

BRITISH VALUES AT SIBFORD GOWER PRIMARY SCHOOL

INTRODUCTION

The Department for Education state that there is a 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 were reiterated by the Prime Minister in 2014.

We recognise these British Values to be, as stated above:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different beliefs and faiths

At Sibford Gower Endowed Primary School, these values are reinforced regularly and in the following ways: -

1. DEMOCRACY

1.1 An ethos of democracy is embedded within the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our School Council (Wombats).

1.2 Members of the Wombats School Council are selected from each class through a process of democratic election by pupil vote. This reflects our British electoral system, demonstrating democracy in action in a very practical way that is understandable to the children.

2. THE RULE OF LAW

2.1 The importance of laws, whether they are those that govern the class, the school, or the country, are consistently and continuously reinforced. We have a ‘RESPECT Code’ as part of our Behaviour policy, which is embedded in our everyday experience at Sibford Gower Primary school. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

2.2 Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

3. INDIVIDUAL LIBERTY

3.1 Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. At our school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our E-Safety, PSHE and Protective Behaviours lessons.

3.2 Whether it is through choice of challenge, of how they record, of participation in our numerous school clubs, our pupils are given the freedom to make choices.

4. MUTUAL RESPECT

4.1 Respect is one of our core values. The pupils know and understand our school expectation that respect is shown to everyone, whatever differences we may have. This core value of respect underpins our approach and practice every day both in and out of the classroom.

5. TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS

Our area of Oxfordshire is an area which is not greatly or obviously culturally diverse. We therefore place a great emphasis on promoting awareness of diversity of culture, faith and belief with the children.

5.1 Our teaching and exploration through RE and PSHE focused activities and schemes of work develop this. Beliefs, traditions and customs are studied in depth and children are encouraged to further relate/compare these to their own experience through 'Big Questions'. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

5.2 Assemblies are regularly planned to address this issue either directly, or through the inclusion of stories and celebrations from a variety of faiths and cultures.

5.3 Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and each school. Children visit places of worship that are important to different faiths and have access to visitors or significant figures from a variety of faiths and backgrounds.

5.4 At Sibford Gower Endowed Primary School, we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

THE PREVENT STRATEGY 2011

Actively promoting the British Values means:-

- Challenging opinions or behaviours in school which are incompatible with fundamental British values.

Sibford Gower Endowed Primary School – Policy on Promoting British Values

- Challenging attempts to promote systems that undermine British values and which would be in contradiction with schools' duty to provide education aimed at exploring and developing Social, Moral, Spiritual and Cultural understanding and awareness.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION (SMSC)

Through our provision of SMSC, we will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society, including making connections with those living and working in the locality of the school and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;
- 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.

KNOWLEDGE AND UNDERSTANDING

The understanding and knowledge expected of pupils as a result of schools promoting fundamental British values include: -

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.
- It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but it is unacceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.