

# British Values and Fenstanton and Hilton Primary School

In June 2014, [David Cameron emphasised](#) the important role that British values can play in education. Further, how well a school promotes such values is an aspect of [Ofsted's inspection process](#).

Although in 2015/16 this is something which is developing in its significance for schools, it is not something new at Fenstanton and Hilton Primary. British values are promoted in so much of what we do, not least during our School Assemblies, our PHSE programme is created by Cambridgeshire PHSE service and incorporates and [Social and Emotional Aspects of Learning \(SEAL\)](#) sessions. The values are integral to our long-standing school vision and values statement.

*Children only have one childhood. Being part of a community of children is unique within life's experience. In this school we value every child and strive to enrich the whole person. We believe that learning should be vivid and real: a joy in itself. We nurture adaptable and flexible learners who are passionate about learning and have the skills to confidently embrace every challenge and opportunity.*

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views. This is in line with our Relationships and Behaviour Policy and our "Prevent" strategy.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most western European countries, for example.

*Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.*

## Being part of Britain

As a school, we value and celebrate the diverse heritages of everybody at Fenstanton and Hilton Primary. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, we are having a pantomime just after Christmas and celebrate the Harvest wish songs and poems. We also value and celebrate national events, for example Remembrance Day and St George's Day. Assemblies are one of the main ways that we explore our British Heritage and Customs.

## Democracy

Children, parents, carers and staff have many opportunities for their voices to be heard at Fenstanton and Hilton Primary. Democracy is central to how we operate.

All parties (including Governors) have an opportunity to influence and structure our School Development Plan.

Another obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to genuinely effect change within the school; in the past, the School Council has planned fundraising events, helped to improve behaviour at lunch time and the front playground area and monitor and chose school play equipment. They have also commissioned and managed a project to have some huge sandpits in school. The Council have been involved in recruitment and in providing teachers with feedback, such as providing a review of themed weeks and special days.

Other examples of 'pupil voice' are:

- Children agree their Class Charter and the rights associated with these; all children contribute to the drawing up of the charter
- Children have the opportunity to nominate and vote for others to receive a certificate for great learning or choices
- Children are asked to respond and reflect on the teaching and learning
- children nominate various charities, then within their own class, select two to go forward to the School Council, who then vote to decide two school charities which we support over the course of two years

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

## **Rules and laws**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class Charter, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

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. These values are reinforced in different ways:

- visits from authorities such as the police and fire service
- during Religious Education, when rules for particular faiths are thought about

- during other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

## **Individual liberty**

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- choices about what learning challenge or activity
- choices about how they record their learning
- choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our e-safety and SEAL lessons.

## **Mutual respect and tolerance of those with different faiths and beliefs**

Fenstanton and Hilton is in an area which is not greatly culturally diverse but we are proud to promote and celebrate different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos: Be kind, respectful and safe and do your best.

Our pupils know and understand that it is expected and imperative that respect is shown to *everyone*, whatever differences we may have, and to *everything*, whether it is a school resource, a religious belief or whatever. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Fenstanton and Hilton Primary enhance pupils' understanding and respect for different faiths and beliefs are:

- through Religious Education, SEAL and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example
- enjoying a depth of study during Community Themed Weeks, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Fenstanton and Hilton Primary these occasions are rare and treated seriously in line with our Relationships and Behaviour Policy.