



Straits Primary School Fundamental British values

From 1 July 2015 the Prevent Duty became law. This is a duty on all schools to have due regard to preventing people being drawn into terrorism. British Values are a set of five values introduced to keep children safe and promote their welfare, specifically to counter extremism.

In order to protect children in our care, we must be alert to any issues which may cause concern in the child's life at home or elsewhere. This includes awareness of the expression of extremist views. In addition to this, the Counter Terrorism and Security Act also places a duty on providers "to have due regard to the need to prevent people from being drawn into terrorism" (The Prevent Duty), updated April 2021. www.gov.uk/government/publications/prevent-duty-guidance.

Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- **enable students to develop their self-knowledge, self-esteem and self-confidence;**
- **enable students to distinguish right from wrong and to respect the civil and criminal law of England;**
- **encourage students to accept responsibility for their behaviour, show initiative, and to 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 of and respect for their own and other cultures;**
- **encourage respect for other people; and**
- **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.**

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- **an understanding of how citizens can influence decision-making through the democratic process;**
- **an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;**

- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Accountability

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school. However this advice should not be read as guidance for inspection purposes. Ofsted publish their inspection framework and handbook, which set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development. Schools should refer to Ofsted's documents to understand what inspectors look for in assessing this.