

Introduction

The DfE have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the Prevent Strategy, and these values have been reiterated. As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "being British".

Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is "Britishness"? British values are defined as:

Ofsted Version	DfE Version
Democracy	Respect for democracy and support for participation in the democratic process
The rule of law	Respect for the basis on which the law is made and applies in England
	Support for equality of opportunity for all
Individual liberty	Support and respect for the liberties of all within the law
Mutual respect and tolerance of those with different faiths and beliefs	Respect for and tolerance of different faiths and religious and other beliefs

What does 'Actively promote ...' mean?

- Focus on, and show how, the school's work is effective in securing these values
- Challenging pupils, staff or parents who express opinions contrary to British values

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum. Our latest Ofsted in June 2015 reported that:

The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. In this way, pupils are well prepared for life in modern Britain.

The school takes opportunities to actively promote British Values through a daily assembly and whole school systems and structures such as electing and running eco council reps, ambassadors etc. We also actively promote British values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values



Aims

At Firle Church of England Primary School, and in line with the individual pupils' capacity to understand the concepts and ideas, we aim to:

1. Democracy:

- ✚ *Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services*
- ✚ *Teach pupils how they can influence decision-making through the democratic process*
- ✚ *Include information on the advantages and disadvantages of democracy and how it works in Britain in the curriculum*
- ✚ *Encourage pupils to become involved in decision-making processes and ensure they are listened to in school*
- ✚ *Hold 'mock elections' so pupils learn how to argue and defend points of view*
- ✚ *Help pupils to express their views*
- ✚ *Teach pupils how public services operate and how they are held to account*
- ✚ *Model how perceived injustice can be peacefully challenged*

2. Rule of law

- ✚ *Ensure school rules and expectations are clear and fair*
- ✚ *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*
- ✚ *Include visits from the police in the curriculum*
- ✚ *Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws*
- ✚ *Develop restorative justice approaches to resolve conflicts*

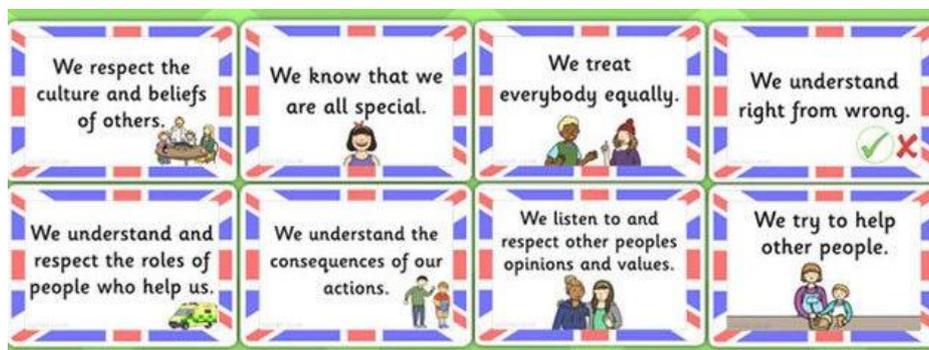
3. Individual liberty

- ✚ *Support pupils to develop their self-knowledge, self-esteem and 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 and maintain a strong anti-bullying culture*
- + *Follow the UNICEF rights respecting schools agenda*

4. Respect and tolerance

- + *Promote respect for individual differences*
- + *Help pupils to acquire an understanding of, and respect for, their own and other cultures*
- + *Challenge prejudicial or discriminatory behaviour*
- + *Organise visits to places of worship*
- + *Develop links with faith communities*
- + *Develop critical personal thinking skills*
- + *Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers*



Appendices

Teaching and Learning

Every school is expected to ensure that its curriculum enables the pupils to explore what it means to be British. Within this, schools are encouraged to develop the pupils' ability to:

- + *describe their identities and the groups that they feel they belong to;*
- + *recognise different identities and experiences;*
- + *appreciate that identity consists of many factors;*
- + *recognise that each person's identity is unique and can change;*
- + *begin to understand the idea of stereotypes.*

Activity Examples

In line with their individual cognitive difficulties and special educational needs the pupils:

- discuss the different groups to which they belong;
- describe themselves to other people:
- + *Where are they from etc.?*
- + *What do they like doing?*
- + *What are they good at?*
- + *What are their beliefs?*
- + *What clubs do they attend?*

