

British Values Statement - Promoting British Values

The Parsons Down Partnership strives to ensure that our children develop the strongest foundation of values upon which to build a successful life and make a positive contribution to society.

We seek to serve our community, within the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the role we have in ensuring that groups or individuals within our Schools are not subjected to intimidation or radicalisation by those wishing unduly, or illegally, to influence them.

Warmth, respect and care are woven into our day-to-day ethos – we ‘notice’ well and are supportive. Our Equality Policy is strongly embedded. The Government requires¹ all schools to teach key ‘British values’. Our Schools use strategies within the curriculum and beyond to secure these outcomes for our children.

This table affirms some of the ways in which the five ‘British values’ are intrinsically woven into everyday learning experiences:

<p>Democracy</p> <ul style="list-style-type: none"> The principle of democracy is emphasized and modelled throughout our Schools, with democratic processes being used for important decisions within each School community. 	<ul style="list-style-type: none"> Elections are part of the process for selecting each class’s School Council representatives. Children have a voice that is listened to through our Councils, and through regular feedback between children and staff. The principle of democracy is also examined within our enquiry-based curriculum as children explore History, Religious Education and Social, Moral, Spiritual and Cultural (SMSC) themes, as well as in ‘Circle time’ and Assemblies.
<p>The rule of law</p> <ul style="list-style-type: none"> The importance of laws, whether they be those that govern the class, our Schools or the country, are consistently reinforced. 	<ul style="list-style-type: none"> Children are taught the rules of our Partnership, highlighted by our Core Values and high expectations of children’s behaviour. Children are involved in formulating ‘Class Rules’. Children learn the value and the reasons behind laws that govern and protect us, the responsibilities involved and consequences when laws are broken. Taking part in sports, in <i>Bikeability</i> and in Thames Valley Police’s ‘Junior Citizen’ programme are example activities that reinforce this message.
<p>Individual liberty</p> <ul style="list-style-type: none"> Children in our Partnership are actively encouraged to make independent choices, in the knowledge that they are in a safe, secure and supportive environment. 	<ul style="list-style-type: none"> Staff at our Schools educate and provide boundaries for children to make informed choices, through a safe environment and an empowering education. Children are taught to know, understand and exercise their rights and personal freedoms and are shown how to do this safely, for example, through e-safety and in SMSC work. We have a robust anti-bullying culture. Our ‘Good to be Green’ positive behaviour scheme flows from our comprehensive Behaviour Policy.
<p>Mutual respect</p> <ul style="list-style-type: none"> Respect is a strong part of our Partnership and is one of our Core Values. Children learn that their behaviour has an effect on their own rights and those of others. 	<ul style="list-style-type: none"> All members of the school community treat each other with respect, modelled throughout our teaching and learning environments. Sharing <i>Gemba</i> – the perfect state – throughout the Partnership underpins respect for ourselves, our belongings and our environment - and for others’ equal rights. Mutual respect is conveyed across the curriculum by giving children the opportunity to express their views in a safe setting. Children are encouraged to take part in charity work, both locally and for national efforts (e.g., Comic Relief).
<p>Tolerance of those of different faiths and beliefs</p> <ul style="list-style-type: none"> Children are equipped with the ability to understand their place in a culturally diverse society. Opportunities are provided regularly within our Schools’ community to experience diversity. 	<ul style="list-style-type: none"> Religious Education strands stimulate learning about a range of faiths, religions and cultures. We complement this with work in Assemblies. Our Schools’ productions often draw on themes from other cultures. The syllabus helps children to have a broader understanding of spiritual, moral and sociological issues - and encourages them to think about their own spiritual development.

¹ UK Government *Prevent Strategy* (2011), reinforced in 2014.