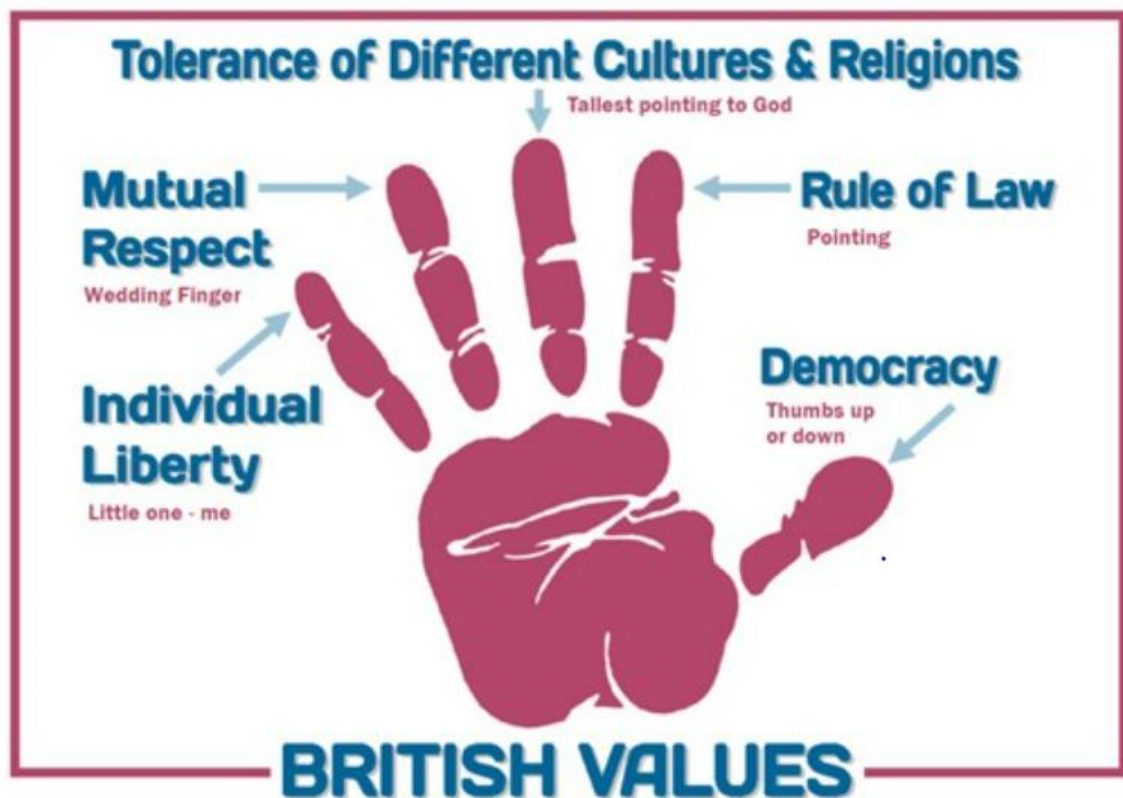


# British Values through the Curriculum

## Hogarth Academy 2024/25



**We help children to remember the British Values through the thumb and finger model**

**Thumb** – Democracy – up or down to give opinion.

**Index finger** – Rule of Law - pointing

**Middle finger** – Tolerance of different faiths and beliefs – tallest finger pointing to God.

**Ring Finger** – Mutual respect – wedding ring – respect for other people

**Little finger** – Individual Liberty – sticks out on its own.

### **We actively promote British values through**

Focusing on and showing how the school's work is effective in securing these values  
Challenging pupils, staff, visitors or parents who express opinions contrary to British values.  
British values are also woven through our PSHE and Religious Education curriculum.

### **Democracy – what do we do to learn?**

- Class voting for the election of school councillors at the start of the year;
- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services through assemblies.
- Teach pupils how they can influence decision-making through the democratic process;
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school;
- Help pupils to express their views;
- Model how perceived injustice can be peacefully challenged;
- Pupils vote as to which after schools we should provide;
- Y5 and Y6 Pupils belong to the Nottingham Citizens to have a voice and talk to local councillors

### **Rule of law – what do we do to learn?**

- Ensure school rules and expectations are clear and fair;
- Class rules and celebration of adhering to these rules;
- Help pupils to distinguish right from wrong;
- Help pupils to respect the law and the basis on which it is made;
- Help pupils to understand that living under the rule of law protects individuals;
- Explore within our Personal Development Lessons laws and what to do if peer pressure is trying to persuade children to break these;
- DARE project Year 6
- Annual visit from police to take about knife crime with Year 6 as part of DARE .

### **Individual liberty – what do we do to learn ?**

- Support pupils to develop their self-knowledge, self-esteem, self-confidence;
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes;
- Implement a strong anti-bullying culture;
- E-Safety units of work are taught throughout school and parents and staff receive training on these.
- Empower pupils by providing “jobs “ to give pupils a choice

### **Mutual Respect and tolerance of different cultures and religions– what do we do?**

- Through our PSHE curriculum and through assemblies to explore the protected characteristics of the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes;
- Use assemblies to explore critical news events (e.g. terrorist attacks, Black Lives Matter etc);
- Explore positive role models (where possible) through our topics who reflect the protected characteristics of the 2010 Equality Act;
- Challenge prejudicial or discriminatory behaviour;
- Organise visits to places of worship (one annually per year group);
- Years groups perform a celebration assembly for Diwali, Eid and Christmas;
- Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs;
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life;

July 23 for 23/24

