



Barley Fields Primary School

British Values Policy

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This policy will be reviewed in 2024

Barley Fields Primary School has an obligation to, as part of a broad and balanced curriculum, 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 must actively promote British values.

The British Values are defined as:

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

At Barley Fields 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 children 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.

A summary statement which reflects our commitment to promoting British Values in school is available on the school website.

Aims and Objectives

At Barley Fields 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.

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Roles & Responsibilities

The Governors and staff at Barley Fields Primary School will:

- Ensure that fundamental British values are embedded as an integral part of the ethos and culture of Barley Fields Primary School
- Challenge opinions or behaviours in school by children, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views
- Ensure that all visitors are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism or radicalisation
- Ensure that our children understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law
- Teach our children about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it
- Ensure all children 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 whose members are voted for by the children
- Reinforce fundamental British values through the SMSC programme, PSHE curriculum and the assembly programme
- Ensure that our children are taught a balanced RE curriculum, that is broadly Christian but, which also takes account of the teaching and practices of the other principal religions represented in Britain
- Ensure that our children 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 children understand a range of faiths
- Enable our children 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 children 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 assemblies 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 children's welfare against the threat of extremism and radicalisation.

British values and related school values		Examples of how these are developed in our school and wider curriculum
Democracy	<ul style="list-style-type: none"> • To understand and respect the democratic process • To understand how they can influence decision making through a democratic process • To understand how to argue and defend a point of view • To understand the importance 	<ul style="list-style-type: none"> • 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 • Children learn about democracy in their topics and literacy work, e.g. Guy Fawkes (KS1), Victorians, WW2 (KS2). See curriculum planning • Key questions for children at the beginning of new topics 'What do I know already and what

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	of team work	<p>do I want to learn?’</p> <ul style="list-style-type: none"> • PSHCE & RE curriculum • Values for Life in collective worship programme • Election of School Council/Eco-Schools team • Children all contribute to class rules and expectations. • Pupil views and perceptions are gathered regularly by staff
The rule of law	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and apply this to their own lives • Ability to accept responsibility for their behaviour • To understand the consequences of their behaviour and actions • Ability to resolve conflict • Understand how they can contribute positively to the lives of those living and working in the locality and society more widely • To understand that living under the rule of law protects them and is essential for their well-being and safety 	<ul style="list-style-type: none"> • Children learn about democracy in their curriculum themes. See curriculum planning. • Values for Life in collective worship • PSHCE & RE lessons. • Visits from authorities such as the police and fire services or lifeguards reinforce the importance of the rule of law • Celebration assemblies • Classroom rules • Behaviour policy and procedures
Individual liberty	<ul style="list-style-type: none"> • To understand rights and responsibilities 	<ul style="list-style-type: none"> • Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment • School rules • PSHCE (Rights and Responsibilities) and RE lessons • Classroom rules • Choice of challenges within lessons • E-safety
Mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people’s faiths, feelings and values • Reflective about their own experiences • Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others • Use a range of social skills in different contexts, including working and socialising with pupils 	<ul style="list-style-type: none"> • Children learn about respect and tolerance in their topics. See long term plans • PSHCE & RE lessons • Values for Life in Collective Worship • A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity • School rules • Equalities policy • Children working in curriculum areas in different groupings • Participation in community-based activities • Visitors are invited into school to enrich and extend children’s understanding

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	<p>from different religions, ethnic and socio-economic backgrounds</p> <ul style="list-style-type: none">• Participate in a variety of communities and social settings, cooperating well with others• 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• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes	
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