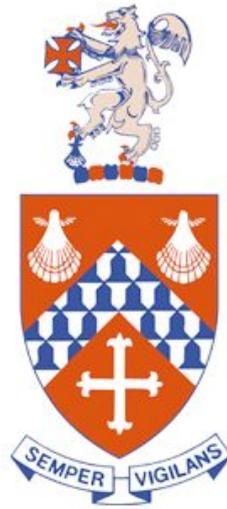


HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



British Values Policy

1 Introduction

- 1.1 Hill House International Junior School (the **School**) provides a broad and balanced curriculum supporting the promotion of fundamental British Values contributing to a free, diverse, responsible and democratic society. The values of democracy, the rule of law, individual liberty and mutual respect are upheld in the classroom, in our assemblies, sport, creative expression and in all of our relationships. Hill House begins each assembly with the National Anthem and pursues as its primary mission the education of the modern child to appreciate, respect and investigate what may be unknown to him or her.
- 1.2 The guiding vision of Hill House was that the modern child must be educated for a world community. He or she must be taught to understand that all nations depend on one another; learn to live with children of other nationalities; respect that which is unknown and often very foreign to them, and thus open the doors to belong to a world which each day becomes smaller. Hill House became the first school to teach in two different countries at the same time with the same children.

2 Democracy

- 2.1 The School promotes democracy from Early Years Provision to Year 8. The provision of freedom to choose activities in Small School enables young children to begin making decisions for themselves, building confidence in asserting initiative, taking responsibility for managing those choices and experiencing the fruit of those daily decisions. Similarly, in Upper Sixth (Year 8) the pupils engage in vigorous debate where they are expected to research, explain and present balanced arguments with robust factual evidence. The teachers and pupils of Hill House listen carefully to one another at every stage of the learning journey, building the self-esteem and confidence of pupils to freely share their own viewpoints and experiences.
- 2.2 Democratic values are promoted in School by the History, Social Studies, and PSHE curricula. The history of the British Isles is taught from year 3 and by year 5 the pupils are prepared to fully appreciate the freedoms and responsibility of the Parliamentary System. An annual trip to the Houses of Parliament brings their learning to life as the pupils listen to questioning and debates in the chamber, before attending a workshop where they propose Bills for themselves.
- 2.3 Pupils also learn the value of their vote as they annually elect House Captains for the School.
- 2.4 In Social Studies lessons and PSHE pupils are taught that they have rights. Democratic rights and the Rights of the Child are stressed in helping young people become aware that they have a right to speak and be heard. Pupils are taught who to speak to if they feel something is unfair or that someone has made a mistake, and these concerns are taken seriously.
- 2.5 Government and Parliamentary Structure is an important part of Citizenship lessons and learning to become a responsible member of wider society. This is taught in Social Studies and in PSHE, including the way MPs campaign and are elected, the roles of MPs, the process of changing the law, and the way that the two Houses of Parliament interact. This is put into practice in the classroom as pupils discuss current events and social issues and are given an opportunity to suggest their own solutions.

3 Rule of Law

- 3.1 The Rule of Law is essential to the community and the School actively promotes this value by teaching children and young learners to respect the rules of the classroom, the games field, the swimming pool, the road and the nation.
- 3.2 The School Code of Politeness explains that in order to live happily in a community, all members of the community must follow the rules of mutual respect and kindness.
- 3.3 An important part of the Hill House Education is learning the rules to 16 different sports. The pupils appreciate that upholding these rules creates the potential for exciting competition, creative teamwork, outstanding individual performance and the joy of fair play. Referees, teachers and umpires protect the enjoyment of the games by enforcing the rules and penalising those who have broken them. Children and young people are rewarded for respecting the rules and showing sportsmanship by being chosen as team captains, given medals or granted half or full school colours.
- 3.4 Pupils are taught that rules are useful and given an opportunity to develop this understanding by putting themselves in the place of lawmakers for their own imagined community. Through this activity the young people see clearly that rules keep people safe, protect us from danger and provide the security necessary for a happy community.
- 3.5 Pupils are taught that there are consequences for breaking the rules. This may be a warning, a removal from an activity, a phone call home or meeting with parents, a detention or a temporary exclusion. Discussion with Hill House pupils has found they have a strong desire for justice and understand that the needs of the community must be upheld.
- 3.6 The Social Studies, History and Religious Studies curricula provide opportunity to study the British justice system, including the purposes of law and punishment and the role of the courts. Pupils learn to discuss reasons for considering different types of punishment and what might be the best outcome for the individual, the community and the nation.

4 Individual Liberty

- 4.1 The School promotes individual liberty and models this in its inclusive admissions policy, recruitment policies and equal treatment of all members of the School community.
- 4.2 In the classroom, teachers promote individual liberty by making room for disagreement in discussions and providing opportunities for new viewpoints to be expressed.
- 4.3 In music, each individual child is given the opportunity to choose the instrument they would like to learn and add to that choice or change their mind throughout their learning journey.
- 4.4 In Art, the pupils are provided with guidance and instruction, but given the freedom to choose their own subjects to draw or paint or construct.
- 4.5 In Sport, the School provides a wide range of opportunities for the pupils to participate and choose to join in fixtures or house competitions. Teachers ask them individually which events they would like to compete in.
- 4.6 In Religious Studies, the pupils are given a choice of topic for projects, allowing them to investigate a new religion or look more deeply into the details of their own convictions.

5 Mutual Respect and Tolerance

- 5.1 The fundamental bedrock of the Hill House community is mutual respect, which is set out in the Code of Conduct, which is shared with all pupils. The purpose of a Hill House education is to help young people to respect and then understand, that which is unknown to them and even foreign, building bridges between people and opening doors to new opportunities and new relationships around the world.
- 5.2 From Early Years Provision through to Year 8, Hill House teachers encourage pupils to show empathy to others, consider how each of us would like to be treated and express kindness and friendship to everyone we meet.
- 5.3 In classrooms, pupils are expected to take turns speaking and listening to one another by raising their hands or waiting for their turn. Listening carefully to new ideas and learning about other cultures in the classroom is fundamental to every lesson. Learning to express an unpopular opinion or listen to one patiently and dispassionately is a challenge that every Hill House pupil is taught in Current Events discussions.
- 5.4 Literature in the School curriculum promotes mutual respect and tolerance. In Key Stage 2, the English Department ensures pupils experience the devastating impact on individuals who are not respected. For example, they learn about physical difference when they read Wonder; religious discrimination when they study The Boy in the Striped Pyjamas; child abuse in Chinese Cinderella and Goodnight Mr. Tom. In Key Stage 3, the pupils become sensitised to the injustice of political oppression in Animal Farm and poverty in The Pearl.
- 5.5 In Key Stage 2 and 3, the Religious Studies department promotes mutual respect for different faith backgrounds by providing both academic and experiential learning of the six major world religions. In year 3 Hinduism is introduced, and then taught again in year 7. In year 4, Sikhism is introduced and can be researched again in year 7 or 8. Judaism is taught in year 5 and year 7 providing a perspective of both beliefs and practice. Islam is taught in year 6 and revisited in year 7 or 8. Finally, Christianity is taught throughout the School through weekly assemblies and in-depth during years 7 and 8 when all pupils study the Old and New Testaments. In Early Years and Key Stage 1, children experience the major world religions through celebrations and festivals.

Authorised by	Resolution of the Proprietors
Signed on behalf of the Proprietors	William Townend
Date	12 February 2021

Effective date of the policy	12 February 2021
Review date of the policy	11 February 2022