Shared Values Toolkit

A whole school approach to promoting British Values

May 2020

Hackney

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Introduction

This guidance has been produced by Hackney Council's PREVENT Team with the aim to share good practice and support teachers to adopt a whole school approach to not only embed British values but excel in doing so.

The aim of this guidance is to:

- support schools to first identify how well they are currently promoting British values
- to suggest best practices and activities to help schools develop a strategy to embed British values
- act as a toolkit of ideas to excel at British Values' teaching and learning

The British values include:

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

In practice, this might look like:

- enabling students to develop their self-knowledge, self-esteem and self-confidence
- enabling students to distinguish right from wrong and to respect the civil and criminal law of England
- encouraging 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
- enabling students to acquire a broad general knowledge of and respect for public institutions and services in England
- furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- encouraging respect for other people, and
- encouraging 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.

These values were first set out by the government in the PREVENT strategy in 2011 where schools were required to 'respect' these values. **Since 2014, 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**. The DfE suggests schools can do this through SMSC and guidance is available on **Promoting fundamental British values through SMSC**
Independent schools, including academies and free schools, are also required to embed these values and further guidance has been produced under SMSC guidance for independent schools

Department for Education

Promoting fundamental British values as part of SMSC in schools

Departmental advice for maintained schools

November 2014

Shared Values

Within our Local Authority, we encourage schools to explore their own community, religious and cultural values by consulting key stake holders within the school community. Developing a school ethos and values should be done in partnership, with a dialogue around how democracy, the
rule of law, individual liberty and mutual respect and tolerance can be incorporated.

British values can also be referred to as universal values, human values or human rights. The values have often been misinterpreted to mean promoting 'Britishness'. What we really want to see is a society where children and young people have a voice, respect and understand the law, explore their own personal, social and cultural identity and celebrate, respect and value the identities of others. Adopting a values based education approach contributes to the personal and social development of children and young people.
Find out more at **https://www.valuesbasededucation.com/**

Ofsted inspections

Ofsted's **school inspection handbook** explains that the personal development of pupils will be shown, in part, by "developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance". Inspectors will consider how well pupils "develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain". Leaders are expected to "promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature".

The Role of British Values in PREVENT

In June 2015 the DfE published advice about the PREVENT duty for schools, which became statutory with the passing of the Counter-Terrorism and Security Act 2015. The advice is concerned with protecting children from being drawn into terrorism and situates this as part of a school's wider safeguarding duties.

Schools and educational settings also have a responsibility to **build pupils' resilience to radicalisation** by promoting *fundamental British values* and enabling them to challenge extremist views.

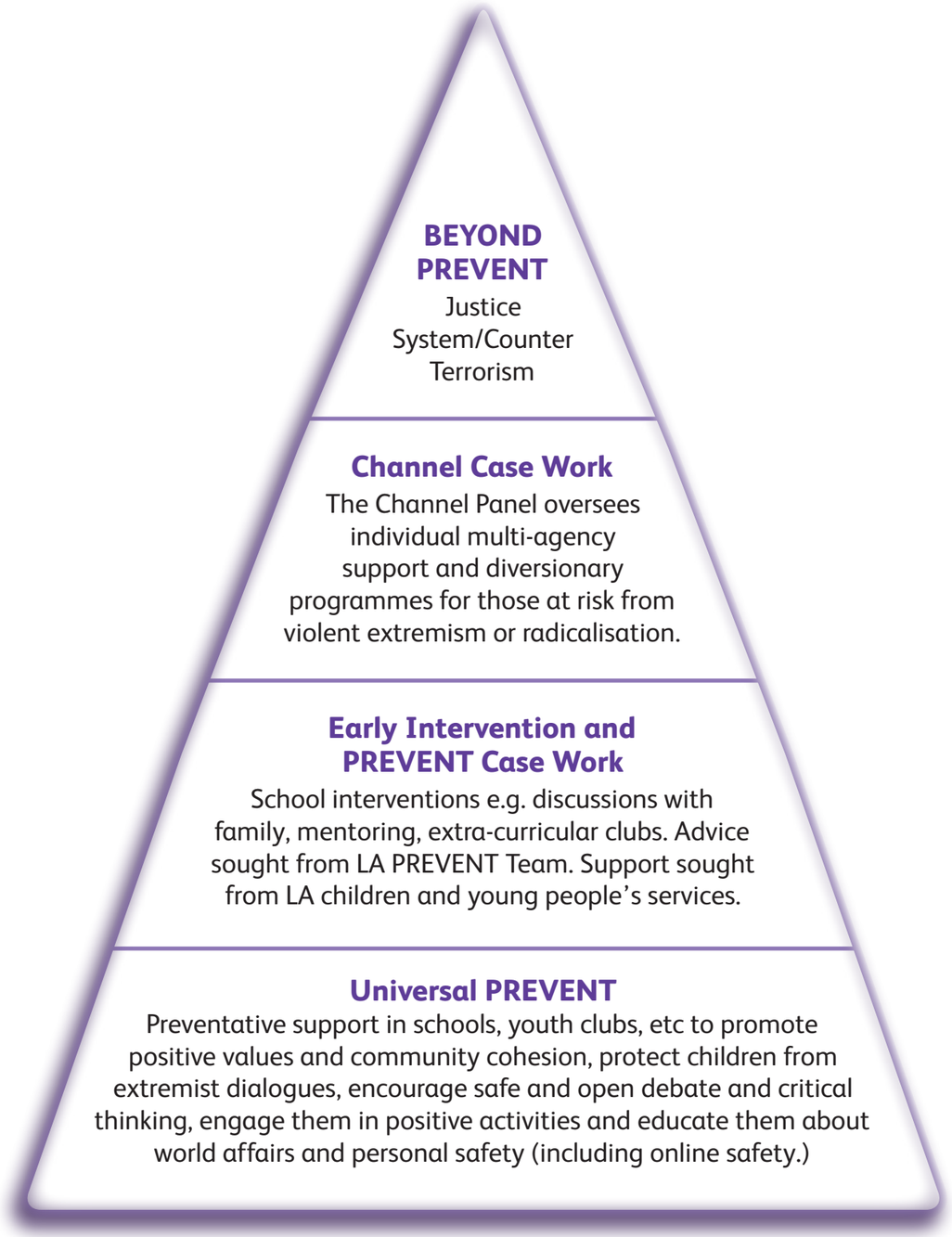
In the ***PREVE*NT strategy (2011)** the government defines extremism as:

> *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces"*

Many settings are already undertaking a huge range of activities, which can be categorised as preventative support to protect children and young people from a range of risky behaviours. A school setting with a strong base for universal PREVENT activities, as indicated in the triangle on the opposite page, will be reducing the need for any further intervention via PREVENT Case Management, Channel or elsewhere.

It is important to emphasise that the PREVENT duty is not intended to stop pupils debating controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Discussion is encouraged around values, terrorist ideologies and harmful extremist messages.

PREVENT Triangle of Intervention



British Values Myth Busting

Myth 1:
Promoting the fundamental British values is an extra burden on staff

Good schools have been doing much of this already. Often it is about schools recognising examples of how they are promoting British values. For example, schools have valued pupil voice for many years, with many having effective schools councils and all schools have a behaviour policy that emphasises the rule of law and respect and tolerance for all.

Myth 2:
Promoting British values only involves wall displays and assemblies

Promoting British values will become burdensome if viewed in a way that encourages one off assemblies or displays. The guidance was not intended to be implemented in this way. The aim of British values is to provide an opportunity for children and young people to gain a "real civic education". The values should be embedded into all aspects of the school culture, curriclum and wider community. Inspectors will assess 'British values' through SMSC, the curriculum and school leadership.

Myth 3:
The British values have to be called "British"

All staff are expected to know what the British values are, but pupils do no need to recall them. Where British values are done well, they have been incorporated into the existing school values or ethos. It is important to note that Ofsted will be more interested in testing policies rather than the existence of them. Therefore any member of staff may be asked about British values and how they are promoting them within their subject area.

Myth 4:
Pupils are expected to recite the four British values

Pupils are not expected to recite the British values. Inspectors will be talking to children to understand their views, which will help to demonstrate how the school promotes British values. Example questions might include 'what makes a good friend?', 'could you have a friend from a different religion, or with a different sexual orientation?'.

Myth 5:
The British values are not relevant for Early Years

Early years' settings are expected to promote British values. These values have been incorporated into the Early Years Foundation Stage since 2014 under PSED (personal, social and emotional development) and understanding the wider world. (See Appendix D for examples of how to do this).

Myth 6:
British values are only taught in form time and PSHE

In terms of curriculum, British values should be integral to the school and should be evident in the ethos of the school. The expectation is that these things would be clear throughout the curriculum, through all key stages, as well as in specific lessons such as PSHE and Citizenship. It should not be considered a 'bolt-on' in an attempt to meet the expectations. There is an increasing emphasis on British values being incorporated into national curriculum subjects so that pupils are asked to see these values as connected to British culture, life and history. (See Appendix B and C for a British values subject audit).

Myth 7:
Promoting British values means excluding all other values

Best practice would recommend exploring what values are important to members of your school community and the wider community. For example, faith schools tend to incorporate religious values in their school ethos; this would be reflective of their students and wider school community.

Myth 8:
Promoting British Values is about promoting aspects of British life and culture

In some ways the values are part of our shared life and culture. However, many other countries share these values as well. A common set of values helps to strengthen the bonds of our shared society and should be seen as a way to discuss and promote shared values, rather than a way to promote "Britishness".

How can we counter extremism with British values?

Extremism is often defined as undermining British values. A totalitarian society would undermine the value of democracy, for example. If we consider the opposing values, we can see where education can begin to challenge extremist sentiment and behaviour.

British Value	Opposing Value	Teaching and Learning
Democracy	Totalitarianism	Explore both systems of government and allow students to understand the merits and drawbacks of both democracy and totalitarianism.
Rule of Law	Violent crime/terrorism or being treated differently under the law	Explore the consequences of breaking laws. Recognise how we are all equal before the law under the Equality Act and protected characteristics.
Individual Liberty	Discrimination/racism/ censorship/false imprisonment	Explore examples in history where individual liberty has not been valued e.g. Women's Suffrage in the UK or Apartheid in South Africa
Respect and tolerance	Hate speech/hate crime	Explore examples of hate speech and hate crime and what consitutes freedom of speech vs racial and religious hatred

Toolkit

- **Self-Assessment Tool: Promoting British Values**
  This self-assessment tool allows you to assess how well your school setting is promoting British values.
- **British Values: best practice**
  This includes a range of ideas your school could adopt to promote British values. There are stages to promoting these within your setting. The emerging category highlights ideas that are easy to implement. As you embed these practices over a time, there are further suggestions to assist you in excelling in this area.

Self-Assessment Tool: Promoting British Values

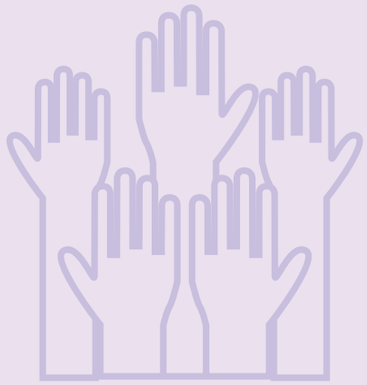
This self-assessment tool allows you assess how well your school setting is promoting British values.

School areas	Emerging	Embedding	Excelling
School Vision	There is a statement which identifies the potential for a whole school approach to promoting British values. This is linked to SMSC, PSHE and behaviour policies and curriculum plans. See Appendix A (guidance for developing a SMSC and British Values Policy).	There exists a whole school approach to promoting British values, aligned with the SMSC and PSHE curriculum. This is articulated through a coherent vision statement and evident in the school ethos and values. Embedding British values and providing opportunities for pupils to build resilience against violent and non-violent extremism are part of the school improvement plan.	The school vision reflects the ethos and values of the school community. Pupils and staff understand the vision and have had opportunities to input into defining their school values and ethos. The school is outward looking and embraces the local community and partnerships. Pupils' SMSC development and the promotion of values are at the heart of the school's work. The school has adopted a child centred approach.
Leadership	Leaders have audited SMSC and British values across the curriculum and developed an action plan to provide more opportunities to promote SMSC and British values. Governors are fully aware and involved in the process of establishing a British values policy and action plan. There exists a school policy on public sector duty equality.	The school has appointed a staff member to lead on SMSC and British values. Leaders have developed multiple ways to promote British values within the formal and non-formal curriculum. Staff training needs have been assessed and a few teachers are confident to foster safe spaces for critical debate and encourage open discussions with pupils.	Leaders consistently promote British values, community cohesion, recognise diversity and champion equality to prevent any discriminatory behaviour. It is clear the school does not tolerate prejudiced behaviour. Leaders facilitate a culture that promotes all forms of equality and fosters understanding and respect both within the school and wider community. Leaders protect pupils from radicalisation and extremism. Staff are trained to foster safe spaces for critical debate and encourage open discussions with pupils.
Pupil Voice and Participation	Leaders have assessed the current opportunities for pupil voice and participation and have developed an action plan to embed this across the whole school.	The school has developed sustainable and routine ways to hear and respond to pupils' views. Pupils are encouraged to volunteer and contribute to the school and wider community.	A whole school approach exists to help pupils understand how they can influence and participate in decision-making. Student voice is central to everything you do. All pupils are actively encouraged to have a voice that is listened to. A genuine consultation process exists between school leaders and pupils. There are a number of social action projects as a result of school council activities.
Curriculum	Teachers have identified opportunities to promote SMSC education and British values in their subject area. External providers have been identified to meet gaps in expertise. The curriculum is broad and balanced and is responsive to local needs.	British values have been embedded across the formal and non-formal curriculum. The school has developed performance indicators for SMSC education including British values. Subject areas, particularly English and Humanities, provide opportunities to learn about British values.	Teaching and learning allows pupils to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. There exists multiple opportunities to discuss controversial issues and teachers are confident in creating a safe space for debate. Pupils have a holistic understanding of how values can change over time.

British Values: best practice

The table below includes a range of ideas your school could adopt to promote British values. There are stages to promoting these within your setting. The emerging category below highlights ideas that are easy to implement. As you embed these practices over a time, there are further suggestions to assist you in excelling in this area.

Democracy

British Value	What must be taught?	Emerging	Embedding	Excelling
Democracy	*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 Britain* *Enable students to develop their self-knowledge, self-esteem and self-confidence* *Encourage pupils to understand their own civic rights and responsibilities* 	• School councillors are voted for anonymously by all students • All staff are aware of the school council and their role in relation to it • Parents and pupils complete questionnaires and comments are used to improve the school • Pupils nominate other pupils for awards • Pupils create a class charter together • Pupils elect form and house captains • Use circle time for pupils to share their thoughts and opinions • Pupils have leading roles within the school by all ages and all groups - e.g. showing prospective parents or staff around school, being involved in selecting new staff, organising assemblies	• Engage with local councillors and MPs to learn more about local democracy, elections and their role • Introduce parliament using the resources at Parliament UK Education or make a visit to parliament or PMQs • Ensure every young person in the school community has a voice • Pupils frequently have a say in school policies – different methods and styles are used to discuss issues and different ways are in place to help pupils put issues, concerns or suggestions to the school council, for example a suggestion box • Pupils participate in mock elections • Opportunities for pupils to understand how to make changes using democracy. This might include non-violent action ideas. • Themed weeks/assemblies which explore values and could include a quote for the week to discuss and allow pupils to share their views and opinions • Displays represent the values and ethos of the school, are designed by pupils and illustrate times when they have explored democracy	• Actively use the democratic process to contribute to social change e.g. – implement a recycling scheme, volunteer within local community, charity fundraisers • Engage with the Speak Out Challenge! To develop pupil public speaking skills • Opportunities to learn about political systems and the advantages and disadvantages of these • The council can show that it has achieved successful projects and understand why some are unsuccessful (lessons learned) • The school council has links with local schools including feeder primaries • The school council is involved in the school improvement plan • The school actively involves its students in school policy development • Host a youth conference in partnership with other schools or organisations to discuss/ debate important issues • The school engages with the local Youth Parliament and young mayoral elections • Impact is measured

British Values: best practice

Rule of Law

British Value	What must be taught?	Emerging	Embedding	Excelling
Rule of Law	*Enable students to distinguish right from wrong and to respect civil and criminal law in Britain* *Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school and wider community* *Enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain* *Students are made aware of the differences between the law of the land and religious law*	• Clear behaviour policy and procedures in place • Local police officer/safer schools' officer visits to encourage respect and understanding of public institutions	• Behaviour policy and procedures consistently applied and visible in all areas of the school • Organise visit to a court or arrange a visit from a magistrate • Organise a visit to the Supreme Court • Use Crown Prosecution Service resources for schools • Curriculum offers opportunities to learn about how the law protects you and others • Opportunities exist to understand how the law is applied equally with reference to the Equality Act and protected characteristics • Organise mock trials using the resources at Young Citizens • Themed weeks/assemblies which explore values and could include a quote for the week to discuss and allow pupils to share their views and opinions • Displays represent the values and ethos of the school, are designed by pupils and illustrate times they have explored the rule of law	• Anti-bullying/keep safe ambassadors/trained buddies exist to support others • Adopt restorative justice techniques so pupils take responsibility to resolve conflicts themselves • Adopt a values based education approach i.e. using values to guide behaviours and positive action • Opportunities to debate about the potential tensions between human rights, British law and cultural and religious expectations and practice • Debate new or existing laws through a debate club • Impact is measured

British Values: best practice

Individual Liberty

British Value	What must be taught?	Emerging	Embedding	Excelling
Individual Liberty	*The right to believe, act and express oneself freely* *Enable students to develop their self-knowledge, self-esteem and self-confidence* *Provide opportunities to learn about equality, human rights, choice, consent, individuality, values and principles*	• Invite an Amnesty speaker to your school • Children write stories/design displays to promote freedoms, human rights, equality • Appropriate books are available to explore aspects of identity – e.g. LGBT friendly books/ resources • Students create self-portraits and explore identity • Children, young people and staff are aware of Children's Rights (UN Convention for the Rights of the Child) – you can order free rights passports for all children at **https://www.amnesty.org.uk/resources-schools**	• Exploring human rights using poetry • Initiate a debate club/safe space debate time • Themed assemblies with follow up opportunities to discuss values and principles • Understanding freedom of speech and the benefits and responsibilities of this • Provide opportunities for pupils to understand identity and this is celebrated across the school e.g. themed days or cultural celebration evenings • Themed weeks/ assemblies which explore values and could include a quote for the week to discuss and allow pupils to share their views and opinions • Displays represent the values and ethos of the school, are designed by pupils and illustrate times they have explored individual liberty	• Become a UNICEF Rights respecting school • Amnesty Teacher Training • Stonewall LGBT+ training • Public speaking competitions • Participate in Model United Nations (MUN) • There are a number of extra-curricular subjects exploring personal development, individuality, social action projects • Pupils complete a pledge to say they will participate in a number of activities whilst at school e.g. participate in a sport or helping others by being an active citizen • Classes could also have a motto or pledge for the year • Student led groups exist to champion equality e.g Feminist Society • Impact is measured

British Values: best practice

Mutual Respect

British Value	What must be taught?	Emerging
Mutual respect and tolerance of those with different faiths and beliefs	*Enable students to acquire an appreciation for and respect for their own and other cultures* *Students should understand that the freedom to choose and hold other faiths and beliefs is protected in law* *Encouraged to appreciate that 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* *Embracing diversity – the importance of religion, traditions, cultural heritage and preferences*	• Celebrate religious and cultural festivals • Hold an anti-bullying week • Celebrate events such as black history month, LGBT history month, disability history month, Islamophobia month, refugee week, etc. • Ensure assemblies celebrate special occasions • Ensure RE syllabus is followed and pupils learn about all religions of the world

Embedding	Excelling
• Audit school books and lesson resources to ensure they promote an inclusive society (considering all protected characteristics). • Organise trips to visit different places of religious worship • Organise talks with religious leaders • Co-plan community assemblies with representatives from different backgrounds and explore different topics like 'my favourite story', 'the places I've lived and belonged'. • Deliver anti-bullying workshops • Themed weeks/assemblies which explore values and could include a quote for the week to discuss and allow pupils to share their views and opinions • Displays represent the values and ethos of the school, are designed by pupils and illustrate times they have explored mutual respect and tolerance	• Cultural exchange or school visits to other countries or exchange projects with pupils of a different faith e.g. the 3 Faiths Forum (now the faith and belief forum) • Intercultural/interfaith projects across communities or borders • Debate club – host debates on free speech vs hate speech • Pupils research organisations that are combatting hate and promote tolerance • Pupils actively engage in developing counter narratives against hate speech • Pupils lead on projects that promote mutual respect and tolerance of others • School policy for welcoming new students which promotes community cohesion – school has welcoming displays, conducts inclusion lessons for new students • Pupils could create a book with personalised advice to help new pupils settle in • Established student societies which can assess and promote equality in the school • Impact is measured

educate.against.
~~hate~~

~~Fear~~
~~Hate~~
~~Prejudice~~

Respect
Tolerance
Kindness

Children can be vulnerable to negative, extremist views.

The Educate Against Hate website contains information, practical advice and free classroom resources to support you in your role.

Visit educateagainsthate.com to learn how you can protect your pupils.

HM Government

The serious stuff:
Policy Guidance

- The PREVENT Strategy 2011
- The PREVENT Duty Guidance for England and Wales
- The PREVENT Duty Guidance for schools
- Promoting Fundamental British Values through SMSC
- SMSC Guidance for independent schools
- School Inspection Handbook
- Keeping Children Safe in Education 2018

Who can support you?

Values:

Values-based Education and the Values Education Quality Mark
https://resources.valuesbasededucation.com/

Lifeworlds Learning: Learning Through Values **www.learningthroughvalues.org**

P4C.COM: **Philosophy for children http://p4c.com**

SAPERE: Philosophy for children, colleges, communities **www.sapere.org.uk**

Religious education and British values **http://shop.retoday.org.uk/9781910261101**

More Than 101 Great Ideas: Strategies for spiritual & moral development in the RE classroom
http://shop.retoday.org.uk/9781905893751

Human Values Forum: **http://www.humanvaluesfoundation.com/**

Since 9/11: **KS2 lesson resources on British Values**

Democracy:

Parliament Education Service **www.parliament.uk/education**

Parliament Week: Schools **https://www.ukparliamentweek.org/en/**

Model United Nations –
https://www.una.org.uk/get-involved/learn-and-teach/model-un-portal

Jack Petchey Speak Out Challenge!: **http://www.speakoutchallenge.com/**

Votes for Schools – pupil voting platform **https://www.votesforschools.com/**

Young Citizens: my Society lesson plans for active democratic participation
https://www.youngcitizens.org/politics

Smart School Councils Community: **www.smartschoolcouncils.org.uk**

Investors in Pupils: **https://www.investorsinpupils.org.uk/**

Teaching Citizenship: **https://www.teachingcitizenship.org.uk/resources**

The rule of law:

You be the judge **http://ybtj.justice.gov.uk**

Magistrates Association: Magistrates in the Community **http://magistrates-association.org.uk**

The Supreme Court: Education **www.supremecourt.uk/education.html**

Young Citizens: **www.youngcitizens.org/**

Restorative Justice 4 Schools **www.restorativejustice4schools.co.uk**

Transforming Conflict: National Centre for Restorative Approaches in Youth Settings
www.transformingconflict.org

Individual Liberty:

UNICEF: Rights Respecting School Award
www.unicef.org.uk/Education/Rights-Respecting-Schools-Award

Debate Mate **www.debatemate.com**

Parliament UK: Create the Debate
https://learning.parliament.uk/

Debating Matters: Resources for Schools **https://debatingmatters.com/**

Education Scotland: Debating in schools resources
https://education.gov.scot/improvement/learning-resources/you-decide-a-political-literacy-resource/

Women of the World Festival:
https://www.southbankcentre.co.uk/whats-on/festivals-series/women-of-the-world

Stonewall:
https://www.stonewall.org.uk/get-involved/get-involved-education/secondary-schools/tackling-homophobic-biphobic-and-transphobic

Educate and celebrate: **http://www.educateandcelebrate.org/resources/**

Amnesty International poetry resources:
https://www.amnesty.org.uk/issues/words-that-burn

Mutual respect and tolerance of those with different faiths and beliefs, cultures and lifestyles:

Interfaith Explorers: **http://interfaithexplorers.com**

Department for Education and Skills: Bullying around Racism, Religion and Culture
http://www.insted.co.uk/racist-bullying-april11.pdf

Stonewall: **www.stonewall.org.uk**

Schools OUT UK: **www.schools-out.org.uk**

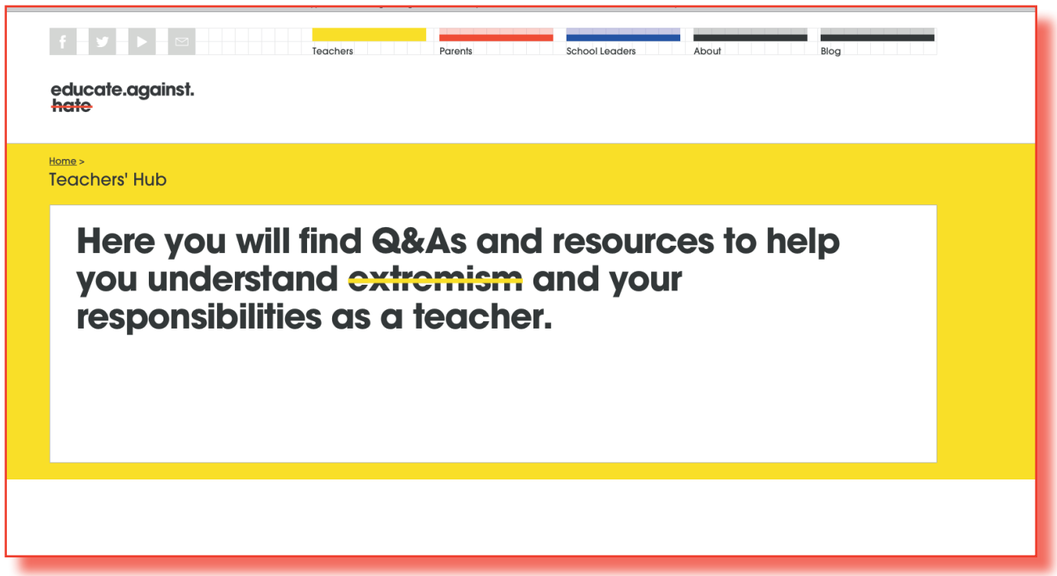
Show Racism the Red Card: **www.srtrc.org**

EqualiTeach: **http://www.equaliteach.co.uk/resources/**

The Faith and Beliefs Forum: **https://faithbeliefforum.org/**

Anti-Bullying Week: **https://www.anti-bullyingalliance.org.uk/anti-bullying-week**

For a range of resources to help you promote British values and understand the PREVENT Duty, please visit Educate Against Hate



For staff training, student workshops or support, please contact your Local Authority for more information.

educate.against.
hate

#educateagainsthate aims to give you advice and direction should you have concerns that your child or student may be having, or has been exposed to views that are extremist.

educateagainsthate.com

Our school is a place that inspires and engages young minds. Our school believes in democracy and the laws of the country, where every individual has a voice that is heard and respected, no matter what their faith or belief. Our school values discussion, debate and learning from others. Our school believes that division belongs in mathematics, not the classroom. There is no place for extremism in our school.

Department for Education

Appendices

Appendix **A**: Guidance for developing a SMSC and British Values Policy

KEY:
Bold text: suggested headings
Plain text: text to use
Red text: guidance on the sort of things to include
Grey text: helpful stuff/links

1. Mission Statement

The vision for SMSC and British Values development should be aligned with the school's vision, ethos and core values.

In contrast to the policies for specific curriculum subjects, this policy relates to the whole school ethos of insert school name.

At insert school name the promotion of pupils' spiritual, moral, social and cultural development and British values is considered to be a 'whole school' issue and should be promoted not only through the curriculum but also through all areas of our school and the wider community.

2. SMSC

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002. This states that the curriculum for a maintained school satisfies statutory requirements if it is a balanced and broadly based curriculum which:

> ***(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.***

I. Spiritual Development

Aim
This area relates to the beliefs, feelings and emotions through which students acquire worthwhile insights into their own lives. All areas of the curriculum may contribute to spiritual development. Although education and spiritual development are not synonymous, school experiences can make a significant contribution to spiritual development.

Objectives
At …… the students will be provided with opportunities to develop their spiritual understanding by experiencing a curriculum which will:

- Develop their self-esteem, self-knowledge and belief in themselves;
- Allow them to develop a range of personal values and beliefs based on a sense of curiosity and respect towards their own and other beliefs;
- Explore the spiritual values of others through stories, drama, music, art and religious education to name just a few;
- Allow them to express themselves in a variety of ways and give them time to reflect on their own experiences;
- Allow them to understand, express, use and control feelings and emotions as well as encouraging empathy in terms of relationships with others;

In practice, at …… this is delivered through:

- A Religious study programme which develops self-esteem and knowledge and an ability to reflect on and develop individuals' own spiritual values;
- A PSHE programme which utilises tutoring to involve all years in opportunities for themed discussion, reading (both fiction and non-fiction)
- An assembly programme to address the spiritual aspect of quiet and reflection – in particular using past and present role models from the world and encouraging community participation;
- A student support structure that is focused on learning and providing appropriate information advice and guidance for students as well as opportunities to explore pathways of development;
- Educational enrichment trips, visiting speakers e.g…….. provide students with a range of experiences, which may promote a sense of awe and wonder about the world;
- The use of school council to involve students in the life of the school.
- PSHE programme for Years 7-13.

II. Moral Development

Aim
Moral development refers to the students' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong. The school has a well-established Behaviour Policy and staff promote a supportive approach to the management of challenging behaviour.

Include student code of conduct:

In practice, at …… this is delivered through:

- Clear models of good behaviour from staff and senior students and reinforcement of school and classroom rules both inside and outside of lessons
- A student support department and structure used by all staff that is focused on conflict resolution and restorative justice
- Themed tutor time and discussions based on moral issues, where appropriate, across the school community from the start of the day in tutor time and across all lessons.
- PSHE programme for Years 7-13.
- Assembly themes on moral issues, developed and reinforced during tutor time.

- Themed weeks or months such as Black History Month, LGBT+ month
- Fund raising activities for nominated charities, in addition to national charity events which give rise to discussion around morality.
- The use of students in teams across the school: Student Council; Prefect team; Eco-team; Peer Mediators.

III. Social Development

Aim
Social development relates to the skills and personal qualities necessary for individuals to live and function effectively in society.

Objectives
Students will be encouraged to:

- Maintain and develop relationships within the school working successfully with other students and adults in the school community;
- Respond to the opportunities being offered, to show initiative and to take responsibility for their own learning in the school community;
- Gain an understanding of the wider society through their family and carers, the school, local and wider communities;
- Actively participate in the school community and beyond into the wider community outside of school.

In practice, at …… we provide opportunities for students to:

- Interact with all staff in school and with external partners of the school in an appropriate and outstanding manner
- The use of students in teams across the school: give examples e.g. school council
- Elected school council representative to feedback views, ideas and concerns to their tutor groups and to the senior leadership team.
- Experience, in programmes of study, the development of skills in speaking, listening and key reflective work.
- PSHE programme for Years 7-13.
- Experience excellent pastoral and career advice in which all staff are involved throughout the year. Subject specific advice is given at certain milestones of a student's life at the school and a dedicated careers advisor has a permanent office in school to offer support on career/further or higher education planning.
- Participate in the wider community through work experience in year 10 and volunteer support work in the local community. This is tracked through school on a database of student activity both in school and in the wider community.

IV. Cultural Development

Aim
Cultural development refers to pupils increasing understanding and response to those elements, which give societies, and groups their unique character. The school will promote the cultural traditions of our own area and the ethnic and cultural diversity of the world.

Objectives
The students will be encouraged to:

- Appreciate, understand and respect aspects of their own and other cultural environments in terms of beliefs, values, attitudes, customs, knowledge and skills;
- Recognise that similarities and differences may exist between different societies and groups;
- Experience a range of cultural activities in terms of literature, music, technology, art and design, dance, drama, sport and other media;
- Broaden, develop and enrich their interests and insights through interacting with opportunities the school and the wider community provides.

In practice, at …… we encourage:

- Educational visits at home and abroad to experience other cultures and ways of life.
- Educational visits to places of interest such as: libraries; museums; galleries; theatres; places of worship and other educational establishments – schools colleges and universities – in order to better understand other cultures and ways of life.
- PSHE programme for Years 7-13.
- MFL/Historical visits to other countries such as France, Spain, Belgium to name but a few. Links also to other languages such as Mandarin.
- Collective worship and assemblies – a themed approach that give rise to many opportunities to explore SMSC and cultural diversity. Other events are also celebrated with drama, art, dance and presentations along with specific services such as Remembrance, annual carol services and celebrations of Easter and other religious festivals: Divali, Hannukah, and Ramadan.
- Topic work across the school which explores "culture" in all its various forms in relation to specific subject areas.

3. British Values

The British Values are:

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

These values were first set out by the government in the 'PREVENT' strategy in 2011 where schools were required to 'respect' these values. Schools are now required to actively promote these values so we have used the DfE guidance on **Promoting Fundamental British Values through SMSC** to embed these in our SMSC policy.

At the heart of these values, lie good relationships in which teachers and students work together towards common goals. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with pupils, staff, governors and the wider community. These values are integral to our school vision and ethos and are reinforced regularly.

What must be taught?

- 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 for and respect for their own and other cultures
- encourage respect for other people, and
- 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.

4. British Values promotion at insert school name

At insert school name British Values are reinforced in the following ways:

Use the headings below to list examples of how you promote these values across your school in the formal and informal curriculum

I. Democracy

- Use examples from the toolkit e.g. the school has active school council with elected members from all year groups

II. Rule of Law:

III. Individual Liberty:

IV. Mutual respect and tolerance of those of different faiths and beliefs:

5. Role of Senior Leaders and Key Staff

- To undertake audits and observations of department developments in SMSC and British Values provision.
- To promote and facilitate enrichment events in school.
- To organise themes for the weekly focus in tutor group time linked to an assembly programme.
- To promote student "voice" opportunities and the related groups, such as the student council or equality champions, in order to maximise student participation.
- To compile and update a portfolio (photographs and programmes) to record the school's support for SMSC and British Values
- To oversee a database of student involvement both inside and outside of school
- To encourage staff and students to be involved in enrichment activities which are spiritually, morally, socially and culturally engaging both inside and outside the classroom.

6. Links to other policies

Other whole school policies contribute to the personal, social and emotional development of pupils.

Identify policies that support SMSC For example, PSHE, behaviour policy, safeguarding.

7. Dissemination and review

The policy will be disseminated widely.

Describe the dissemination process

The policy will be reviewed regularly.

Give the date of the policy review

Appendix B: British Values Subject Audit (Primary)

SUBJECT:			
British Value	**Early Years**	**KS1**	**KS2**
Democracy: • *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 Britain* • *Enable students to develop their self-knowledge, self-esteem and self-confidence* • *Encourage pupils to understand their own civic rights and responsibilities*			
Rule of Law: • *Enable students to distinguish right from wrong and to respect civil and criminal law in Britain* • *Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school and wider community* • *Enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain* • *Students are made aware of the differences between the law of the land and religious law*			
Individual Liberty: • *The right to believe, act and express oneself freely* • *Enable students to develop their self-knowledge, self-esteem and self-confidence* • *Provide opportunities to learn about equality, human rights, choice, consent, individuality, values and principles*			
Mutual Respect and Tolerance: • *Enable students to acquire an appreciation for and respect for their own and other cultures* • *Students should understand that the freedom to choose and hold other faiths and beliefs is protected in law* • *Encouraged to appreciate that 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* • *Embracing diversity – the importance of religion, traditions, cultural heritage and preferences*			

Appendix C: British Values Subject Audit (Secondary)

SUBJECT:			
British Value	**KS3**	**KS4**	**KS5**
Democracy: • *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 Britain* • *Enable students to develop their self-knowledge, self-esteem and self-confidence* • *Encourage pupils to understand their own civic rights and responsibilities*			
Rule of Law: • *Enable students to distinguish right from wrong and to respect civil and criminal law in Britain* • *Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the school and wider community* • *Enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain* • *Students are made aware of the differences between the law of the land and religious law*			
Individual Liberty: • *The right to believe, act and express oneself freely* • *Enable students to develop their self-knowledge, self-esteem and self-confidence* • *Provide opportunities to learn about equality, human rights, choice, consent, individuality, values and principles*			
Mutual Respect and Tolerance: • *Enable students to acquire an appreciation for and respect for their own and other cultures* • *Students should understand that the freedom to choose and hold other faiths and beliefs is protected in law* • *Encouraged to appreciate that 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* • *Embracing diversity – the importance of religion, traditions, cultural heritage and preferences*			

Appendix D: Embedding British Values in Early Years

Examples of best practice in promoting British Values in Early Years

Democracy: Making decisions together	Rule of Law: Understanding rules matter
• Build children's self-esteem by advocating their identity. • Build children's self-awareness through descriptive commentary. Build children's self-confidence by having a soundkey-person system which shows you have a bond with them. • Build children's ability and willingness to say what they want/need and speak up for themselves, knowing they will be listened to. • Support the decisions that children make and provide activities that involve turn-taking , sharing and collaboration. • Value each other's views and values and talk about their feelings, for example when they do or do not need help.	• Ensure all staff have sound knowledge on understanding children's behaviours and what is developmentally typical. • Help children understand why boundaries need to be in place and work with them to identify what is considered acceptable and unacceptable. • Help children think about keeping safe/keeping away from danger. • Ensure that children understand their own an others' behaviour and its consequences, and learn to distinguish right from wrong. • Collaborate with children to create rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. • Support children to understand some rules are non-negotiable in order to keep them safe an others are in collaboration with children.
Individual Liberty: Freedom for all	**Mutual respect and tolerance: Treat other as you want to be treated**
• Help children understand that they have the right to feel safe and not be frightened. • Help children to develop a secure base where they can express themselves with out fear of reprisal. • Guide children in an appropriate way if they exhibit opposing behaviours. • Teach children to value of saying no if they don't like something/don't want to do something. • Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. • Develop a positive sense of the self through effective praise and acknowledgement of their unique characteristics through meaningful interactions. • Provide opportunities for children to develop self-knowledge, self-esteem and increase their confidence in their own abilities.	• Label, name an talk about emotions and feelings. • Acknowledge differences and be responsive to children's questions regarding what makes themselves and others unique. • Help children deal with conflicts by talking through, explaining their motives and negotiating using active listening. • Teach children to treat others as they would want to be treated themselves through the development of empathy. • Share stories in print and discussion that reflect and value the diversity of children's experiences an provide resources activities that challenge gender, cultural and racial stereotyping. Ealing Early Years Childcare and Play

Useful Links

This guidance has been produced by Hackney Council's PREVENT Team with the aim to share good practice and support teachers to adopt a whole school approach to not only embed British values but excel

The Prevent Strategy	https://www.gov.uk/government/publications/prevent-strategy-2011
The Prevent Duty Guidance for England and Wales	https://www.gov.uk/government/publications/prevent-duty-guidance
The Prevent Duty Guidance for schools	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Promoting Fundamental British Values through SMSC	https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc
SMSC guidance for independent schools	https://www.gov.uk/government/publications/improving-the-smsc-development-of-pupils-in-independent-schools
School Inspection Handbook	https://www.gov.uk/government/publications/school-inspection-handbook-eif
Keeping Children Safe in Education 2018	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Educate Against Hate	https://educateagainsthate.com/
Prevent e-learning	https://www.elearning.prevent.homeoffice.gov.uk/
Values Based Education	https://www.valuesbasededucation.com/

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