

British Values and Prevent in the Cambridgeshire Primary Personal Development Programme

British Values

Ref: *Promoting fundamental British values as part of SMSC in schools*
DfE November 2014

As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and address life in modern Britain. These units contribute to these agendas, alongside and within the school's ethos and approach to a range of areas of school life.

The following list shows areas of British Values that are included in different themes of the Personal Development Programme:

Strand	Theme	Aspects of British Values
Myself and My Relationships	My Emotions	Self knowledge and self esteem and responsibility for behaviour
Myself and My Relationships	Family and Friends	Respect for others, tolerance and harmony
Myself and My Relationships	Anti-bullying	Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination
Citizenship	Rights, Rules and Responsibilities	Responsibility for behaviour, rules and the law, public institutions (including parliament), democracy, having a voice and making a positive contribution
Citizenship	Diversity and Communities	Respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society
Citizenship	Working Together	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution
Economic Wellbeing	Financial Capability	Charitable organisations

The Prevent Agenda

Ref: *The Prevent Duty – Departmental advice for schools and childcare providers*
DfE June 2015

Whole School context

Teaching and learning in areas that contribute to the Prevent agenda needs to take place within a context of a whole school approach that includes an ethos, environment, relationships and policies that enable the safeguarding of the whole school community. Schools' development of their shared values, meeting the 'British Values' agenda, is integrally linked to Prevent. Safeguarding training and policies will include Prevent, and all staff must know and follow policies and procedures when they have concerns about any individual children in relation to this.

Work with children and young people that supports this agenda can be delivered throughout the curriculum, in structured lessons and beyond (for example through assemblies, educational visits, school and class council). Positive and healthy relationships between staff and children / young people, between the school and home and the community, and between children and young people themselves are an essential part of safeguarding in this context.

As part of this broader context, both the content of PSHE and the environment and approaches used to deliver it, 'Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision making,' *The Prevent Duty, 2015.*

The following themes in the Primary Personal Development Programme include content that supports aspects of the Prevent agenda:

Strand	Theme	Aspects of Prevent
Myself and My Relationships	Beginning and Belonging (and other themes, e.g. Personal Safety, My Emotions)	When, where and how to get help (networks of support).
Myself and My Relationships	My Emotions	Self esteem, resilience, confidence, managing emotions
Myself and My Relationships	Anti-bullying	Mutual respect and understanding
Citizenship	Rights, Rules and Responsibilities	Democracy, government, rules / laws, responsibilities, debates. Understanding values. Critical thinking.
Citizenship	Working Together	Resilience, determination, confidence.
Citizenship	Diversity and Communities	Diversity of national, regional, religious and ethnic identities in the UK. Mutual respect and understanding.
Healthy and Safer Lifestyles	Managing Safety and Risk	Recognising and managing risk. Making safer choices. Resisting pressures.
Healthy and Safer Lifestyles	Personal Safety	Recognising feeling safe and unsafe. Accessing help and support if feeling worried or unsafe.