



The Horsell Village School

Statement on British Values

At The Horsell Village School we give a great deal of thought to the values that we promote in school. We regularly consider our core values and how the school sustains an ethos, which supports the pupil as a reflective learner and promotes quality teaching and learning. We are so very aware that society is faced with enormously complicated problems, which sometimes makes growing up a very challenging process.

Our Behaviour Policy is based around the emphasis that every-one in the school has a **right**

- To be safe
- To respect
- To learn

As a school community, we believe the ethos of the school should be built on a foundation of core values. These will at times be addressed directly through lessons and the acts of worship programme, whilst at others they will permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage pupils to consider these values, thereby developing knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.

The Horsell Village School recognises the multi cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not

subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

The Government 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' - values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- acceptance of those of different faiths and beliefs - (it should be noted here that the government wording is tolerance, however as a school we don't believe in teaching tolerance and strive for acceptance)

Should you feel that the school is not meeting this requirement, you should contact the school office and request to express your concerns with the Headteacher. Likewise, if you feel that anyone working at the school is, intentionally or otherwise undermining these values, you should report this to the Headteacher.

The school does, through a wide range of activities, secure such standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children. The list below outlines samples of when and where such British Values are shared. The list is not exhaustive, and represents only some of what we do.

Curriculum: Developing the skill base required to access/share information, make/express decisions and apply themselves to society and the world. These 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. Aspects of study beyond core skills include historical and geographical context of the United Kingdom, incorporating local and national evolution, as well as international comparisons.

Whole school daily acts of collective worship/Reflections: The sharing of stories, images, events, music and expectations that, with clarity and precision, promote the values expressed. Such proceedings vary in the methodology of delivery in order to secure interest and understanding and are designed to impact on children regardless of knowledge, experience or cognitive maturity. 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, in line with regulation and is “*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 'Surrey 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. Key to this is the concept of holding others to account, including those in positions of authority and influence.

It should be noted that British Values are also taught through our HVS School Values.

Month	Year 1 ~ September 2012/14/16/18/20	Year2 ~ September 2013/15/17/19
September	Unity	Friendship
October	Responsibility	Quality
November	Humility	Appreciation
January	Respect	Hope
February	Freedom	Understanding
March	Acceptance	Thoughtfulness
May	Cooperation	Trust
June	Happiness (love & peace)	Courage
July	Honesty	Patience