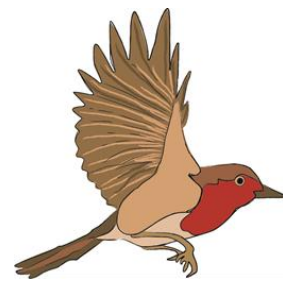


# British Values

---



## How do we promote fundamental British values as part of SMSC at Burhill?

At Burhill we have always supported children's development of values- a whole range of values which will provide children with the skills and attitudes they will need to take a full and active part as citizens of the future.

As part of this we fully support the development of what have come to be known as fundamental British values.

These values are;

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

Actively promoting these values means challenging opinions or behaviours in school that are contrary to these values. Attempts to promote systems that undermine fundamental British values would be completely at odds with our duty at Burhill to provide Social, Moral, Spiritual and Cultural (SMSC) education.

Through SMSC we need to

1. Enable children to develop self-knowledge, self-esteem and self confidence
2. Enable children to know right from wrong (respect law)
3. Enable children to take responsibility for themselves and contribute positively to society
4. Enable children to know about and respect public institutions and services
5. Enable children to show tolerance to those who are different, by knowing about their own and other cultures
6. Enable children to show respect for other people
7. Enable children to demonstrate respect for democracy and the law

This is the knowledge and understanding expected of pupils as a result

1. Understand how people can influence decision making through democracy
2. Understand that having laws protects us all, and keeps us safe
3. Understand that we have a legal right to follow whichever faith we choose
4. Understand people of other faiths cannot be discriminated against, and must be tolerated
5. Understand that discrimination must be fought against

As part of our rich and creative curriculum we already support fundamental British values in many ways, from Nursery right through to our oldest children.

The following is a brief summary of the kind of support we offer.

Democracy	<p>EYFS Philosophy for Children- learning how to ask questions, agree and disagree with peers Voting for peer representatives on the School’s Council Understanding “fair” systems- all having a go, all taking turns.</p>
	<p>KS1 Philosophy for Children- considering others have an opinion you might disagree with Voting for peer representatives on the School’s Council Visiting the community- e.g. elderly, and considering their contribution</p>
	<p>KS2 Philosophy for Children- learning to listen to an opinion and securing confidence to analyse and disagree Voting for peer representatives on the School’s Council Taking an active part in democratically agreed actions via School’s Council Debating skills Literacy- persuasion techniques and learning to campaign. School’s Parliament.</p>
Rule of law	<p>EYFS Unicef Rights and Responsibilities Agenda- learning to make the “right choices”. Drawing up of class charters. Learning right from wrong. Learning to consider the needs of others.</p>
	<p>KS1 Unicef Rights and Responsibilities Agenda- Celebrating attitude and positive contributions through 5Rs certificates Understanding Mrs Taylor’s “no compromise deal”. Respecting rules and routines for the whole school.</p>
	<p>KS2 Unicef Rights and Responsibilities Agenda- Celebrating attitude and positive contributions through 5Rs certificates Understanding Mrs Taylor’s “no compromise deal”. Respecting rules and routines for the whole school. “Laws” topic in PSHE. Being role models for rest of school Taking on responsible roles- eco champion, befriender, etc.</p>

Individual liberty	<p>EYFS Unicef Rights and Responsibilities Agenda-I have a right to freedom, privacy, and education. I have a responsibility to respect other people’s freedom, privacy and education. Free flow play Free choice of friends- supported through PSHE Show and Tell- this is what I prefer/dislike. Philosophy for Children- learn to listen to the voice of others. Learning to form own opinion. Learning that others may think differently to me.</p>
	<p>KS1 Unicef Rights and Responsibilities Agenda- I have a right to freedom, privacy, and education. I have a responsibility to respect other people’s freedom, privacy and education. Philosophy for Children- learn to disagree with respect. Teaching through PSHE how to say “no”. “Fun Friends”- programme to help children tune in to own emotions and respect feelings of others.</p>
	<p>KS2 Unicef Rights and Responsibilities Agenda- I have a right to freedom, privacy, and education. I have a responsibility to respect other people’s freedom, privacy and education. Philosophy for Children- learn to value own opinion, even if it is different to others. Freedom to choose own clubs. “Fun Friends”- programme to help children tune in to own emotions and respect feelings of others. PSHE supports discussion of preferences and differences- cultural and personal. SRE (Sex and Relationships Education)</p>
Respect and tolerance of those with different faiths and beliefs, and those with no faith or belief.	<p>EYFS Show and Tell- Children share and compare home experiences. Exploration of different cultural practices in home life R.E. – visiting places of worship. - celebrations from many faiths</p> <p>KS1 R.E. curriculum. Children of no faith are accepted alongside all faiths. Exploration of Diwali, Eid, Easter, Christmas. Visiting places of worship Regular Christian assembly from Rev. Fletcher</p>

	<p>KS2</p> <p>R.E. curriculum. Children of no faith are accepted alongside all faiths.</p> <p>Visiting places of worship.</p> <p>PSHE study, SEAL unit “ Good To Be Me”</p> <p>Involvement in charity projects- looking at the lives of children/people in contrasting and challenging circumstances.</p>
--	---