



**Highfields Primary Policy**  
**on**  
**Promoting British Values**



## **Rationale**

Highfields primary School has an Obligation under section 78 of the Education Act (2002) which requires all schools, as part of a broad and balanced curriculum, to promote the Spiritual, Moral, Social and Cultural (SMSC) development of students at the school.

In June 2014, the Secretary of State for Education announced that schools would be required to actively promote British Values from September 2014.

The DfE have more recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote fundamental British values"*.

The British values are defined as follows:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

## **Aims and Objectives**

At Highfields we aim 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
- Encourage pupils to develop and demonstrate attitudes that will allow them to participate fully and contribute positively to modern life in Britain
  - Enable pupils to develop their self-knowledge, self-esteem and self-confidence
  - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
  - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to lives of



those living and working in the locality in which the school is situated and to society more widely

- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
  - Promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
  - Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
  - Encourage respect for democracy and support participation in the democratic process, including respect for the basis on which law is made and applied in England
- Prevent the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonable practicable to ensure where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This should be:
    - While they are in attendance at school
    - While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school
    - In the promotion of the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
  - Protect children and young people against the messages of violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

### **Roles and Responsibilities**

**The Governors and staff at Highfields will:**

- Ensure that fundamental British values are embedded as an integral part of the ethos and culture of Highfields Primary School



- Challenge opinions or behaviours in school by students, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views
- Ensure all visitors to Highfields are screened to make sure they do not attempt to promote systems that undermine fundamental British values including extremism or radicalisation
- Ensure our students understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' or 'wrong' all people in England are subject to it's law
- Teach our students about democracy and the rule of English civil and criminal law and will not teach anything that undermines it
- Ensure that all students within the school, regardless of age, have a voice that is listened to
- Demonstrate how democracy works and by developing an understanding of how citizens can influence decision making by actively promoting democratic process such as electing school council members in this manner
- Reinforce British values through SMSC, PSHE, the curriculum and assemblies
- Ensure our students are taught a balanced RE curriculum, that is broadly Christian but, also takes into account the teaching and practices of other religions represented in Britain
- Ensure the students understand that the freedom to choose and hold other faiths and beliefs is protected in law
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting visiting speakers to the school and using a range of resources from a wide variety of sources to help pupils understand a range of faiths
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation



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British Values and related school values		Examples of how these are developed in our school and wider community
Democracy	<ul style="list-style-type: none"> <li>• To understand and respect the democratic process</li> <li>• To understand how they can influence decision making through democratic process</li> <li>• Understand how to argue and defend a point of view</li> <li>• To understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are listened to by adults and are taught to listen carefully and with compassion, to each other, respecting the right of every individual to have their opinions and voices heard</li> <li>• Children learn about democracy in their topics and literacy work. See long term plans</li> <li>• Key questions for children at the beginning of new topics ‘What do I know already and what do I want to learn?’</li> <li>• PSHE &amp; RE lessons</li> <li>• Values for Life in collective worship</li> <li>• Sports Ambassadors – participation in interschool events</li> <li>• Children all contribute to their class rules</li> <li>• Pupil perceptions are carried out regularly by staff and governors</li> </ul>
Rule of law	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and apply this to their own lives</li> <li>• Ability to accept responsibility for their behaviour</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to resolve conflict</li> <li>• Understand how they can contribute positively to the lives of those living and working in the locality and more widely</li> <li>• To understand living under the rule of law protects them and is essential for their well-being and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about democracy in their topics. See above. See long term plans.</li> <li>• Values for Life in collective worship/Reflecting Circles</li> <li>• PSHE &amp; RE lessons. Visitors in school eg police</li> <li>• Celebrate the Child assemblies</li> <li>• Classroom rules</li> <li>• Behaviour policy – actions have consequences</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>• To understand rights and responsibilities</li> </ul>	



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		<ul style="list-style-type: none"> <li>• Children learn about liberty in their topics. See long term plans</li> <li>• Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment</li> <li>• School rules</li> <li>• PSHCE (Rights and Responsibilities) and RE lessons</li> <li>• Values for Life in Collective Worship</li> <li>• Classroom rules</li> <li>• Choice of challenges within lessons</li> <li>• E-safety</li> </ul>
<p>Mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</li> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</li> <li>• Participate in a variety of communities and social settings, co-operating with others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential part of their preparation for life in modern Britain</li> <li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about respect and tolerance in their topics. See long term plans</li> <li>• PSHE &amp; RE lessons</li> <li>• Values for Life in Collective Worship</li> <li>• A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</li> <li>• School rules</li> <li>• Equalities policy</li> <li>• Children working in curriculum areas in different groupings</li> <li>• Participation in community based activities</li> <li>• Visitors are invited into school to enrich and extend children's understanding</li> </ul>



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