

How We Promote  
**BRITISH VALUES**  
at St. Stephen's School



What are British  
Values?

The Department for Education (Dfe) introduced British Values in 2014 and reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values.”

**These 5 areas are:**

Democracy

The rule of law

Individual liberty

Mutual respect

Tolerance of those with different faiths and beliefs.

The government set out its definition of British values in the 2011 Prevent Strategy (which I will discuss later) and these values have been reiterated by the Prime Minister.

Through our Christian values and school ethos we support these values but we now need to establish these understandings more explicitly and reinforce them regularly and in the following ways:

# Promoting British Values at St Stephen's

**1. Democracy:** Pupils have the opportunity to have their voices heard through our Pupil Council. *Pupils have been involved in decisions on different issues (Mrs Curniffe will clarify)*



**2. The Rule of Law:** The importance of Laws, whether they be those that we have in the , the school, or the country, are consistently reinforced throughout the school days, as well as when dealing with behaviour and through school assemblies. Pupils in each class set their own class rules at the start of each academic year, which they agree as a class, to abide by to support their learning. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

If we are visited by any Visits authorities such as the Police; Fire Service, nurses etc. these also help reinforce this message.



**3. Individual Liberty:** Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

As a school we educate and provide boundaries for children to make choices safely, through provision of a safe environment, and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our after school clubs and opportunities, children are given the freedom to make choices.



**4. Mutual Respect:** Part of our school ethos and behaviour policy has revolved around our Christian Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means and how it is shown. Our ethos is based around mutual respect for all whether it be pupil to adult or adult to pupil, and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

## **5. Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Cultural differences and diversities within our school community and beyond are celebrated during Black History Month and during other topics throughout the year.

International evening involves the whole community enjoying activities such as pupils performing dances and songs from different cultures and faiths and the whole community sharing food from their heritage.





How can we promote British values  
through our curriculum?

All schools are expected to promote British values. British values are not easily ‘taught’ - they need to be *lived* through the school’s ethos and values. Ofsted will be looking for evidence of how British values ‘flow through’ the school as a meaningful part of the work the school does. Suggestions are looking at the following subject-specific approaches:

### **English:**

Books will have themes covering tolerance, mutual respect and democracy. Lessons could look at how these themes are presented and how characters show these values. Poetry, songs and languages from other cultures could also be examined. Lessons could explore the meaning of concepts such as liberty, democracy and tolerance.

**Citizenship:** Children should be able to understand their personal rights and freedoms, and they should be advised on how to exercise these safely. Children should have the opportunity to learn about different models of democracy and take part in votes, pupil voice questionnaires and pupil councils., as we do. Topics such as equal rights, and e-safety should be taught.

**Religious education (RE)** lessons should reinforce messages of tolerance and respect for others. Children should have the opportunity to visit places of worship that are important to different faiths. Schools can actively promote diversity through celebrations of different faiths and cultures.

**History and geography:** Pupils should analyse events in UK and world history where British values have been tested such as both World Wars. In geography, pupils could look at how different cultures live and work throughout the world. We teach both these aspects at St. Stephen’s.

What is the Prevent Strategy?

Whilst supporting Tolerance of those of Different Faiths and Beliefs we also need to be aware of The **Prevent strategy**, published by the Government in 2011.

This is part of an overall counter-terrorism **strategy**. The aim of the **Prevent strategy** is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

Whilst this is less of an issue in Primary schools than Secondary it is still something teachers at St. Stephen's have had some training.

The Government has defined extremism in the Prevent strategy 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.*

Schools are not expected to have a dedicated 'Prevent Policy'. However we should have clear procedures in place for protecting children at risk of radicalisation which may be set out in existing safeguarding policies, which we do.

## What action do schools and teachers need to take?

Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation. Keeping children safe from risks posed by terrorist exploitation of social media should be approached in the same way as safeguarding children from any other online abuse.

In the same way that teachers look out for signs of possible physical or emotional abuse in any of their pupils, if we or you have a concern for the safety of a specific young person at risk of radicalisation, we would should discuss this with school's designated safeguarding lead, and if necessary, with social services.