



## Promoting British Values Hollywell Primary School

Our school meets the requirements of the Education Act 2002 (Section 78) by promoting the spiritual, moral, social and cultural (SMSCD) development of our pupils. Through SMSC provision, we actively promote British Values, Citizenship, and Character Development. The Government defines British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.**

### Democracy

#### How do we promote it?

- We teach how citizens can influence decision-making through the democratic process.
- We have an elected School Council. This is used as an opportunity to promote and teach respect about democracy and the electoral process.
- The School Council represent the school in decision making for supporting local and national charities.
- We encourage active volunteering and children take up positions within the PE Crew, Assembly Crew, ECO Crew, Toast Crew and as Librarians and Book Buddies.
- The beginnings of democracy are taught through the Legacies strand of our curriculum through historical projects such as Emperors and Empires, Ancient Civilisations and Invasion through which the concept of democracy is inherent
- Entrepreneurship is introduced and developed through the GROWTH curriculum strand Community Action.
- Democracy is also promoted through additional PSHE lessons, circle times, assemblies and visitors.
- Our Thought of the Week assemblies include a focus on British Values, on the UNICEF Rights of the Child and on Protected Characteristics.

### Mutual Respect

#### How do we promote It?

- Children are taught to understand the importance of identifying and combatting discrimination, knowing about the protected characteristics.
- We have high expectations of pupil conduct and this is reflected in our positive Behaviour Policy and Equal Opportunities Policy.
- Children are taught to respect each other, to be co-operative and collaborative and to look for similarities while being understanding of differences.
- Mutual respect is also promoted through the delivery of PSHE lessons, assemblies, GROWTH and PE
- EAL and SEND support and provision is appropriate, caring and respectful. Children are highly inclusive of all and know that some of their peers receive extra help for different things. In class, paired and group work with talk and learning partners facilitates the assisting of peers.
- Christmas collection for the local foodbank. Children understand and respect that anyone can be in need of support at any time, and not to judge.
- Fundraising for local and national charities.

## Rule of Law

### How do we promote it?

- We teach pupils to appreciate that living under the rule of law in Britain protects individual citizens and is essential for their well-being and safety.
- We have high expectations about pupil conduct and this is reflected in our 'positive' Behaviour Policy and our Learning Behaviours - 3Rs: Ready, Respectful, Responsible. Children are rewarded for exhibiting responsible actions and respectful behaviour; demonstration of our Learning Behaviours are recognised through such things as our weekly celebration assembly, Dojo and positive affirmations.
- Through our 3Rs, assemblies and curriculum provision, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing, making good choices even when it is difficult.
- When educated off-site during visits and residentials, our children live the 3Rs and abide by those rules laid down by the different establishments.
- The local police officer/PCSO visits the school to talk to all the children and explain about their role in society. EYFS are also visited by the Fire Service.
- Children know about the responsibilities they have in their local community in terms of respecting their environment and making right choices when out and about.
- Through Bikeability, Years 5/6 learn the rules of the road and the whole school participates in Road Safety.
- Children are taught how to stay safe on-line.
- We participate in Anti-bullying Week and incorporate cyber-bullying.
- Our Safeguarding policy is our guide to best practice.

## Individual Liberty

### How do we promote it?

- Through our school values, assemblies and PSHE programme, children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport and participate in the wide range of extra-curricular activities offered.
- Through our cultural capital plan, children are provided with a wealth of rich experiences to broaden their horizons.
- Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside organisations such as the NSPCC, as well as through our PSHE and RSE curriculum.
- Our work to prevent bullying is on-going with a clear Anti-Bullying Policy and participation in Anti-bullying Week.
- Assemblies encourage children to have an opinion on appropriate current issues.
- Children are invited to offer ideas and opinion through the class council and school council forums.

## Tolerance of Different Faiths and Beliefs

### How do we promote it?

- We teach children that the freedom to choose and hold other faiths and beliefs is protected in law.
- We have high expectations of pupil conduct and this is reflected in our Behaviour Policy and Equality Policy.
- Tolerance of different faiths and beliefs is promoted through our assemblies, RE and PSHE curriculum. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject is often cross-curricular and delivered through Art, Drama or DT.
- This is supplemented by collective worship (Class and Whole School) which marks and celebrates significant religious festivals from a range of faiths such as Ramadan and Diwali.
- Visits are made by local religious leaders. Through our cultural capital plan, children have the opportunity to visit different places of worship.
- Children have the opportunity to explain what their faith means to them (Sikhism and Jehovah's Witness).

