



Promoting Fundamental British Values (FBV) as part of Spiritual, Moral, Social and Cultural (SMSC) Development

At Hester's Way Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Fundamental British Values are taught through the Personal, Social, Health and Citizenship Education and Religious Education curriculum, assemblies and other activities, as well as through our Behaviour Policy.

Our school encourages pupils to regard people of all faiths, races and cultures with respect and tolerance.

Pupils are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Our school vision "Aspire, Believe, Care and Achieve" along with our school values "Perseverance, Confidence, Resilience, Determination, Pride and Independence", also support the children's learning and school ethos which encompasses SMSC and BFVs.

Through our provision we aim 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;
- Support 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.

We ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils through election; provide pupils with the opportunity to learn how to argue and defend points of view using the terminology of "support and challenge"; use teaching resources from a wide variety of sources to help pupils understand a range of faiths and consider the role of extra-curricular activity.

Democracy

Statement	Evidence	Impact
<p>The children at Hester's Way Primary School (HWPS) have a right to be heard, feel safe to express an opinion and influence change.</p>	<p>Pupils run as candidates to nominate themselves as Class Representatives for the School Council. Peers vote for the candidates during elections.</p> <p>They vote on whole school rewards.</p> <p>Pupil voice is developing in the school, children have opportunities to talk about their learning, behaviour and their voice is collated through the Online Pupil Survey, as well as by Curriculum Leads.</p> <p>Whole school assemblies are led regarding behaviour, rights of the child and local/national elections.</p> <p>In upper Key Stage 2, the pupils learn about ancient Greek democracy and make comparisons to current day.</p> <p>The pupils are encouraged in lessons to "support" or "challenge" answers, thinking and ideas to share their knowledge, views and understanding.</p>	<p>Our pupils are developing their knowledge and understanding of what democracy means and why it is important to our society.</p> <p>The children understand that it is good to have an opinion and are beginning to understand that this can influence change.</p> <p>Our pupils want to know that what they say influences improvements in teaching and learning, as well as other practises throughout the school.</p> <p>As part of assemblies, children participate and give feedback which we aim to collate as pupil voice.</p> <p>Curriculum Leads collate pupil voice to drive school improvement.</p> <p>The children learn through a broad and balanced curriculum. They are taught how to agree or disagree, support or challenge other's responses. This is evidence in lessons.</p>

Rule of Law

Statement	Evidence	Impact
<p>Children at HWPS will learn about the importance of laws, including those that govern their class, the school and the wider community. They know consequences of breaking rules and law. They are learning the importance of safety, which is essential for their well-being.</p>	<p>Class Charters are agreed at the start of every academic year by the cohort. The Behaviour Policy is regularly reviewed and consistently used.</p> <p>Celebrations and positive praise are encouraged to enable pupils to be in control of their own behaviour.</p> <p>In Reception Class the pupils learn about emergency services and how they help others.</p> <p>The PC Beat Officer leads sessions in our Year 6 class. We have positive relations with the PSCO who visits school at lunchtime and the start/end of the day.</p>	<p>The behaviour and attitudes of our children are "good". There is a small minority of pupils who have Special Education Needs (Social, Emotional and Mental Health Needs) who have individual Behaviour Plans to support their specific needs.</p> <p>Suspensions have reduced over time and are prevented through identifying triggers and planning for success. The graduated pathway is used to provide support, including external agencies.</p> <p>Children have a positive view of the police, and other emergency services, in our community and have the opportunity to talk about their concerns.</p> <p>Our pupils are learning how to behave and keep themselves safe, including</p>

	<p>Lessons in classes are linked to the PSHE curriculum and supported through policies such as e.g. E-Safety, Acceptable User, Behaviour, Anti-Bullying and Hate etc. Relationships is a key focus through our PSHE Curriculum.</p> <p>Any out of school Social Media issues are dealt with by the Pastoral Support Team or SLT, parents informed and the PSCO invited into school.</p>	<p>online, and are developing their understanding the law, including any connection with malicious communication.</p>
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Individual Liberty

Statement	Evidence	Impact
<p>Children at HWPS have a right to be heard and a right to make safe choices.</p>	<p>Children are encouraged to be themselves as individuals with different learning styles and preferences.</p> <p>Our vision, values, curriculum and behaviour policy promote good citizens.</p> <p>The rights of the child and the ability to question and debate, develops pupil's sense of entitlements and freedoms.</p> <p>Children are encouraged to be and act independently.</p> <p>Difference and diversity is celebrated.</p> <p>Our focus on working and living in a democratic society ensures their right to be heard.</p>	<p>Our children develop the school values. They become confident, independent and proud of who they are and their achievements.</p> <p>Pupils are more resilient and independent learners. They persevere and have a go. They are beginning to make informed choices which prepares them for success later life.</p>

Mutual Respect and Tolerance

Statement	Evidence	Impact
<p>To show respect and tolerance to others with different faiths and beliefs.</p> <p>" Be Respectful" is a one of our three core Behaviour rules.</p> <p>Prejudicial or discriminatory behaviour will not be</p>	<p>Children are taught that respect is a value for life, it is what makes us well-rounded, good citizens.</p> <p>Assemblies, PSHE, SMSC and RE lessons and the wider curriculum teaches respect for everyone.</p> <p>There is a shared understanding that the freedom to choose and hold different faiths and beliefs is protected in law.</p>	<p>Diversity in our school is celebrated.</p> <p>Our diversity flags in our entrance celebrate where children and their families originate from in the world.</p> <p>We celebrate other languages, through the curriculum, assemblies and simple greetings.</p>

<p>accepted or tolerated.</p>	<p>We celebrate all cultures and their faiths in assemblies and have special celebration days, we look for differences and similarities.</p> <p>Teaching staff directly teach, when any specific need arises to tackle prejudice or discrimination.</p> <p>The children's work is shared in a "Multi-Cultural" SMSC and RE corridor.</p> <p>We welcome a varied demographic, with approximately a third of our pupil experiencing English as an Additional Language (EAL).</p>	<p>Pupils can explain that we are similar but all different and we all deserve the same respect.</p> <p>Our children are respectful and tolerant of other faiths and enjoy learning about all religions.</p> <p>The vast majority of children are polite, well-mannered and respectful, all of the time, and we always have positive reports from visitors and members of the public.</p>
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In November 2021, Ofsted reported that:

"Pupils enjoy being at this school. They are happy to be with their friends, learning together. They respond well to staff's high expectations of behaviour and learning. Pupils are well mannered, polite and courteous. There is a calm and orderly atmosphere in school and in the playground."

"They know about a range of cultures and religions. They have respect for each other and value the opinions of others."

"Pupils' personal development is well nurtured. Staff encourage pupils to be responsible and respectful citizens. Leaders promote British values and pupils have learned about democracy recently by voting for class representatives on the pupil council. Pupils understand the dangers of drug misuse and how to stay safe when online. Staff encourage pupils to eat healthily and to be physically active. Pupils respect different views and opinions and have a secure understanding of how to have healthy relationships. Pupils in all key stages have positive attitudes to learning. Their good behaviour contributes to their successful learning."

The pupils personal development, at our school, is key to their ability to learn. It enables them to gain a sense of who they are and the good and successful citizen that they can be, in their future lives.

Reviewed and updated January 2023.