

BRITISH VALUES AND PROTECTED CHARACTERISTICS AT LITTLE GONERBY CE PRIMARY ACADEMY



A GUIDE FOR PARENTS

As a school, we are required to provide for the spiritual, moral, social and cultural (SMSC) development of our pupils. Part of this requirement means that they actively promote the fundamental British Values. The fundamental British Values are defined as:

- **Democracy**
- **The Rule of Law**
- **Individual Liberty**
- **Mutual Respect and Tolerance of Different Faiths and Beliefs**

Promoting these British Values is now a central part of teaching and learning. By doing this, schools aim to help children become well-rounded members of society. These British Values are promoted throughout the curriculum, across the whole school. They are also seen in our ethos and policies, collective worships, special events and cultural celebrations. Below are some examples of how each of the British Values may be promoted at Little Gonerby.



Democracy

We aim to promote this British Value by demonstrating how democracy works by discussion, decision-making and voting. For example:

- Encouraging children to know their views count and their opinions are important - for example, following the children's interests for topics and activities.
- Encouraging children to make decisions together, e.g. when sharing a group toy, like a large train set.
- Encouraging children to see their role in the 'bigger picture', e.g. linking to part of a family, class, group, school, community etc.
- Providing opportunities for the children to vote between choices of activity, for example, choosing a theme for their role play area, choosing a book for story time or a song for song time by a show of hands.
- Children may also have the opportunity to vote for members of a school council.

The Rule of Law

We aim to promote this British Value by demonstrating a need for rules and laws help to keep us safe and happy. For example:

- Encouraging adults and children to work together to create group rules. Discussing the need for rules and how they should be administered fairly, e.g. the need for rules to keep everyone safe and happy.
- Teaching children to understand their own and others' behaviour and feelings, and the consequences.
- Working together to create an environment where actions are consistently followed through, e.g. adherence to class rules, follow-ups on discussions and other choices explored after taking a group vote.
- Encouraging and supporting children to learn how to distinguish right from wrong.

Individual Liberty

We aim to promote this British Value by individual freedoms to choose faiths, beliefs and likes/dislikes. For example:

- Providing opportunities for children to develop their self-esteem and confidence in their own abilities, e.g. by sharing achievements and successes and promoting independence.
- Encouraging children to try a range of different activities and opportunities and to discuss and select their own preferences.
- Providing activities for all children to engage in and actively challenge gender-specific tasks and activities.
- Encouraging children to develop a positive sense of themselves.

Mutual Respect and Tolerance of Different Faiths and Beliefs

We aim to promote this British Value by demonstrating respect and tolerance towards other beliefs and faiths. For example:

- Working as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
- Providing opportunities for the children to make links with the wider community, for example outings to local places, inviting family members or speakers to visit the setting or making links with a local charity.
- Encouraging children to learn about other faiths, cultures, traditions, families, communities and ways of life. Schools might encourage the children to share their experiences with the group and allow the children to recognise similarities and differences between themselves and others. For example, learning about festivals and special days, different types of family units, different occupations and places around the world.
- Encouraging children to learn about the world around them – both locally and further afield. For example, local trips, using books, stories, posters and videos, etc. to learn about places far away, cultural days, local events and activities and national celebrations.

Promoting the Protected Characteristics at Little Gonerby CE Primary Academy

We work to ensure that our children understand that:

- ★ There are no outsiders at Little Gonerby CE Infant Academy
- ★ Everyone is different
- ★ We celebrate our differences
- ★ We are all equal in our differences

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected Characteristics:

- ★ Age
- ★ Disability
- ★ Gender reassignment
- ★ Race
- ★ Religion or belief
- ★ Marriage or civil partnership
- ★ Sex
- ★ Sexual orientation
- ★ Pregnancy and maternity



At Little Gonerby CE Primary Academy, we actively promote these in our curriculum and work to embed them into our ethos.

Under the Equality Act you are protected from discrimination:

- ★ When you are in the workplace
- ★ When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- ★ When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- ★ When you use transport
- ★ When you join a club or association (for example, your local rugby club)
- ★ When you have contact with public bodies like your local council or government departments

At Little Gonerby CE Primary Academy, we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum.

We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

