

# GILLINGSTOOL PRIMARY SCHOOL



## CITIZENSHIP, COMMUNITY COHESION & BRITISH VALUES POLICY

Signed *Catherine Davis*

Name: Catherine Davis

Chair of Governors

Date: 26.06.2017

Signed *Clive Riches*

Name: Clive Riches

Headteacher

Date: 26.06.2017

Policy Review date : Summer 2020

Citizenship, Community Cohesion & British Values Policy – Summer 2017

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# GILLINGSTOOL PRIMARY SCHOOL

## *Striving for excellence*

### Citizenship, Community Cohesion & British Values policy statement

#### **Rationale**

At Gillingstool our education for Citizenship combines the processes of the children's spiritual, moral, social and cultural development to promote the importance of positive participation in society and the community and to develop an understanding of British Values

#### **Purposes**

Pupils should develop in their knowledge and understanding of the following components:

- British values
- The nature of community
- Roles and relationships in a pluralist society
- Duties, responsibilities and rights of being a citizen
- The family
- Democracy in action and the diversity of opinions and viewpoints.
- The citizen and the law
- Work, employment and leisure
- Public services

#### **Guidelines**

- The focus of work in Early Years is to be the school community and the immediate environment of Thornbury.
- The focus of work in Key stage 2 is to be the school community, the local community (Thornbury), an understanding of the wider, local community (Bristol) and the increasing awareness of national communities (Yorkshire, Sussex and London). An element of a world community will be developed through our links with the Childcare School in Uganda.
- The nature of community explores how relationships between individuals and groups affect the quality of life.
- A study of a pluralist society helps pupils understand that even if cultures and lifestyles are different all members are to be valued and equal. They need to understand that Britain is multicultural, multi-ethnic, multi-faith and multilingual.
- Pupils develop in their understanding that membership of the school community and progressively the wider community has its own set of duties and responsibilities.
- Pupil's experience of family life is varied. An examination of families must stress the importance of the family and its function and to distinguish myths and stereotypes from reality.
- Through acquiring skills to participate in democratic processes in school, children will begin to understand and examine different political systems and begin to examine their own rights and roles as children within society.
- The need for rules and a code of conduct within class and school introduces children to the nature and purposes of law and to examine the laws and rights of people in this country and countries in Europe and the world.
- To realise that membership to a community brings not only rights but also responsibilities.
- To realise and understand the consequences that anti-social and aggressive behaviour have upon individuals and communities.
- The above guidelines are all to be included in the school curriculum at appropriate stages.

#### **Conclusion**

Our measure of success at Gillingstool is the way in which children assimilate into the school community and progress into the wider communities beyond.