

Moorpark Junior School



# Promoting Fundamental British Values Policy

October 2015

Review: Sept 2016.

## **1 Aims**

1.1 This policy sets out the four key areas within which the DfE has defined British values, and the ways in which children at Moorpark Junior School learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

## **2 Introduction**

2.1 As of September 2014, the DfE requires All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

## **3 What is 'Britishness'?**

3.1 Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

## **4 Government Advice to guide school policy**

4.1 The Department for Education, departmental advice for maintained schools "promoting fundamental British values as part of SMSC in schools." November 2014. All maintained school must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. 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.

#### **4.2 The regulations state that to meet the standard for the SMSC development of pupils, the school must:**

- 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 of 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.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- 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 there is a separation of power between the executive and the judiciary, and 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; and
  - 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 nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

## **5 How do we actively promote British Values at Moorpark Junior School?**

### **Democracy**

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes: PSHE/ SRE/ RE
- (b) Use the Student Council to teach pupils how they can influence decision making through democratic process
- (c) Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RE and English Curriculum.
- (d) Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.
- (e) Use Assemblies to explore themes relating to democracy in this country and around the world.

### **Rule of Law**

- (f) Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- (g) Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- (h) Police visits are used to build links between and understanding of the local constabulary and their work to support the local community. The school participates in Junior police cadets initiative led by the local PCSOs. Visits from authorities such as the Police and Fire Service are regular parts of our calendar to reinforce the message.
- (i) Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- (j) Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.

### **Individual Liberty**

- (l) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- (m) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others. Children are encouraged to participate in our numerous extra-curricular clubs and opportunities, pupils are given freedom to make choices.
- (n) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older children visiting from the high school to set positive examples through the school.
- (o) Work tirelessly through our PHSE, e-safety and anti-bullying curriculum to establish and maintain a climate in which all students feel safe and bullying is not tolerated.
- (p) Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.

### ***Mutual Respect and Tolerance***

- (q) Promote respect for individual differences
- (r) Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- (s) Use assemblies and visits to places of worship as a vehicle to embrace and accept different ways of worship and different perspectives on faith.
- (t) Use curricular opportunities: PHSE, RE and English debating to encourage critical thinking and deeper understanding of difference and beliefs.
- (u) Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.
- (v) Define roles within the school for children that promote respect for example reading buddies, lead learners, peer mediators, play leaders.

## **6 Summary**

6.2 All staff and children at Moorpark Junior School are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be dealt with immediately, and democracy and the rights of individuals will take centre stage.

### **6.3 Examples of opportunities and activities to promote British Values at Moorpark Junior School include:**

- (a) British Values are promoted to all children. For example there are visits to iconic British buildings and locations such as the Houses of Parliament, Buckingham Palace, The London Eye in which case, students are given plenty of additional information about the building and what it represents in terms of British culture, historical and social significance.
- (b) Speakers have included local MPs, journalists, lawyers, police, human rights workers and war veterans: all of whom provide alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.
- (c) In lessons all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- (d) Teachers model positive behaviour and democratic values in their interactions with colleagues and students.
- (e) Assemblies are frequently used as vehicles through which tutor groups present to the wider community, examples of key moment, people or ideas from British history.
- (f) Lessons are exploited when appropriate to provide forums in which the children can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. As a multicultural school we take care to ensure that all children feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.

## 7 Appendix: How does Moorpark Junior School promote British Values?

7.1 The document below can be used by teachers, senior leaders and governors to demonstrate how they promote British values. The questions have been adapted from the DfE document 'Promoting fundamental British values as part of SMSC in schools'.

*Checklist for teacher, senior leaders and governors to review and note opportunities for promoting British Values within their schemes of work.*

Questions	Types of Evidence	Record of evidence (date & monitored by)
How do we promote the values of democracy in lessons and wider school life?	Rules on display (numbers of children who achieve the half termly golden treat for following the rules) Pupil interview: how well do you understand the school's vision? (reach, believe, explore, achieve) Talk to me about the rules in your class/ school. Student council minutes. Extra curricular club registers.	
How do we promote the importance of identifying and combating discrimination?	Work scrutiny and pupil interview talking about class big books created from PHSE and RE lessons. Lesson observations of PHSE.	
Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?	Pupil interview/ work scan/ learning observations of RE. Do the children understand its people's right to choose?	
How do we promote tolerance between different cultural traditions by enabling students to acquire an appreciation of their own and other cultures?	Pupil interview : what is life like in modern Britain compared to different times in history? Lunchtime menus – international theme days. Work scrutiny – learning of other cultures demonstrates understanding of similarities and differences.	
How do we challenge opinions or behaviours that are contrary to fundamental British values?	Pupil interview/ pupil / parent surveys. Do the children feel safe. Do they know who to talk to if they don't feel safe? Records of children's raised concerns. Do the children know the difference between right and wrong? Differences between rules of different organisations.	
Are children made aware of the difference between the law of the land and religious law?	RE work scans, learning observations and pupil interview.	