



Otter Valley Federation Guidance to Promote British Values

Rationale: The Secretary of State for Education requires schools to focus on, and be able to show how their work with pupils is effective in actively promoting and embedding fundamental British values (actively promoting includes challenging pupils, staff or parents expressing opinions contrary to fundamental British values).

Aim: To ensure an agreed school statement of British values is promoted consistently and effectively across the school; and monitored to ensure a positive outcome for all in the school community (challenging contrary views).

Monitoring & Quality Assurance: The Chair of Governors, Executive Head and Heads of School will monitor the effectiveness of the school's impact on promoting British Values in the school through an annual programme of:

- Curriculum Planning Reviews (provision)
- Feedback from pupils, staff, parents and governors
- Lesson and other pupil activities (e.g. play times) observations,
- Comparisons with other effective schools and
- Annual summary report to school governors, by the Executive Headteacher.

Church School Values

As a Federation we 'help every child to develop the social skills of empathy, forgiveness, trust and respect.'

As Church Schools we aim to

- ✓ *treat every person as unique in the sight of God*
- ✓ *create an atmosphere of serving Christ in our school community*
- ✓ *provide a safe, nurturing Christian environment for everyone*

We demonstrate this by providing opportunities for children to

- ✓ *celebrate the major Christian festivals*
- ✓ *participate in Whole School and Family Acts of Worship*
- ✓ *understand the life of Christ and the work of the church today*
- ✓ *develop understanding and tolerance of other cultures and faiths.*

The government set out its definition of British values in the 2011 Prevent Strategy: (key elements)

- democracy
- the rule of law
- individual liberty

- mutual respect
- tolerance of those of different faiths and beliefs

and this definition has been used in the Independent School Standards since January 2013. This definition remains the same in the new standards.

Feniton Primary School Curriculum Provision:

Year	Key Enquiries incorporated in the curriculum include
6	Devon Civic Award; Democracy in the UK; Rights of Minorities, World News – First News, Newsround, Mini Police, Lego Therapy, Play Therapy (group) Opinion, Belief, Fact; Anti Bullying; Class Rules; In the Media; Hindus, ‘Why do some people believe in God and some not?’. Anti-Slavery through story of Bishop John Patteson.
5	Local Democracy ; Equality of Opportunity; Respecting Other Views; Tolerance; World News – First News, Newsround. – how it affects us and others; Anti Bullying; Class Rules; Crime and Punishment; Science Vs Religious belief, Humanism, Impact of Ancient Greeks on civilisation.
4	What is Freedom? Anti Bullying; Class Rules Responsibilities and consequences; Getting on and Falling out; Prejudice & Diversity; children’s rights; community responsibility.
3	Why Laws? Valuing, Caring and Protecting; Anti Bullying; Class Rules; Media Literacy and digital resilience, Economic Wellbeing - Money, and Economic wellbeing - aspirations, work and career.
2	Voting for class rewards and responding to the requests of the Ethos Committee. What’s Fair? Considering right and wrong. Respecting self and others and recognising and celebrating differences. Understanding ourselves and how we grow. Appreciating and celebrating diversity in people across the world.
1	Voting for class rewards. Understanding school rules and class rules inside and on the playground. Increasing personal independence. Managing relationships, considering hurtful behaviour. Anti-bullying. Respecting self and others and taking shared responsibility. Awareness of a wider local and global community.
FS	Caring and Sharing; Right and Wrong; Friendship; Places beyond our locality; Similar and Differences; Resolving problems. In the EYFS staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other’s views and talk about their feelings. When appropriate demonstrate democracy in action. Staff can support the decisions children make and provide activities that involve turn-taking, sharing and collaboration. Children should be

	given opportunities to develop enquiring minds in an atmosphere where questions are valued.
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Tipton St John Primary School Curriculum Provision:

At Tipton St John, the classes work in parallel to pursue the following themes over a two year cycle:

Year A: Health and mental health – infection, Anti Slavery, Anti-bullying, relationships and friendships, Democracy, Where does my money come from?, Healthy lifestyles, How does money make us feel?, Families and relationships, Individual liberty, how can we look after our money?

Year B: Healthy sleep, Anti-bullying and relationships, Rule of Law, What do we use our money for?, Keeping Safe relationships (CAP), Healthy lifestyles, Mutual Respect, tolerance and diversity, How does our money help other people?

The units are delivered through a mixture of class specific material, and vertically streamed 'Family Group' sessions where children of different ages learn together as community.

In the EYFS staff can encourage children to see their role in the bigger picture, encouraging children to know that their views count, value each other's views and talk about their feelings. When appropriate demonstrate democracy in action. Staff can support the decisions children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

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Across the Federation, teachers are expected to actively seek opportunities to incorporate discussion and activities to promote British values across the whole curriculum.

This policy statement should be read within the context of other key policies including:

- 1 School Mission Statement, Vision and Values:
- 2 Religious Education and Acts of Worship;
- 3 Promoting Positive Behaviour; and

4 Child Protection & Safeguarding Policies.

And our PSHE long term plans.

The schools place significant emphasis upon the engagement of pupils in understanding and living within the context of British Values, both within the classroom and beyond (e.g. Playground, School Council).

Further reference:

<https://www.gov.uk/government/news/consultation-on-promoting-british-values-in-school>

http://www.lifeintheunitedkingdomtest.co.uk/?page_id=145

<http://www.telegraph.co.uk/education/educationopinion/10889884/The-core-British-values-that-define-our-nation.html>

Suggested sources for further information

Democracy: <http://en.wikipedia.org/wiki/Democracy>

The Rule of Law: <http://worldjusticeproject.org/what-rule-law>

Individual / Civil Liberty: <http://www.politics.co.uk/reference/civil-liberties>

Equality of opportunity: http://en.wikipedia.org/wiki/Equality_and_diversity_%28United_Kingdom%29

British values are:

Ofsted version	DfE version
<ul style="list-style-type: none">democracy	<ul style="list-style-type: none">respect for democracy and support for participation in the democratic process
<ul style="list-style-type: none">the rule of law	<ul style="list-style-type: none">respect for the basis on which the law is made and applies in England
	<ul style="list-style-type: none">support for equality of opportunity for all
<ul style="list-style-type: none">individual liberty	<ul style="list-style-type: none">support and respect for the liberties of all within the law
<ul style="list-style-type: none">mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none">respect for and tolerance of different faiths and religious and other beliefs

The Rule of Law

The understanding of the need for laws (and their importance at class, school, national and international level) is consistently promoted throughout the school year. Pupils discuss the value and reasons behind laws (they govern and protect us); and responsibilities and consequences when laws are broken. Visits from external agencies, for examples the Police and Fire Services form an important part of the curriculum.

Individual Liberty

Within school every pupil has the right to learn free from harm in a safe environment. Within the agreed rules pupils are encouraged to discuss and make individual choices.

Mutual Respect

Respect for others and respect for the environment are key features of the school ethos statement. Together, pupils learn that their behaviours have an effect on their own rights and those of others.

Tolerance of those of Different Faiths and Beliefs

The Otter Valley Federation is not situated in an area which is greatly culturally diverse, therefore, the schools place significant emphasis on promoting diversity with the children throughout the whole curriculum (e.g. Religious Education, Acts of Worship, PSHE, School Council, links with partner schools). Visits to faith centres (church, synagogue, mosque) and representatives of faith groups are important features of our promotion of British Values.

We expect all staff and children to have 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.

The Otter Valley Federation understands the importance of identifying and combating discrimination and actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. All Federation staff are trained in the Prevent Duty. They understand their duty to identify children at risk and challenge extremist views which may promote hatred, discrimination and sometimes violence against those who are not part of their organisation.

