

British Values Statement – Hevingham and Marsham Primary School Partnership

Tolerance of different faiths and beliefs

- Index for Inclusion curriculum themes – Rainforest, Eco, Carbon footprint, Rights of the Planet
- Links with children in schools in Shanghai and Leeds
- A rich, diverse curriculum incorporating visit and visitors into school – African drummers, Stone Age Man, Money Week, Careers Day all ensure children are prepared for the opportunities, responsibilities and experiences of later life in Modern Britain
- RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures – celebrate festivals of different religions in curriculum time and in weekly assemblies.
- Assemblies celebrate different cultures, events and activities to celebrate our diverse cultural heritage
- Twice weekly PSHE lessons following the PATHS curriculum
- Family Learning Days celebrate local, national and world events such as Safer Internet Day, World Book Day, Chinese New Year

Individual liberty

- Children are able to make individual choices in a safe, supportive environment: how to present their work, what to study in themed curriculum areas
- Children tackle challenges set in lessons and make their own decisions as to what challenge they want to attempt
- Children have a choice over extra-curricular activities at lunch and after school, residential and competitions



Rule of Law

- Behaviour for Learning policy includes Whole School Rules devised by School Council and Class Rules designed by individual classes. Rules are linked to consequences and the UNICEF Rights of Every Child, which underpin the continued moral development of the children.
- Regular visits from the Police, Fire Brigade, Road Safety officers ensure children understand how to keep safe and protected
- Buddies in Year 6 uphold the Rules of the School
- First News is used as guided reading to debate and keep up to date with current affairs
- Children celebrate Parliament week – Make a Law competition, visit to Houses of Parliament, Design a Flag competition

Democracy

- Pupil voice - interviews with children about how they learn? Keeping safe? Curriculum planning choices? Contributing views and interests and opinions, interviewing new staff – what makes a good teacher?
- Surveys and questionnaires and meetings carried out by children and stakeholders. e.g. Anti-Bullying, Behaviour for Learning, Sex Relationships Education
- School Council have lead contributions from school and stakeholder communities to write school policies and present to governors for Behaviour for Learning, Anti-Bullying. Evidence of children influencing decision making
- Voting for School Council and Bully Busters representatives
- Mock elections for General election – May 2015

Mutual respect

- Equality governor who monitors on a termly basis
- All staff receive annual equality training
- Equality policy and annual impact statements
- Assemblies based on Norfolk Education and Action for Development (NEAD) which works locally for global justice and equality, Fairtrade, diversity. As a result, children understand we don't have discrimination/are combating it