

British Values

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 2011 Prevent Strategy, and these values have been reiterated this year (2015).

At Carden we are committed to promoting and upholding these values and are clear that our task as educators is to **help people understand how things work** and **how to challenge and change** them for the better. We know we must not assume that all members of our community agree already on what those values are and we these values are not necessarily unique to Britain.

Our school values and broader “British Values” will not be assumed because we demand they are, particularly if they're very different from those at home. They have to be arrived at through mutual exploration and understanding and through our PSHE/Citizenship and extensive Equalities programme.

We do promote and uphold the British Values of democracy, the rule of law, individual liberty and of mutual respect and tolerance and do so through a range of approaches including policy development, school ethos and rules, curriculum delivery, pastoral support, safeguarding and work with the wider community and external agencies.

Broadly this means that we aim to:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people, and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Specifically we achieve this by:

Developing an understanding of democracy through:

- The School's Core Values
- The Curriculum (History, PSHE, Geography etc)
- School Council
- Links to Mayor and local MP
- Current Affairs/Assemblies/focus on national events (general election, referendums etc)
- Pupil Voice Events



Links with the Brighton & Hove Mayor



Our school flag pole is a focus for raising awareness of our values and our identity.

Developing an understanding of the rule of law through:

- Whole School work on School Rules and classroom rules as part of New Beginnings SEAL work
- Curriculum (PSHE, Drugs Education, SRE)
- Targeted work on Protective Behaviours
- Annual Safety In Action Events
- Work with Community Liaison Officers
- Work with external agencies such as Safety Net



Work with Safety Net on Protective Behaviours

Developing an understanding of civil liberty (freedom of speech, freedom of movement, freedom of assembly, freedom of association and freedom of religious worship) through:

- Curriculum (PSHE, History, RE – Black History Month, Role Models for Equalities and Liberty – Ghandi, Martin Luther King, Harvey Milk)



Learning about Diwali

Developing an understanding of respect and tolerance/acceptance is through:

- The Behaviour and Anti-Bullying Policies and systems (Peaceful Problem Solving Process, Bubble Time, Playground Buddies, Circle Time, Big Deal ometer).
- Equalities Action Plan and identified priorities
- A whole school focus on Working With Others & Core Learning Skills development
- Extensive Equalities work on Disability Awareness, Gender Equality - International Women's Day, LGBT Rights, Refugee Awareness (Assemblies, visitors and work with external agencies such as Traveller Ed, All Sorts, Stonewall, Terrence Higgins Trust and visits from local Priests, Imams and Rabbis).
- Local Authority lead school on Holocaust Memorial Day events
- We feel that a minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting' and are committed to developing an in depth and highly effective programme of exploration and education.



Carden pupils presenting at local Holocaust Memorial Day Events

The Early Years Approach:

In the EYFS we are equally committed to promoting these values in an age and developmentally appropriate manner and examples of how we do so are below.

Democracy: making decisions together As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development.

- Staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate they democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development As part of the focus on managing feelings and behaviour:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children are encouraged to develop a positive sense of themselves.
- Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- We aim to create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children are supported to acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

What is not acceptable is:

- Actively promoting intolerance of other faiths, cultures and races •
- Failure to challenge gender stereotypes and routinely segregate girls and boys
- Isolating children from their wider community
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

Assessment of this work

Within school we assess the progress of such by:

- a) Participating in annual Safe & Well at School Survey
- b) Monitoring and recording any prejudice based incidents
- c) Evaluating and Single Plan actions against set success criteria
- d) Self-evaluation against Ofsted criteria

In its revised [Framework for school inspection](#), Ofsted is clear that schools will struggle to get a decent rating if they fail to deliver good SMSC, which now includes 'British values'.

Ofsted added 'British values' explicitly to the Social strand of SMSC in its School inspection handbook 2014:

'The social development of pupils is shown by their:

- acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.'

In that incarnation, the Schools Inspection Handbook stated explicitly that school leaders must also demonstrate that they were addressing British values through the curriculum. However, this has changed in the [School Inspection Handbook from September 2015](#):

'Inspectors will consider:

how the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.'

School Inspection Handbook for September 2015, paragraph 137