly with the Kyra Pupil Council*

To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England

- *The curriculum provides pupils with engaging opportunities to develop their knowledge and understanding of public institutions in England.*
- *Pupils learn about a wide range of institutions including local and central government, the monarchy, the church, other religious communities, the police force and the health service.*
- *Pupils are expected to learn about how Britain is governed and there are opportunities in the history curriculum to compare different kinds of government structures and different civilizations. History project work covers such areas as The Tudors, The Gunpowder Plot, Romans, Vikings and Mayans. A photography project in Art focused on important building and institutions in Gainsborough.*

- *Each year the School Council visits London to meet our local MP at the Houses of Parliament. They then provide the rest of the school with a presentation about the visit.*

Next steps

- *Further develop links with West Lindsey District Council*
- *Use the Young Enterprise materials to improve pupils' knowledge and understanding of their community and the global community.*

To further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures

- *A knowledge of the culture and heritage of Britain and our particular locality is taught in a range of curriculum areas. Pupils have the opportunity to learn about traditions and their community. Pupils participate in traditional and cultural events, including Church services, activities such as Easter Bonnet Parades, Mother's Day, Bonfire Night, The Morton Feast and Festivals. Saints' days are celebrated, including those of the patron saints of Britain.*
- *In history and geography pupils gain an understanding of their culture and heritage and that of other countries and civilizations.*
- *The curriculum provides pupils with the opportunity to learn about the diversity of the population of Britain. Different cultures and religions are studied and pupils participate in activities and visits to learn about and experience celebrations such as Diwali, Chinese New Year, Sukkot. Pupils visit a range of places of worship to learn from first hand experiences. Similarities and differences between religions and cultures are studied.*
- *Opportunities are provided in the PSHE curriculum to further consider differences and respect. Pupils understand and celebrate differences. Through P4C pupils are able to debate issues related to diversity.*
- *The PSHE curriculum provides pupils with opportunities to develop a good understanding of bullying, including prejudice based bullying. All pupils demonstrate a clear age appropriate understanding of bullying and have a range of strategies to ensure incidents are dealt with effectively. The vast majority of pupils in school are of white British heritage, however incidents of prejudiced based bullying are very rare.*

Next steps

- *More opportunities to meet and work with people from a range of heritages, cultures and religions.*

To encourage respect for other people

- *'Respect and care for ourselves, other people, our community and our environment' is one of our school values and underpins all aspects of school life. Children are clear about these values and recognise the need to show these values in everyday activities.*

- *Through the PSHE curriculum and SEAL activities pupils are encouraged to develop a good understanding of the concept of respect, for themselves, others, property and the environment. Pupils demonstrate respect kindness and courtesy for other people and are proud of their school.*
- *The class contract is underpinned by the value of respect. Pupils and adults are clear about their rights and responsibilities, expectations of behaviour, respect and attitudes to learning are high.*
- *Through a range of curriculum areas pupils learn about different people, different countries, cultures and religions. They are encouraged to recognise similarities and differences and to celebrate diversity. Respect is promoted through this awareness of difference. P4C activities are also used to encourage pupils to discuss differences and their perceptions and attitudes towards others. Stonewall materials are regularly used to good effect to raise awareness of different families.*
- *Children demonstrate an understanding and care for others and are actively involved in supporting charities such as The Salvation Army, The Nomad Trust, The Red Cross and The Children's Society, recognising the need to respect and care for vulnerable and disadvantaged people in Britain and around the world.*

Next Steps

- *Whole staff update Stonewall training LGBT*
- *Review of collective worship to more regularly focus on shared values.*

To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

- *Pupils are active participants in the democratic process at school. Each year they vote for members of the School Council and the councilors play a key role in school decision-making, with involvement in such areas as school improvement and staff selection.*
- *The older members of the School Council visit our local MP each year at the Houses of Parliament and ask him questions suggested by the pupils. They also visit Downing Street and other landmarks in the capitol city. The councilors then feed back to the other pupils.*
- *The behaviour policy in school is clear and consistently applied. All children are clear about expectations of behaviour and their responsibilities as outlined in the Class Contract.*
- *P4C activities further support the pupils' awareness of democracy, encouraging pupils to share ideas respectfully through debate and questioning. Issues of morality and fairness are regularly used as starting points.*
- *Through regular contact with the PCSOs, pupils gain an understanding of the role of the police force in upholding the rule of law, and as they get older, their responsibility to abide by the law.*

Next steps:

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- *Further develop the House system, with the election of House Captains to represent their teams at school events.*
- *Further develop the role children play in decision making at school.*