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# Flintham Primary School

## British Values Statement

The DfE have reinforced the need, "to create and enforce a clear and rigorous expectation of all schools to promote the fundamental British values of:

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

Flintham Primary School is committed to serving its community and surrounding areas. It recognises the multicultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our school, as a 'Community School', accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none.

It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 'Prevent Strategy' - values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

## DEMOCRACY

Democracy is common within the school where the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns, are heard through our School Council, Play Leaders, Pupil Parliament, Eco Team and through pupil questionnaires. The annual election of councillors, Eco Team and house captains provides children with a first-hand experience of the democratic process at work and mirrors prevailing practice in the country. Our Year 6 School Councillors belong to the RLAPP - Rushcliffe Learning Alliance Pupil Parliament and attend termly meeting in County Hall, Nottinghamshire with other elected Year 6 pupils. These meetings include debating exercises and voting for a petition with the aim of reaching 10, Downing Street.

Also key to this is the concept of holding others to account, including those in positions of authority and influence.

## THE RULE OF LAW

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws: that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

## INDIVIDUAL RESPONSIBILITY AND LIBERTY

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. One of our 'Super Six Aims' is 'making good choices' choosing the desired behaviour for themselves. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example through E-Safety and PSHE lessons. Whether it is through choice of challenge, of how they record, where they work, how they present their learning outcomes or participation in our numerous extra-curricular clubs and opportunities, all pupils are given the freedom to make choices.

Childline, Antbullying and E safety talks and assemblies promote self-esteem and individual liberty and right to be and feel safe. We have local and national fundraising events for Red Nose, Poppy Day, Class 4 Fundraiser - specific charities voted for, Children in Need, Rainbow Hospice and individual pupils canvassing and raising funds for a specific cause.

## MUTUAL RESPECT

Our school core values, chosen by the school community through a process of consultation include 'Respect', and pupils were part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom 'Super 6 Aims', as well as our behaviour policy. Additional support is provided for small groups of pupils, where needed through interventions including ELSA and Lego Therapy sessions or on an adhoc

basis when needed. This support helps to develop self-esteem and to practise strategies pupils can employ to demonstrate their respect for others.

## TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by providing opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Weaved into our curriculum are stories from world faiths and different cultures.

Through a wide range of activities, and the deliberate planning of the whole school curriculum, British Values are shared, experienced and understood.

Examples of how this is achieved are included below. The list is not exhaustive, and represents only a fraction of what we do. Further representation of how this is achieved can be identified by talking and listening to the children and looking at the fabric of our school, our displays, our work and our engaging learning environment.

## CURRICULUM STUDIES

- Children develop the skill base required to access/share information; making/expressing decisions and applying these to society and the world. These include the understanding and use of money, effective writing and reading skills, collaborative work, to discuss and research ideas and concepts, and gain a broad and balanced understanding of the society in which they live.
- Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national identity, as well as international comparisons.
- Our school makes the best use of opportunities as they arise, for children to learn about events in the past which have shaped the future. Annually Remembrance Day is noted at school commemorating those who gave their lives in battle. We have also held an enrichment day for the start of World War 1 and studied the commitment and eventual triumph of the Suffragette movement.
- Year 5 and 6 children visit The National Holocaust Centre, Laxton as part of their World War II History topic and Newark Civil War Centre where they learn to appreciate how negative attitudes and prejudice can lead to persecution.
- Throughout our curriculum, children undertake a range of history topics about the development of Britain through different periods. These include understanding how Britain changed throughout periods such as the Stone Age and Iron Age, the effect of the Romans in Britain and how the Anglo-Saxon period affected change within the country. These topics are alongside opportunities to study aspects throughout British history that extend pupils' knowledge of themes.

- As a whole school, we have celebrated both the Olympics and Paralympics and other national events including Royal milestones and learn about our Patron Saints and influential historical figures such as Churchill, Florence Nightingale, William Booth and Boudicca.

## WHOLE SCHOOL DAILY ACTS OF COLLECTIVE WORSHIP/ASSEMBLY

The sharing of stories, images, events, music and expectations that, with clarity and precision, promote the values expressed. Such proceedings vary in the methodology of delivery in order to secure interest and understanding and are designed to impact on children regardless of knowledge, experience or cognitive maturity. Our collective worship focuses on Christian values that are shared with other faiths and, as such, seeks to include, engage and value children of all different faiths.

## RELIGIOUS EDUCATION

Children gain a greater understanding of religious diversity and practices, which covers key religions represented in the UK. We follow the Nottinghamshire Agreed syllabus for RE and use the SEAL materials to enhance PSHE. Visits to the local church and other places of worship

## PHYSICAL EDUCATION

We actively promote the concept of 'fair play', following and developing rules; inclusion, celebrating and rewarding success; being magnanimous in defeat and participation in activities that promote kinship and affiliation with others. There are many opportunities for all pupils throughout their time in school, to participate in competitions and events which promote these values, for example football, rugby, cross country, cricket and athletics tournaments. Equals Trust hold termly inter school sporting events and with our house system in operation we have intra school competitions.

All pupils participate in a range of physical and athletic activities within sports days, as well as local athletic meets. These take place within the school grounds, at other school facilities, as well as at venues around the county and children learn the value sense of belonging as being part of a team.

## PUPIL LEADERSHIP

Our 'Play Leaders' promote and lead our children to secure a safe and happy environment by creating opportunities for each other to play together and by supporting children in developing their relationships. Our choir, eco team and pupil council members also lead activities and take responsibility for developing the school. Consequently, these children provide excellent role models for their peers and demonstrate how Flintham is a school where the voice of the child is an important feature in our success.

Should any member of the community feel that the school is not meeting this requirement, they are encouraged to contact the school office and request to express concerns to the Head teacher.

Likewise, if it is felt that anyone working at the school is, intentionally or otherwise undermining these values, they are advised to report this to the Head teacher.

Written in consultation with all staff members

Signed : Kim Bartlett

Date: October 2018