



How do we promote British Values?

What are fundamental British Values?

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, we are expected to actively promote fundamental British values. The government defines these as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

What does this mean for my child?

Our efforts to promote fundamental British values are designed to prepare children for life in modern Britain. Ultimately, we aim to help pupils understand:

- The importance of combatting discrimination
- How we can influence decision-making by taking part in democratic processes like voting and petitioning
- Our freedom under British Law to choose different faiths and beliefs
- That the Law is there to keep us safe

What does this look like in school?

The values are reflected throughout our school in our ethos, policies, assemblies and as part of our curriculum. Children are encouraged to engage with the values through the curriculum in ways that are suitable for their age and context. For example, in some subjects there are opportunities to think about traditions from different cultures and religions. Extra-curricular activities such as football teach children about the importance of rules. Our school council, pupil voting, debates and questionnaires are other ways that children can have their voices heard and learn about democracy.

Our duty to actively promote fundamental British values means that we always present political views to children in a balanced way. We are also responsible for challenging

prejudiced or extreme opinions and behaviour. As part of this responsibility, we have put measures in place to protect children from exposure to extremist views.

Government information:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

QUESTIONS	EXAMPLES (NOT EXHAUSTIVE)
<p>How do we promote the values of democracy in lessons and wider school life?</p>	<ul style="list-style-type: none"> • Teach about personal rights and freedoms, and how to exercise these safely • Look at different models of democracy, and take part in votes, pupil voice questionnaires and pupil councils • Teach about discrimination and diversity, for example LGBTQ+, race, disability, equal rights and e-safety • Annual Parliament Week • Analyse events in the UK and world history where British values have been tested, such as both World Wars
<p>How do we promote the importance of identifying and combating discrimination?</p>	<ul style="list-style-type: none"> • Equal curriculum access for all and, in particular, no unnecessary segregation by gender or disability • Behaviour policy, recording, analysis and actions • PSHE – Jigsaw sessions, assemblies • Data analysis – vulnerable groups – pupil progress meetings, performance management • Challenging novels, stories and poems

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	<ul style="list-style-type: none"> • Transparent and accountable recruitment policies • Vigilance in preventing pupils being exposed to extremist views, especially by visitors to the school • Equal curriculum access for all and, in particular, no unnecessary segregation by gender or disability
<p>When do pupils have opportunities to deepen understanding that the freedom to choose and hold other faiths and beliefs is protected in law?</p>	<ul style="list-style-type: none"> • RE sessions • PSHE – Jigsaw sessions, assemblies • Visitors, e.g. Police, MP • Analyse events in the UK and world history where British values have been tested, such as both World Wars
<p>How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?</p>	<ul style="list-style-type: none"> • Look at how different cultures live and work throughout the world • Equal curriculum access for all and, in particular, no unnecessary segregation by gender or disability • RE sessions, faith trail • PSHE – Jigsaw sessions, assemblies • Visitors, e.g. Reverend Ross, elders from the Mosque • Ensuring that our curriculum promotes artists, writers, scientists etc from all over the world, from different periods in history and in recent times • Vigilance in preventing pupils being exposed to extremist views, especially by visitors to the school
<p>How do we encourage pupils to understand that there is a separation of power between the executive (the</p>	<ul style="list-style-type: none"> • Visitors, e.g. Police, MP

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government) and the judiciary (the courts)?	
Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?	<ul style="list-style-type: none"> • PSHE – Jigsaw • RSE – especially in Y5 and 6
How do we challenge opinions or behaviours that are contrary to fundamental British values?	<ul style="list-style-type: none"> • Look at how different cultures live and work throughout the world • Equal curriculum access for all and, in particular, no unnecessary segregation by gender or disability • Prevent Strategy • PSHE – Jigsaw sessions, assemblies • Role models – staff and visitors • Challenging novels, stories and poems • Vigilance in preventing pupils being exposed to extremist views, especially by visitors to the school • Analyse events in the UK and world history where British values have been tested, such as both World Wars