

## What are British Values?

British values are a set of values that underpin British society and culture. These values include: democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs. The promotion of British values began after the terrorist attacks in London in 2005. After the attacks, the government introduced a number of policies and initiatives aimed at promoting British values in schools, including the PREVENT program, designed to prevent radicalization and extremism.

## The Department for Education states that there is a 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 Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

## Why should schools teach British Values?

Schools in the UK have a responsibility to promote British values, as outlined in the Department for Education's British Values guidance (last updated in 2014). This means that teaching and learning about British values should be an integral part of the school experience, and should be reflected in all aspects of school life.

They are seen as being fundamental to British society and as promoting cohesion and integration. The promotion of these values is also seen as a way to protect children from extremist ideologies and to help prepare them for life in modern Britain.

## What are the 5 British Values at Hallam Primary?

### **1. Respect for the rule of law**

Respect for the rule of law means that everyone in society is treated equally and fairly, and that everyone follows the same rules and laws. This value promotes a sense of order and stability in society, and helps to prevent crime and other harmful behaviours. The UK justice system is a large part of this, including laws, police officers and courts.

### **2. Individual liberty**

Individual liberty allows people to pursue their own goals and interests, providing they do not harm others. This British value is based on the idea that people should be free to make their own decisions and choices within the bounds of the law, of course.

### 3. Democracy

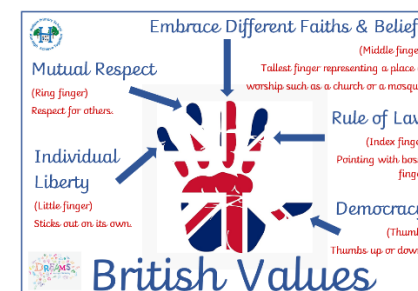
Democracy is the foundation of the UK's political system. This value is based on the idea that everyone should have an equal say in how their country is run, and that the government should be accountable to the people. All things voting, elections and referendums come in to play here.

### 4. Mutual respect and embrace different faiths and beliefs (NB: At Hallam Primary, we have chosen to substitute the phrase 'tolerance of different faiths' with the phrase 'embrace different faiths').

There is some confusion around the fourth British Value, which is often split into two: (1) Mutual respect and (2) tolerance of different faiths and beliefs. Whether you view these as one whole, or as two individual values, they both promote understanding and acceptance of people from different backgrounds and with different beliefs, and help to create a more inclusive and diverse society.

### We help children to remember the British Values through the thumb and finger model

- Thumb – Democracy – up or down to give opinion.
- Index finger – Rule of Law - pointing
- Middle finger – Embrace different faiths and beliefs – tallest finger representing a place of worship such as a church or a mosque
- Ring Finger – Mutual respect – wedding ring – respect for other people
- Little finger – Individual Liberty – sticks out on its own.



### The main teaching principles for students learning British values

- 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.
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Enable students to develop their self-knowledge, self-esteem, and self-confidence
- Encourage students 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 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

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. All curriculum areas provide a vehicle for furthering understanding of these concepts and, in particular, RE, PSHE and Assemblies provide opportunities to deepen and develop understanding. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

### Progression of skills:

## British Values - Democracy

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• I can express my opinion.</li> <li>• I can listen to others point of view.</li> <li>• I can begin to work in a team .</li> <li>• I can make choices.</li> </ul>	<ul style="list-style-type: none"> <li>• I can express and begin to justify my opinion.</li> <li>• I can listen and begin to understand others point of view.</li> <li>• I can work as a team and begin to understand the importance of teamwork.</li> <li>• I can make choices and understand people may make different choices to me .</li> </ul>	<ul style="list-style-type: none"> <li>• I can express and justify my opinion.</li> <li>• I know mine and others' views count.</li> <li>• I can understand the importance of teamwork.</li> <li>• I can make choices and begin to understand and respect the democratic process.</li> <li>• I can ask and answer questions to help me form an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• I can start to understand the terms democracy and why it is important.</li> <li>• I can say what makes a good leader.</li> <li>• I can take part in a fair vote.</li> <li>• I can explore different ways to can express my opinions.</li> <li>• I can take part in a Q &amp; A to help me form an informed decision.</li> </ul>	<ul style="list-style-type: none"> <li>• I can start to understand the terms democracy and why it is important.</li> <li>• I can write a short speech about my attributes to lead a democracy.</li> <li>• I can take part in a fair vote and say how a vote was made fair.</li> <li>• I can explore ways we can express our opinions and campaign for democratic change.</li> <li>• I can take part in a Q &amp; A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what democracy is and why it is important.</li> <li>• I can write and deliver a short speech about ideas to improve life.</li> <li>• I can take part in a fair vote.</li> <li>• I can articulate ways our school community is a democracy.</li> <li>• I can take part in a Q &amp; A and a debate, representing different characters and delivering their desires powerfully through argument, persuasion, fact and opinion .</li> </ul>	<ul style="list-style-type: none"> <li>• I know what democracy is, why it is important and why it matters.</li> <li>• I can write and deliver a short about ideas to improve life, taking into account the views of others.</li> <li>• I can take part in a fair vote.</li> <li>• I can articulate ways our school community is a democracy.</li> <li>• I can take part in a Q &amp; A and a debate, representing different characters and delivering their desires powerfully through argument, persuasion, fact and opinion.</li> <li>• I can explain how democracy has changed over time.</li> </ul>
<p>EYFS Democracy Activity Ideas:</p> <ul style="list-style-type: none"> <li>➤ Having a daily choice board – give children the option to choose which activities they are going to do during the morning session. Encourage them to respect each other's decisions and discuss how children feel when the activity they would like isn't chosen for that session. If there are some children that cannot verbally communicate well, use picture cards.</li> <li>➤ Story time – lay out a selection of books and ask children to vote to show hands for which one they would prefer to listen to.</li> <li>➤ Turn-taking – this can be done in a variety of ways through games, letters and sounds activities and times when there are limited resources .</li> <li>➤ Emotions – help children to identify their emotions and talk about reasons for these emotions. Think about having some emotions cards in the setting so that children that cannot verbalise their feelings can still share them. Identifying emotions is an important step in children being able to manage their emotions.</li> </ul>						
<p>Democracy Activity Ideas :</p> <ul style="list-style-type: none"> <li>➤ Class voting for the election of school councillors at the start of the year;</li> </ul>						

- Annual school wide campaign and election for our head boys/girls;
- 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;
- Taught through assemblies and our school curriculum;
- Teach a dedicated topic on the civil rights movement.
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school;
- Help pupils to express their views;
- Model how perceived injustice can be peacefully challenged;
- Pupils vote as to which after schools we should provide;
- School council annually visit the Houses of Parliament.

British Values - Rule of Law						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• I know what is	• I know what is	• I know what is	• I can follow and	• I can follow and	• I can explain what	• I can explain what

<p>right/wrong.</p> <ul style="list-style-type: none"> <li>• I can follow simple rules.</li> <li>• I know I am a member of my community.</li> <li>• I know who helps me in school and in the wider community.</li> </ul>	<p>right/ wrong and can make right choices.</p> <ul style="list-style-type: none"> <li>• I can follow rules and begin to explain why we have rules.</li> <li>• I can name different communities.</li> <li>• I know who helps me in school and in the wider community.</li> </ul>	<p>right/ wrong and can apply this in my life.</p> <ul style="list-style-type: none"> <li>• I can follow rules.</li> <li>• I understand the need for rules.</li> <li>• I know everyone in a community has rights and responsibilities.</li> <li>• I can say if a rule is fair.</li> </ul>	<p>value rules.</p> <ul style="list-style-type: none"> <li>• I understand there are different rules in different places.</li> <li>• I can explore and make rules, learning their value and purpose.</li> <li>• I know everyone in a community has rights and responsibilities and understand the important of rules in different communities.</li> </ul>	<p>value rules.</p> <ul style="list-style-type: none"> <li>• I can explore and make rules, learning their value and purpose.</li> <li>• I can think thoughtfully about why rules are needed, explaining this to someone else.</li> <li>• I can say why a rule is fair.</li> <li>• I can show respect for the law and the basis on which it is made.</li> </ul>	<p>Rule of Law is.</p> <ul style="list-style-type: none"> <li>• I can explain why we have the 'Rule of Law'.</li> <li>• I can explore different rules, learning their value and purpose.</li> <li>• I can say if there has been an injustice.</li> <li>• I understand that living under the rule of law protects individuals</li> </ul>	<p>Rule of Law is.</p> <ul style="list-style-type: none"> <li>• I can explain why we have the 'Rule of Law'.</li> <li>• I can explore different rules, learning their value and purpose.</li> <li>• I can suggest new rules and explain how they would make our school community better.</li> <li>• I can explain why different places have different rules.</li> <li>• I can say if there has been an injustice and argue my point appropriately.</li> <li>• I can understand and appreciate the role of the Police in a democratic society.</li> </ul>
<p>Rule of Law Activity Ideas:</p> <ul style="list-style-type: none"> <li>➤ Ensure school rules and expectations are clear and fair;</li> <li>➤ Class rules and celebration of adhering to these rules;</li> <li>➤ Help pupils to distinguish right from wrong;</li> <li>➤ Help pupils to respect the law and the basis on which it is made;</li> <li>➤ Help pupils to understand that living under the rule of law protects individuals;</li> <li>➤ Explore what to do if peer pressure is trying to persuade children to break these;</li> <li>➤ Develop restorative justice approaches to resolve conflicts.</li> <li>➤ Teach pupils aspects of law and discuss how this might differ from some religious law</li> <li>➤ Annual visit to Crucial Crew</li> </ul>						
<p>EYFS Rule of Law Ideas:</p> <ul style="list-style-type: none"> <li>➤ Working with the children to create rules and codes of behaviour, such as agreeing on rules about tidying up, and also ensuring children understand that the rules apply to everyone.</li> <li>➤ Invite a policeman to visit and learn about 'people who help us' and the laws and rules that we need to follow.</li> <li>➤ Have a set of 'house rules' making sure you model this behaviour by following these rules too.</li> </ul>						

- Try and help children to understand their actions and the consequences. For example, by explaining to them how something they have done might have made another child feel instead of just asking them to say 'sorry'.

British Values – Individual Liberty						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> <li>• I am developing an awareness of my own needs, views and feelings.</li> <li>• I can talk about how I feel with support.</li> <li>• I can make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• I am developing an awareness of my own needs, views and feelings.</li> <li>• I can talk about how I feel.</li> <li>• I am beginning to be sensitive to and respect the feelings of others.</li> <li>• I can make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• I am developing an awareness of my own needs, views and feelings.</li> <li>• I can talk about how I feel.</li> <li>• I can be sensitive to and respect the feelings of others.</li> <li>• I can make decisions and begin to understand the repercussions of my choices.</li> <li>• I understand I am responsible for my choices and behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what freedom is.</li> <li>• I am aware if my own needs, views and feelings.</li> <li>• I can use encouragement when respecting everyone's differences.</li> <li>• I can explore ways I am free to be me.</li> <li>• I can choose words to describe my individual personality.</li> <li>• I can consider the hopes and dreams we all have</li> </ul>	<ul style="list-style-type: none"> <li>• I know what freedom is.</li> <li>• I am aware if my own needs, views and feelings.</li> <li>• I can use encouragement when respecting everyone's differences.</li> <li>• I can explore ways I am free to be me.</li> <li>• I can choose words to describe my individual personality.</li> <li>• I can consider the hopes and dreams we all have.</li> <li>• I can celebrate the uniqueness of each individual and the power of being different.</li> <li>• I understand ways to help others to be free to be themselves</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the right to live in freedom and individual liberty.</li> <li>• I can explore the idea that we need to allow other people to have liberty.</li> <li>• I understand that individual liberty has to be within the rules.</li> <li>• I can explore my own individual liberty to be who I want to be (within the rules!)</li> <li>• I understand that I have the right to make changes</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the right to live in freedom and individual liberty.</li> <li>• I can explore ways I can support other people's right to live in freedom and individual liberty.</li> <li>• I understand that individual liberty has to be within the rules.</li> <li>• I can explore the UN Children's Rights.</li> <li>• I can explore my own individual liberty to be who I want to be (within the rules!)</li> <li>• I understand that I have the right to make changes and can use my skills to implement change.</li> </ul>
<p>EYFS Individual Liberty Ideas:</p> <ul style="list-style-type: none"> <li>➤ Providing opportunities for risk-taking such as obstacle courses for children to develop their self-knowledge, and self-esteem and increase their confidence in their own abilities.</li> <li>➤ Encouraging a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.</li> <li>➤ Providing activities and opportunities such as mixing their own colours for leaf painting and taking part in races on the setting's sports day. This helps children to develop a positive sense of themselves and increases their confidence and own abilities.</li> <li>➤ Have group discussions about how the children may feel about the activities they did today or the story at story-time. Allow them to voice their own feelings and understand that they are free to have different opinions.</li> </ul>						
<p>Individual Liberty Activity Ideas:</p> <ul style="list-style-type: none"> <li>➤ Support pupils to develop their self-knowledge, self-esteem, self-confidence;</li> <li>➤ Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;</li> <li>➤ Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence</li> <li>➤ Challenge stereotypes;</li> <li>➤ Implement a strong anti-bullying culture;</li> </ul>						

British Values – Mutual Respect, Embrace Different Faiths and Diversity						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> <li>• I know that there are similarities and differences between people.</li> <li>• I know that people have things in common but everyone is unique.</li> <li>• I can say why I am special</li> </ul>	<ul style="list-style-type: none"> <li>• I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds.</li> <li>• I know that people have things in common but everyone is unique.</li> <li>• I can identify and respect the similarities and differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what mutual respect is.</li> <li>• I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.</li> <li>• I know that people have things in common but everyone is unique.</li> <li>• I can identify and respect the similarities and differences between people.</li> <li>• I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how to welcome people and practice being welcoming.</li> <li>• I can think about what different people in Britain are like.</li> <li>• I can recognise my own strengths.</li> <li>• I can show respect for other people's differences</li> </ul>	<ul style="list-style-type: none"> <li>• I know what diversity is.</li> <li>• I can describe how to welcome people and practice being welcoming.</li> <li>• I can think about what different people in Britain are like.</li> <li>• I can recognise my own strengths and appreciate strengths in others.</li> <li>• I can show respect for other people's differences and understand how people's lives may be different</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how all people are equal and different.</li> <li>• I know what prejudicial or discriminatory behaviour is.</li> <li>• I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what tolerance is and why it is important.</li> <li>• To understand how all people are equal and different.</li> <li>• I can challenge prejudicial or discriminatory behaviour.</li> <li>• I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.</li> </ul>
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EYFS Mutual Respect and Tolerance of Different Cultures and Religions Activity Ideas:

- Encouraging children to share stories of their home that reflect the values and the diversity of their experiences.
- Provide resources and activities that challenge gender, cultural and racial stereotyping.
- Try and take the children on visits that engage with the wider community, such as to an elderly people's home or religious festival.

Mutual Respect and Tolerance of Different Cultures and Religions Activity Ideas:

- Explore the protected characteristics of the 2010 Equality Act to promote respect for individual differences and to actively challenge stereotypes;
- Explore positive role models (where possible) through our topics who reflect the protected characteristics of the 2010 Equality Act;
- Challenge prejudicial or discriminatory behaviour;
- Organise visits to places of worship;
- Assemblies for Diwali, Eid and Christmas;
- Our RE scheme ensures that our children have a good understanding of a range of religious beliefs and customs;
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life;
- Use of P4C and oracy sentence stems to disagree in a respectful way with the answers of others whilst in class.
- Respect for each other is modelled and encouraged from an early age through activities such as 'Show and Tell'
- Know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.