
Policy on **Promoting Fundamental British Values**

September 2018

Pardes House Primary
School

Headteacher: Mr J Sager
Menahel: Rebbe S Roitenbarg

POLICY ON PROMOTING BRITISH VALUES

דינא דמלכותא דינא

The law of the land is the law of the land.

(This concept, that the law of the country is binding, can be found in at least 25 places in the Shulchan Oruch - the Code of Jewish Law)

‘British values are threaded throughout the school’s curriculum. (The) curriculum interests pupils and prepares them exceptionally well for future learning and life in modern Britain.’

(Ofsted inspection report, June 2016)

Rationale

Pardes House Primary School is a Voluntary-Aided faith primary school under the auspices of the Local Authority of Barnet. As such and in line with the actions of Jews for over a thousand years, we acknowledge the country we live in, we join in celebrating its achievements and we develop respect in our pupils for the country they live in.

This policy sets out the framework in which Pardes House Primary School will ensure that it actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Legal framework

This policy will have consideration for the following guidance:

- Ofsted, School Inspection Handbook, 2015.
- DfE, Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, 2013.

This policy is carried out in conjunction with other key policies:

- Behaviour Policy;
- Anti-bullying Policy;
- Child Protection Policy.

School Mission

Pardes House Primary School will provide high quality Jewish and secular education. Our goal is to ensure that our pupils are equipped to successfully live a strict Torah-observant life and excel in their lives in the world, including Modern Britain. Our pupils are taught to value truth, honesty, tolerance and respect for everyone, hold a lifelong love of learning and possess self-discipline.

Introduction

Pardes House has a strict religious ethos, which impacts on all areas of school life. Within that ethos, the school aims to meet the requirements of section 78 of The Education Act 2002 in promoting liberty, mutual respect and tolerance of those with different faiths, beliefs, cultures, backgrounds and lifestyle choices.

It would be incorrect to say that our pupils are given the opportunity to embrace all technologies or that they are exposed to much of what takes place in the outside world. **BUT**, by no means do we act in isolation. We believe in the benefits of a broad and balanced education, which includes the values already mentioned, while ensuring that our community's own timeless religious principles are respected and not compromised. As well as teaching the National Curriculum, through our own efforts and now in line with government expectation, we embrace much about this country, its history, its successes, its culture and its values, as Jewish People have throughout history.

Our school teaches/promotes within its ethos a tolerance of others, acceptance of other faiths without prejudice and promotes a moral/ethical religious curriculum alongside a national curriculum which respects British laws and citizenship, embraces Britain and does both through the class-based curriculum and through many other opportunities.

Our pupils are taught to understand British values such as democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths, beliefs and lifestyle choices. This comes through in both the Kodesh (Jewish Studies) and Chol (secular) curricula. We celebrate these values and indeed, Jewish teachings and sources promote the very same values and ideals as British Values and with respect to the children's Spiritual, Moral, Social and Cultural education (SMSC).

Roles and Responsibilities

Pardes House understands the importance of promoting British Values through a comprehensive and unprejudiced curriculum. The Headteacher ensures that all teachers and staff are aware of the requirement to uphold British Values through the methods outlined in this policy, and ensures that appropriate procedures are in place to carry this out.

Teachers ensure that lessons (where possible) are inclusive of, and sensitive to Fundamental British Values. Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy.

British Values and Pardes House

Democracy:

- Pupils have opportunities to learn about British democratic values at the time of General Elections, from the visits of local politicians and through class and special event learning opportunities. Pupils influence decision-making through the democratic process by contributing to school life in a number of elected and other roles including

School Council, Head Boy, prefects, Young Leaders, Playground Monitors and as Junior Road Safety Officers.

- In addition, pupils are invited to actively participate in the learning process, both in their individual classes, with regards to the whole-school curriculum and have had the opportunity to work alongside staff for specific whole-school projects.

The Law:

- Our school has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. All our pupils were involved in the creation of new school rules in 2015 to inspire them with this understanding, resulting in the 'Pardes House Magna Carta'.
- At Pardes House, we promote the rule of law, the values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety and an appreciation that living under the rule of law protects individual citizens. This is developed through visits from authorities such as local police officers and police community support officers. There is a safe-cycling proficiency course for Year 6 pupils and training opportunities for Years 5 and 6 from the Community Security Trust develop these areas further. Younger pupils learn about safety and how to behave with the help of visits from the emergency services, such as the Fire and Ambulance services.

Individual liberty:

- We foster a safe and supportive environment where pupils are actively encouraged to make choices. Whether it is choosing a challenging task or an extra-curricular club, pupils have the freedom to base their choices on their interests.
- Pupils are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons.

Mutual respect:

- Respect forms a core pillar of our school and ethos. Pupils are treated with respect and learn to treat each other, staff and the school premises with respect.
- This is reinforced through our Behaviour Policy and framed posters throughout the school promoting mutual respect, positive behaviour and manners.
- Thinking about others, including those that are less well-off than ourselves – financially, living conditions, health etc

Tolerance of those of different faiths, beliefs, lifestyles and more:

- Tolerance and respect for others is achieved through direct class-based lessons, through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity, including visitors to school, class outings etc.
- Throughout the year, assemblies are held focusing on many aspects of tolerance, respect, different cultures and other aspects of British Values.

Examples of what we do – British Values & SMSC

There are many ways that our school meets the objective of embracing and promoting British values. We are very proud of them all:

- *Curriculum:* All pupils are specifically taught about the importance of tolerance and respect for other people of different faiths, colour, background, culture, family makeup etc in direct lessons with the Headteacher, with further follow-up activities with the class teachers. The boys are made very aware that no intolerance will be accepted at all, with swift consequences (parents are also duly informed).

Our school curriculum, based on the 2014 National Curriculum offers opportunities throughout to cover different aspects of Britain and England. In addition, our new curriculum, based on specific themes focuses directly at times specifically on Britain, including Shakespeare, Lively London, Great Britons, the Fire of London, Florence Nightingale, Great Wars in British History and the work of British artists.

* The curriculum contains no extremist views, pupils are encouraged to respect other people and no pupil is discriminated against for any reason.

- *Special Weeks:* have taken place and continue to take place on a variety of British themes, including in recent years ‘Glorious Britain (60th Jubilee)’, ‘London Olympics’ ‘World War 1 Week’, ‘Parliament Week’, ‘Great British Scientists’, ‘Magna Carta Week’ and the ‘Queen’s 90th Birthday Celebrations’.
- *Special days and assemblies:* focusing on specific Britons or British successes and their special place in British history, including Guy Fawkes, William Shakespeare, Winston Churchill, George Mallory, Margaret Thatcher, Sir Christopher Wren, Nancy Astor, British Industrial Revolution, Captain Robert F. Scott, the Spitfire, Mike Freer MP, HRH Prince Charles, Samuel Johnson, Lord Nelson, Colossus, Sir Francis Drake, Sir Roger Bannister, the Queen’s coronation, the Mary Rose and Donald Campbell. Such assemblies are also used to emphasise for pupils the importance of respect for other people and for people with beliefs different to theirs.
- *Remembrance:* The school holds an annual Remembrance assembly for the whole school, which commemorates the British contribution to war and remembers those whose lives were lost. This is important to everyone to everyone in the school, from our religious leadership, through staff and pupils. Remembrance is achieved in a manner that is sensitive to the occasion and sensitive to the needs and ethos of the school. The assembly is sometimes carried out in the presence of a Jewish Armed Services veteran, which serves to highlight for pupils the contribution of Jews in the service of their country.
- *Prayers:* At specific times e.g. during Remembrance and the 60th Jubilee celebrations, the Menahel - Religious Principal (or other) recites prayers for the Royal Family and the British Armed Forces.
- *Visitors:* British values, our role in British society and British success and adventurers have been further addressed with pupils with visits from the local MP, local councilors, a prospective parliamentary candidate, Ministers of State, former Secretary’s of State, the local Mayor, a British Lord, a British volcanologist, a London black cab driver, authors, an English poet and ex-British servicemen.

- *Outings*: to places of historic British interest further develop British values. These have included visits to the Imperial War Museum, Jewish Military Museum, The British Museum, Churchill's Bunker, HMS Belfast, The Cabinet War Rooms, National Army Museum and other museums and places of interest in London.
- *Charity*: collections and fundraising for different Jewish and non-Jewish charities, including Great Ormond St. Childrens Hospital, Barnet Homeless, Kids Meal Appeal, Camp Simcha, Ezra Umarpeh, GIFT, St. Luke's Hospice, Royal British Legion and more.
- *Clubs/Activity Groups*: Among the numerous clubs our school offers is a Current Affairs Club, which offers the opportunity for pupils to come together and discuss national and international news and events as well as news from within the Jewish world. Other clubs with a British flavour include the school's 'Jet Engine Club' – learning about the history of the jet engine, while building a working model at the same time.
- *Relationships with other schools*: We have working relationships with other schools, including other Jewish schools and non-Jewish schools (where our teachers have gone to observe excellent practice and where our Headteacher has given assemblies at the time of a Jewish religious festival). Such collaborations have enabled us to look at other ideas and ways of doing things in our school etc. but without compromising our ethos.

Staff training

- Staff are made aware of their responsibilities in terms of promoting Fundamental British Values through induction and further Staff Meetings / INSET.
- Staff are reminded on a weekly basis of the importance of promoting British Value through their lessons. Weekly planning monitoring feeds back to teachers on their success with this.

Parents

Our parents give us their full support and thanks for all we organise for our pupils, including many of the activities just described above. On the rare occasions where they might ask why the school is covering a certain topic, the school's religious Principal and Headteacher will explain the reasons to them and the benefits for the boys' education as well as assuring them of the school's ethos being maintained.

Negative attitudes

If opinions were expressed by pupils, staff or parents that run contrary to British values, they would be challenged in this regard. As a Jewish primary school and having educated our pupils in the right way of what we expect of them, we are committed to the development of tolerance and respect for other people, whether by race, religion, lifestyle and any and all differences.

Any suggestion otherwise from pupils or staff, including extremist and radical views will not be accepted or tolerated. Any such incidents will be dealt with in the firmest manner, incidents recorded, parents informed and if necessary, the Local Authority too. We are also committed

to respond to community concerns or local disturbances in a positive way which supports British democratic society.

Records of any and all incidents as described above are kept in the Headteacher's office.

Related policies

The school holds numerous policies regarding the welfare, health and safety of staff and pupils. These are implemented effectively, with numerous further risk assessments in place to safeguard and promote students' welfare.

Signed:

Date: September 2018

Review: November 2019