

Mansbridge Primary School



Statement on British Values

Mansbridge Primary School is committed to serving the local community and its surrounding areas. It recognises the multi-cultural, multi-faith and ever changing nature of the United Kingdom, and therefore those it serves.

The school, as an inclusive establishment, 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 Department for Education 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 2011". The school will, in an age appropriate manner, promote British Values to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to 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;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- 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.

What knowledge and understanding of British Values will be taught ?

- 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 tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

How we promote British Values in the school:

Subject studies: Developing the skill base required to access/share information, make/express opinions or decisions and apply themselves to society and the world. This 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. Further aspects of study include historical and geographical contexts of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

Whole school daily acts of collective worship/assembly: The sharing of stories, images , events and expectations that promote the values expressed. Evidently assemblies will take into account the age of children. As a "community school", "collective worship" is non-denominational and recognises that those attending may have a wide range of faiths, or none. It is however, as required by legislation, "wholly or mainly of a broadly Christian character".

Religious Education: Gaining a greater understanding of religious diversity and practices, which covers key religions represented in the UK. Planning for the subject is

directed by the "Standing Advisory Council on Religious Education (SACRE) - Agreed Syllabus for Religious Education".

Physical Education: Promotion of 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.

School Council: Promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns.

Agreed by governors 8.7.15

Review 3 yearly.