**Promoting British Values At Maylandsea Primary School**

**Examples of the understanding and knowledge pupils learn include:**

* an understanding of how citizens can influence decision-making through the democratic process
* an understanding that the freedom to hold other faiths and beliefs is protected in law
* an acceptance that 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

**Examples of actions we take to promote British values:**

* include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
* ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
* use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
* consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

**Further examples**

**Teachers might be teaching the children about Valentine’s Day:**

• Look at Valentine’s Day cards in the local shops - British values = making links in the local community

• Design your own cards to give to family and friends - British values = valuing family

• Talk about how children across the world will be sending cards to their family and friends - teach children = we live in a multicultural and diverse world

• Let parents know that you are making cards and provide some resources so they can help their child learn more about hearts, flowers, colours etc at home - EYFS – working with parents.

**Teachers might be on an outing to the local park for a picnic:**

• Look at flowers, trees, ducks etc - British values = learn about the world in which we live and be proud of what we see around us

• Pick up litter after the picnic - British values = respect the natural world and teach children to respect the law, learn right from wrong and to have social responsibility

• After the picnic, visit the library for story time - British values = promote a sense of belonging in your local community.

**Teachers might plan some activities to involve all the children in, for example, making Diwali lamps. While making the lamps you are:**

• Teaching children about light and dark – EYFS - understanding the world

• Talking about the importance of light in different religions eg candles at Christmas, St Lucia’s Day (Sweden) and Hanukah (in the Jewish calendar) - British values = learning about our own and respecting other faiths and beliefs.

**Teachers might plan a session to work through your behaviour goals with the children:**

• Each child has their turn to talk about what they think is important – British values = each child has a voice and is listened to; they feel important and that their views will be included

• You talk to the children about appropriate behaviour – British values = learning about right and wrong

• A behaviour goals poster is produced and every child has contributed their ideas – British values = we live in a democracy.

**In Summary:**

• We teach children to be kind, helpful and respectful of others;

• We teach children about the world around them and use the seasons, weather, British special days etc to plan meaningful learning experiences;

• We teach children to be part of their local community;

• We plan to celebrate festivals and mark special days from the world around us;

• We also teach the children about compromise – that some of us believe one thing… some of us believe something totally different… but we can all play together in the same house (or group setting) and respect each other = British values – teaching about similarities and differences.

• We teach children to work together – we provide them with projects that involve everyone in the provision and we plan group times, where children learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goal;

• We teach children about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more;

• We teach children to listen and respect others

1. Exemplification guidance from the DfE

The Department for Education has (27 November 2014) published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to ‘actively 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.

Until now schools have been required to ‘respect’ these values, but as a result of changes brought in earlier in the year all schools must now have a clear strategy for embedding these values and show how their work with pupils has been effective in doing so.

Ofsted and the independent inspectorates now take the work of schools in this area into account during inspections.

Publishing the guidance, Lord Nash said:

A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

We want every school to promote the basic British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.**

This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.

