

Greenfields Community School

Teaching British Values/Preparing for life in modern Britain



In its press release on 27 November 2014, the Department for Education told all schools to promote 'British values' and produced advice for doing so through SMSC. Ofsted wants to see a school ethos and climate that promotes 'British values' at every level. Inspectors will assess 'British values' through SMSC, the curriculum and school leadership. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Strand	Guidance	School Action
Democracy	<ul style="list-style-type: none"> 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. <i>an understanding of how citizens can influence decision-making through the democratic process</i> 	<ul style="list-style-type: none"> School council/class council voting – importance of children having a voice which is listened to Awareness of MPs/Council & General elections (Assemblies) Writing to MPs/Councillors Comparisons of British democracy with other systems around the world Skill of developing arguments/persuasion according to particular point of view
The rule of law	<ul style="list-style-type: none"> enable students to distinguish right from wrong and to respect the civil and criminal law of England enable students to acquire a broad general knowledge of and respect for public institutions and services in England <i>an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</i> <i>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</i> 	<ul style="list-style-type: none"> General moral climate within school Role of playground buddies/school councillors Staff helping children sort out problems - Awareness of school rules and reasons for why we have them – link to national laws Knowledge of public institutions (eg : police, fire & ambulance services) and their roles Street Aware, GREAT Project
Individual liberty	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence 	<ul style="list-style-type: none"> PSHE curriculum Link to Greenfields Learning Project (self-belief, caring, resilience, positivity, creativity, thinking) Character Curriculum/Opportunity Notts Greenfields Learning Project Role of Learning Mentor & Counsellor
Mutual respect	<ul style="list-style-type: none"> encourage respect for other people 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 further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures <i>an understanding that the freedom to choose and hold other faiths and beliefs is protected in law</i> <i>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</i> <i>an understanding of the importance of identifying and combatting discrimination</i> 	<ul style="list-style-type: none"> R.E. curriculum & Geography & History work Assemblies Termly Languages Week Knowledge and understanding of different religions – main beliefs and customs – examining similarities and differences To understand discrimination and to actively fight it Anti-Bullying week & Policy

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law."

Examples of actions that a school can take :

- 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 that 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;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

(‘Promoting fundamental British values as part of SMSC in schools’, Department for Education, November 2014)

