



## British Values

The curriculum in all British Primary schools must now actively promote fundamental British values.

Defining “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; and that individual liberty is similarly recognised
- 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

At St Michael’s we promote British Values alongside our Christian Values. This often happens through our Personal, Social, Health and Economic Education (PSHE) but they are also interwoven within the whole of our curriculum in the subject areas in which they are most relevant. (*Examples are given in italics at the end of each section below.*)

### **What does it mean to ‘actively promote’?**

Focus on effectively securing these values and challenge pupils, staff or parents who express opinions contrary to British values.

**Democracy** is planned for in order to:

- 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
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Support pupils in their learning of 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

*Our School Council is also an active body which provides opportunities for all our children to be involved in decision making, through discussions, surveys and voting and in doing so have a voice in the decision making process in our school. As a school we teach key skills for learning through our, 'Grow your Brain' work and this helps children to understand and practise skills such as, putting forward viewpoints, making decisions or compromising to ensure decision making is fair.*

**The rule of law** as defined within "British Values" is integrated throughout our current practice to:

- 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

*At St Michael's we actively teach our school rules and expectations in order to ensure that they are understood by all. Links are made between our rules in school and the rules which enable our local community and society as a whole to function effectively and safely. Restorative justice is used to resolve conflicts or situations where rules have been broken. Reflection sheets are used to encourage children to recognise the consequences of actions, the impact this has on others as well as themselves, how the situation can be resolved and what has been learned for the future.*

**Individual liberty** can be facilitated by:

- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights as a child
- Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenging stereotypes
- Implementing a strong anti-bullying culture We believe that every child is unique and that they should be able to celebrate their individual talents without prejudice.

*Our pupils are presented with a range of opportunities to develop their perception of themselves and increase their self-esteem, e.g. Sharing Assembly - opportunities to regularly share success from within school and beyond. Our pupils are expected to take responsibility for their behaviour at all times and are able to demonstrate good learning behaviours and social interactions. This is facilitated through regular, 'Circle Times' and discussions linked to how we look after ourselves and how we look after others. Our children have a very good understanding of what constitutes bullying and, through ongoing work as well as activities during AntiBullying Week, can articulate how to keep themselves safe and what to do if they have experienced bullying behaviour or seen bullying behaviour taking place.*

**Respect and tolerance** is emphasised by:

- Promoting respect for individual differences (and celebrating diversity)
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenging prejudicial or discriminatory behaviour

- Organising visits to places of worship
- Developing links with a variety of faith communities
- Developing critical personal thinking skills
- Discussing differences between people, such as differences of faith, ethnicity, disability, gender and gender related differences and diversity within family situations, such as looked-after children or young carers

*The St Michael's School community is socially and culturally diverse and we celebrate this through a wide range of curricular and extra-curricular activities which enable all to develop a deep respect and understanding of one another, e.g. Languages taught across the school, Languages Day, International Evening, inclusion of different faith groups in Collective Worship, visits to places of worship. The school also has a Disability Equality Group which meets to discuss ways in which the school can ensure all groups are able to access the opportunities on offer.*