

# Promoting Fundamental British Values in Byfield Schools

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## What are 'Fundamental British Values'?

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, schools are expected to actively promote fundamental British values.

The government defines these as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance (including of different faiths and beliefs)

## What does this mean for my child?

Schools' programmes for learning about fundamental British values are designed to prepare children and young people for life in modern Britain.

This includes helping pupils understand:

- The importance of combatting discrimination
- How we can influence decision-making by taking part in democratic processes like voting and petitioning
- Our freedom under British law to choose different faiths and beliefs
- That the law is there to keep us safe

## British Values are already at the core of our School Ethos:

***Byfield is a friendly school where everybody is caring and welcoming. We provide children with inspiring learning opportunities and ensure children are encouraged, supported and challenged so they develop a love of learning. At Byfield we believe that every child is entitled to become a confident, independent, well-rounded individual who is equipped with all the skills to lead a successful and rewarding life. Children at Byfield are confident to face challenges, believe in themselves and are proud of their achievements.***

## How does Byfield School teach each value?

British values are taught in lessons, and through class assemblies. There is a termly speaking and listening class assembly, where children will be looking further into British Values (See Appendix A)

Below is how we teach each value in school.

## **DEMOCRACY**

- Linked to School Core Value Fair (Term 2 focus).
- Take opportunities to explain the national democratic system, e.g. election time, including through role play.
- Build democracy into school life, e.g. School Council; class votes on issues, e.g. choice of story.
- In literacy, develop children's ability to present an argument and debate.
- In times of national votes, in PSHCE and assemblies discuss what an election is and why it is fair. Older children link with class elections – creating their own party, coming up with policies and manifestoes and having class vote.

## **THE RULE OF LAW**

- Linked to school rules / School Bees (Term 1 focus together with being Determined).
- Teach understanding of the difference between right and wrong.
- In RE, build understanding of the difference between "religious law" and "state law" (promoting understanding that state law has to be obeyed).
- Promoting school "rules" which protect the rights of individuals.
- Involve children in the development of school and class rules.

## **INDIVIDUAL LIBERTY**

- Linked to School Value of being Responsible (Term 3 Focus).
- Establish "rights" of children and teachers relating to school "rules"
- For older children, introduce moral dilemmas – e.g. how the freedom of the press might compromise the freedom of some individuals.

## **MUTUAL RESPECT**

- Linked to Core Value Respectful (Term 4 Focus)
- Promote respect as a fundamental school value.
- Challenge any lack of respect as it occurs.

## **TOLERANCE**

- Linked to school value of being Caring (Term 5 Focus).
- Use a wide range of resources across the curriculum to familiarise children with different religions, cultural differences (food, clothing, daily routines, etc).
- Challenge any intolerance as it occurs.

Promoting British Values is generally seen to be part of **Spiritual, Moral, Social and Cultural Education (SMSC)**, but SMSC is broader.

- \*Term 6 Value focus – being Courageous – linked with whole of British Values.

## Frequently Asked Questions

### ***Will my child still be able to express his/her faith at school?***

Absolutely. One of the fundamental British values is respect and tolerance of people with different faiths. British law protects people's freedom to hold their own beliefs.

Any prejudice or discrimination towards pupils on the basis of their faith goes against the fundamental British values and will not be tolerated.

### ***How will this affect my child's lessons?***

The curriculum provides lots of opportunities to look at fundamental British values. Your child may already have some experience of this in lessons such as religious education (RE) and personal, social and health education (PSHE).

Schools should look out for these opportunities and encourage children to think about how the values link into the topics they are studying.

## Where to go for more information

### **Contact the school**

If you have any questions or concerns about British values and what it means for your child, please do not hesitate to contact the school.

### **External information**

The following guidance from the Department for Education (DfE) may be useful for further information:

**Promoting fundamental British values as part of SMSC in schools**, GOV.UK – DfE

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

## Appending A

Class Assembly – Speaking and Listening Assembly to include British Value theme Termly.

1. Pose children with Dilemma/what would you do if... Do you think it is fair that...
2. Children have individual thinking time.
3. Children have discussion time.
4. Children pose their ideas – As points
  - a. 1 point for speaking in full sentences possibly using sentence stem “I believe that...”
  - b. 2 points for giving examples or reasons “because... / for example...”
  - c. 3 points if they base their answer on something someone else has suggested “I would like to expand on Bob’s idea ...”

### Possible dilemmas

Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance
<p>Your three friends want to play tag, you want to play basketball – what do you do?</p> <p>You and your friends create a Pokemon/Book/Computer club. How do you choose a leader? How do you decide who can join? How do you choose rules?</p>	<p>Why do we have rules?</p> <p>There is a phrase ‘rules are made to be broken’ is this always, sometimes or never true?</p> <p>If someone hurts you, is it OK to hurt them back? If someone steals from you, is it ok to steal from them? If someone lies to you, is it ok to lie to them?</p> <p>‘He started it!’ – is this a valid argument?</p>	<p>What would you do if you found a purse containing £100?</p> <p>All your friends are playing football and ask you to play in goal. You really don’t like football – what do you do?</p> <p>What does it mean that everyone has the right to feel safe?</p> <p>One of children’s rights is children have the right to be heard – what does this mean?</p>	<p>Bob says “I’m not going to respect her, until she respects me.’ What are your thought on this?</p> <p>How do you show respect?</p> <p>What is the difference between respect and caring/kindness?</p> <p>Do you have to like someone to respect them?</p> <p>Do you have to agree with someone’s ideas to respect them?</p>	<p>How is tolerance linked to being fair/respectful?</p> <p>Look at historical examples of intolerance – what advice would you give?</p> <p>Is it good that everyone is different?</p> <p>What would it be like if everyone was exactly the same?</p> <p>Use of new article like below – discuss tolerance and prejudice.  <a href="http://www.bbc.co.uk/news/uk-england-london-38751307">http://www.bbc.co.uk/news/uk-england-london-38751307</a></p>