

## Policy for Promoting British Values

Policy for Citizenship  
SLT  
Reviewed: Summer 2022  
For Review: Summer 2025

### Introduction:

St Luke's C of E 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.

The Department for Education have reinforced the need *'to create and enforce a clear and rigorous expectation on all schools to 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.'* The government set out its definition of British values in the 2011 Prevent Strategy and these values have been reiterated by the Prime Minister in 2014.

At St Luke's C.E. Primary School we base the way that we behave and treat others on Christian Values. We recognise that these guiding principles are present in other faiths and respect them in all forms. British and Christian values are regularly promoted through high quality teaching, a value based programme of worships, our context themed curriculum and a positive behaviour policy which allows pupils to develop and demonstrate skills and attributes that will allow them to contribute positively to life in Modern Britain.

The British Values are defined as:

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

At St Luke's C of E Primary School we are committed to actively promoting British values and this forms part of our wider work in school with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC). 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 in a variety of ways.

This document is a statement of the aims, objectives, roles/principles and strategies for developing knowledge and understanding of citizenship at St Luke's C of E Primary School.

### Aims and Objectives:

At St Luke's 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 and beliefs
- Encourage pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

- Ensure that principles are actively promoted which:
  - 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 the 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 for participation in the democratic process, including respect for the basis on which the 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 reasonably practicable to ensure that 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 the 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 at 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 all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

### **Roles & Responsibilities:**

The Governors and staff at St Luke's C of E Primary School will:

- Ensure that fundamental British values are embedded as an integral part of the ethos and culture of St Luke's C of E 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 that all visitors to St Luke's C of E Primary School are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism or radicalisation
- Ensure that 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' and 'wrong', all people living in England are subject to its law
- Teach our students about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it
- Ensure 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 processes such as electing a school council/school captains whose members are voted for by the students
- Reinforce fundamental British values through the SMSC programme, PSHE curriculum, Citizenship curriculum and the collective worship programme
- Ensure that our students are taught a balanced RE curriculum, that is predominately Christian but, which also takes account of the teaching and practices of the other principal religions represented in Britain
- Ensure that our 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 teaching 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
- Enable our students to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the school. E.g. supporting younger children in lessons and delivering extra-curricular activities
- Deliver a balanced programme of collective worship which promote students' Spiritual, Moral, Social and Cultural development, providing clear guidance on what is right and what is wrong
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation
- Ensure that there are effective risk assessments and screening policies and procedures in place to safeguard and promote students' welfare against the threat of extremism and radicalisation.

### **British Values:**

The values are modelled, reinforced and studied in the following ways:

#### Democracy – what do we do?

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold 'mock elections' so pupils learn how to present points of view (Headboy/Headgirl, school councillors)
- Help pupils to express their views
- Model how perceived injustice can be peacefully challenged
- Democracy is shown through history topics such as the Vikings, Saxons, World War I study
- Regular Circle Time and discussion groups

### Rule of law – what do we do?

- Ensure school rules and expectations are clear and fair
- Classroom Charter
- Class rules and celebration of adhering to these rules
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police across the year
- Teach pupils aspects of both civil and criminal law through a visit to Wandsworth Law Courts and Junior Citizenship (Year 6)

### Individual liberty – what do we do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils Challenge stereotypes
- Implement a strong anti-bullying culture
- E-Safety through school

### Mutual Respect – what do we do?

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith and other communities through RE themed weeks and working alongside children and their families
- Learning to disagree in a respectful way
- Encourage children to speak in other languages when appropriate
- Organise productions for every child in all year groups
- Value where children have been / are from and pinpointing on maps (Year 3)
- Enhance team building skills using residential trips (Year 4 & 5)

### Tolerance of those of different Faiths and Beliefs – what do we do?

- Teach our children the RE & PSHE curriculums
- Reinforce messages of tolerance and respect for others through Collective Worship
- Recognise key celebrations in different faiths are learned about and stories
- Teach children to recognise the similarities and differences between religions
- Studying Shakespeare (All year groups)

### **Assessment, recording and reporting:**

Assessment in promoting British values should not imply that children are failing as people or as citizens. Personal, social and emotional records and written in the spring term which records

children's progress. Children also take part in self-assessment activities each term. Annual reports to parents record their child's awareness of topical events, exercise of responsibility and contribution to the life of the school.

## **Summer 2022**