



## Fundamental British Values Statement

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Person(s) Responsible for Review: SLT

### Actively Promoting Fundamental British Values

#### School Statement of Practice

At The Manor we actively promote the fundamental British values of democracy, rule of law, individual liberty and respect for others. These values will equip our children to become accountable and resilient adults. At The Manor, our aim is to develop the children's skills, knowledge and understanding so that they thrive as happy and responsible individuals. These values are embedded in the Learning for Life (Jigsaw PSHEE) curriculum. Please see the maps with the PSHEE Handbook (7.i & ii).

In November 2014 the DfE published guidance on actively promoting British values in schools:

- To ensure young people understand the importance of respect and leave school prepared for life in modern Britain
- To help independent and state-maintained schools to understand their responsibilities in this area

#### The DfE requirement of November 2014 is that schools must:

- *Schools should 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*
- *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.*
- *Through their provision of SMSC, schools should:*
  - *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;*



**The Manor**

Preparatory School

- o *encourage respect for other people; and*
- o *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.*

### **Prevent**

*The government has defined extremism in the Prevent Duty as the “vocal or active opposition to fundamental British values.”*

A website called **Educate Against Hate** was launched in January 2016 by the Department for Education. It aims to help parents and schools support children with regard to the issues of extremism and radicalisation. It contains summaries of the key messages, as well as links to other helpful organisations. Please find a link to the website below:

Visit the [Educate Against Hate](#) website

The Manor has a clear strategy for embedding fundamental British values within the school’s ethos and teaching. We have a detailed record of how the values are promoted within the curricular, extra-curricular, pastoral and out of school care provision at The Manor. (Please see Appendix 8 of the PSHEE and PSED Handbook entitled Embedding Fundamental British Values within the Curricular and Extra-Curricular programmes at The Manor.)

### **Monitoring the effectiveness of The Manor’s work with pupils in relation to fundamental British Values**

We regularly assess the effectiveness of our teaching in relation to fundamental British values through our teaching of PSHEE and PSED (now called Learning for Life) and we document our findings. Each term, a week of Learning for Life is dedicated to gaining an insight into the children’s understanding of fundamental British values.

Our fundamental British values resource pack helps teachers and children to discuss The Manor’s statement of practice in relation to each of the values of democracy, rule of law, individual liberty and respect for others. The discussion explores the children’s understanding of good practice within the school and links are drawn to aspects of life outside The Manor which reflect fundamental British values, for example:

- General Elections
- The Police Force
- National and international movements and campaigns for individual liberty
- Other cultures and religions

Visiting speakers are invited to the school to deliver assemblies which reflect a range of fundamental British values over time.

The teachers and children also discuss specific scenarios and consider how they would feel and what they would do if they were to find themselves in such a situation.



**The Manor**

Preparatory School

These age-appropriate scenarios have been carefully prepared by the teachers within each age-group.

Following the discussion, each teacher completes a short feedback form which considers the children's understanding in order to inform future planning and teaching. Each term teachers will choose a different set of questions to ensure there is a balance of topics covered throughout the year. These are then reviewed to ensure all areas are covered.

We believe that fundamental British values must be at the core of all that we do within The Manor community. Staff, parents and children are working together to actively promote them. This is achieved through the following:

- Group activities that teach co-operation and initiative,
- Giving pupils responsibility within the school setting, and
- Enabling pupils to serve other people in the wider community.
- Including 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 work in the UK and other democracies, in contrast with other forms of government.
- Ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting processes such as a school council whose members are voted for by pupils.
- Using opportunities such as general or local elections to hold mock elections to promote the fundamental British values, and provide pupils with the opportunity to learn how to argue and defend points of view.
- Enabling pupils to encounter people of different faith backgrounds.
- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Considering the role of extra-curricular activity, including any organised directly by pupils, in promoting the fundamental British values.
- We also challenge opinions and behaviour, in line with the school behaviour policy, which do not reflect these values.

#### **Fundamental British Value: Democracy**

- We listen to all views
- We debate arguments for and against
- We get involved
- We express our views peacefully
- We vote and respect the result of the majority

#### **Fundamental British Value: Rule of Law**

- We make sure rules and expectations are clear
- We know the difference between right and wrong
- We know rules protect us
- We respect the rules



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**Fundamental British Value: Individual liberty**

- We are responsible for our own behaviour
- We challenge stereotypes and bias
- We are an anti-bullying school
- We promote self-knowledge, self-esteem and self confidence
- We model freedom of speech in a peaceful manner

**Fundamental British Value: Respect and tolerance**

- We promote respect
- We have respect for our own and others' cultures
- We discuss differences of faith, ethnicity, disability, gender and families

**At The Manor we aim to ensure children have:**

- an understanding of how citizens can influence decision making through the democratic process.
- an understanding that living under the rule of law protects individual citizens and is essential for their well-being 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 should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
- An understanding of the importance of identifying and challenging discrimination.