



The DfE recently reinforced the 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 the mutual respect and tolerance of those with different faiths and beliefs’.***

Schools, through their curriculum, are legally bound to actively promote the fundamental British values.

**British values are:**

Ofsted version	DfE version
<ul style="list-style-type: none"> <li>• democracy</li> </ul>	<ul style="list-style-type: none"> <li>• respect for democracy and support for participation in the democratic process</li> </ul>
<ul style="list-style-type: none"> <li>• the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• respect for the basis on which the law is made and applies in England</li> </ul>
	<ul style="list-style-type: none"> <li>• support for equality of opportunity for all</li> </ul>
<ul style="list-style-type: none"> <li>• individual liberty</li> </ul>	<ul style="list-style-type: none"> <li>• support and respect for the liberties of all within the law</li> </ul>
<ul style="list-style-type: none"> <li>• mutual respect and tolerance of those with different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• respect for and tolerance of different faiths and religious and other beliefs</li> </ul>

**How can this be achieved at Eastington?**

**‘actively promote ...’**

- Eastington is a UNICEF Rights Respecting school. Each year the children decide upon their Class charter and the rights associated with these. All children contribute to the drawing up of the Class and Playground charters. Children have many opportunities for their voices to be heard. We have an active Rights Respecting team and a school council with elected representatives from different Year groups who meet regularly to discuss a range of topics and issues to ensure we remain a safe and positive community for all.

**Democracy – what do we do?**

- 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
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Hold ‘elections’ for representatives of the school council, Rights Respecting team and more traditional events such as the May queen so they understand the equality of the process
- Help pupils to express their views through class based debates in order to challenge and defend their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

### **Rule of law – what do we do?**

- Ensure school rules and expectations are clear and fair based on the agreed school Charters (classroom and playground)
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals including the pupils' e-safety contract
- Include visits from the police and magistrates in the curriculum including participation in the Stroud Schools Mock Trial competition
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop approaches to resolve conflicts

### **Individual liberty – what do we do?**

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Follow the UNICEF rights respecting schools agenda

### **Respect and tolerance – what do we do?**

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities and schools within different environments (Charles Dickens Primary in Southwark and Langalanga Primary in Kenya)
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as children in care or young carers



At Eastington we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist views'.

**Please see the attached information highlighting how we promote British values in our curriculum provision.....**