

## Statement on British Values

[to be read in conjunction with our Children's Rights Policy]

Gosberton House Academy is committed to serving its community and surrounding areas. It 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 school, as a 'Community School', accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by its governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. It seeks to serve all.

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
- tolerance of those of different faiths and beliefs

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.

**Subject studies:** 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/assembly:** 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 'Standing Advisory Council on Religious Education (SACRE) - Lincolnshire 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.