



Greater Grace School of Christian Education

PROMOTING FUNDAMENTAL BRITISH VALUES POLICY

AIMS

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Greater Grace School students learn and develop understanding of these areas, through the curriculum and other opportunities.

INTRODUCTION

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Greater Grace School is committed to supporting all students in learning about and deepening their understanding of British values, culture and systems.

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law
- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school must:

- Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

Schools must also ensure they actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
- Enable pupils 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 pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

BRITISH VALUES: EXPECTATIONS FOR PUPILS

The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils.

Paragraph 13 of the document sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values,' these include:

- An understanding as to how citizens can influence decision-making through the democratic process
- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

OUR SCHOOL ETHOS

As a Christian School, we use an individualised, character-building, Bible-based curriculum which enables children to develop a Biblical view of life. The children learn to apply Biblical principles in daily life, through example and teaching. As they grow in understanding their own value and eternal purpose in Christ, they also learn to truly value others. An example that illustrates this excerpt from our Prospectus would be the "Golden Rule" that the children would learn to treat all others as they would wish to be treated as Jesus said in the Sermon on the Mount, "Therefore, whatever you want men to do to you, do also to them." (Matthew 7:12)

See also Appendix 2 *Values – The characteristics of our British national identity*

HOW WE ACTIVELY PROMOTE BRITISH VALUES

In line with our ethos and our delivery of our SMSC Development Policy, we actively promote all the British values to all ages through the ACE programme, which includes not only both the Core PACE curriculum and supplementary curriculum, but also devotions and a variety of opportunities that arise during the day such as discussions about current affairs or when a question is asked around the lunch table.

Democracy

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through PACE work, lessons such as Citizenship, PSHE, History and Geography, cross-curricular lessons, devotions, and visiting speaker events
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad
- Encourage students to be aware of injustice, perceived or real, and think about ways in which this can be challenged through school processes or in the wider world, Charity initiatives such as Operation Christmas Child, and awareness raising campaigns.
- Use research and preparation of Oral Reports to explore themes relating to democracy in this country and around the world.
- Use the Student Council and other elected committees to teach pupils how they can influence decision making through democratic process (whenever appropriate given the number and age range of current students)

Rule of Law

- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- Build links between and understanding of the local constabulary and their work to support the local community through Police visits
- Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- Use cross-curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- Support all pupils to develop positive self-esteem, self-confidence, and self-awareness and self-knowledge.
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- Establish and maintain a climate in which all students feel safe and bullying is not tolerated
- Use opportunities whenever possible to expose pupils to people from a wide range of backgrounds and belief systems.

Respect and Tolerance

- Promote respect for individual differences
- Use PACEs and supplementary curricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- Use devotions or Chapel as a vehicle to understand different perspectives on faith.
- Use PACEs and supplementary curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs.
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand in an age-appropriate way these different elements within British society.

SUMMARY

All staff and students at Greater Grace School are expected to behave with integrity, tolerance, and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures, but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

Examples of opportunities and activities to promote British Values at Greater Grace School include:

- British Values are promoted through visits to iconic British buildings and locations such as Chester, and local National Trust properties and museums so that students have opportunities to learn and explore what each represents in terms of British culture, historical and social significance.
- Presentations by members of the Police and Fire Services, for example, help the students explore alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.
- In lessons and devotions all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- Teachers model positive behaviour and democratic values in their interactions with colleagues and students.
- Individual Oral Reports and group presentations are frequently used as vehicles through which students present to the wider community examples of key moments, people or ideas from British history.
- Lessons are exploited when appropriate to provide forums in which all students can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. We take care to ensure that both girls and boys feel safe, secure and able to celebrate their own and each others' backgrounds, beliefs and cultural practices.

Policy Adopted by Trustees on: 11 April 2019

Policy Last Reviewed on: 15 February 2021

Policy Due for Review by: 30 October 2023

APPENDIX: QUESTIONS FOR STAFF TO USE

The questions below can be used by staff within their schemes of work to demonstrate how they promote British values. The questions have been adapted from the DfE document 'Promoting fundamental British values as part of SMSC in schools'.

How do we promote the values of democracy in lessons and wider school life?

How do we promote the importance of identifying and combating discrimination?

Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?

How do we promote tolerance between different cultural traditions by enabling students to acquire an appreciation of their own and other cultures?

Do students understand the difference between executive and judiciary systems?

Are pupils made aware of the difference between the law of the land and religious law?

How do we challenge opinions or behaviours that are contrary to fundamental British values?

VALUES

The characteristics of our British national identity

We affirm the fundamental British Values of democracy, rule of law, equality of every human being before the law, freedom of speech and the rights of all men and women to live free from persecution.

We affirm as a matter of principle and of historical record that these values originate from Judaeo-Christian belief, thought and practice, which has been foundational in these islands. As such these values have been recognised worldwide as defining our national identity.

The central value in British history and culture, derived from our Judaeo-Christian foundations, is that every human being is created by God of infinite worth and with unique purpose and destiny. Therefore, every man, woman and child is entitled to respect, care, consideration and protection.

Our values, relating to our personal and corporate life, are given substance, and first learned in the family, the original and enduring building block of our society, where mother and father are duly honoured as the primary educators.

Our values embrace respect for the rule of law and equality of all before the law, together with freedom of speech, debate, conscience and religion. Equity has a long and illustrious pedigree for which the 800th anniversary of Magna Carta is a timely reminder.

Our values embrace the utmost respect for human life and the wellbeing of others, compassion and care for the vulnerable, hospitality and mutual interdependence.

Our values derive from the belief that we are all responsible and accountable for our actions, recognising that there are consequences to all that we say and do. Our values encourage every person to seek the common good over and above personal gain, never insisting on our human rights at the expense of our social responsibilities.

Our values are evidenced in mutual trust, truthfulness and integrity. Our word is our bond within all relationships from the home to the marketplace, in civil society and in government. These are complemented by the attitudes of courtesy, compassion and modesty.

Our values applaud and encourage the virtues of commitment to hard work, steadfastness and reliability, in addition to consideration towards the feelings of others.

British history clearly authenticates the role and benefits of Christian teaching and practice. This is evidenced in the struggles to establish the rule of law and to defeat slavery and the slave trade; the establishment of the rights of conscience and the consistent opposition to intimidation, coercion, corruption, tyranny and oppression; the founding of numerous charitable institutions and the upholding of human dignity through the provision of education, health care and welfare. The essential recognition of the spiritual dimension of life provides the clear principles that lead to the honouring of others irrespective of their personal beliefs.

These values bring hope for all people because they reflect the character of the Creator and the created order. We seek actively to promote these values now as fundamental to the health of our national life and to teach and transmit to future generations their validity and their origin in the Judaeo-Christian foundations of our culture.

We call upon people of all faiths and none to subscribe to these values and to affirm and confirm them in daily life, general profession, teaching, and government.

Drafted following a meeting in the House of Lords of 22 Christian leaders from different traditions, chaired by Professor Lord Alton of Liverpool, this statement was the subject of a special Consultation in the House of Commons on 27th January 2015. Following this it was simultaneously presented at Buckingham Palace for Her Majesty, The Queen, and at 10 Downing Street for the Prime Minister.

Further information: Maranatha Community, www.maranathacommunity.org.uk, 0161 748 4858