

# British values

In June 2014, David Cameron emphasised the important role that British values can play in education. This was reinforced by the DfE stating 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 mutual respect and tolerance of those with different faiths and beliefs.”*

This is not something new at Ditton Lodge. British values are promoted in so much of what we do, not least during our school assemblies, PSHE and RE lessons, but also in all aspects of the teaching and learning that takes place every day. These values are integral to the ethos of our school which complements British values and always has done.

The term ‘British values’ might be slightly misleading in that these values are integral to many countries throughout the world and we do recognise this, but this is the title that schools are expected to use and is part of the Ofsted inspection process.

*Below are just a few examples of how we promote British values at Ditton Lodge.*

## **Democracy**

Children have many opportunities for their voices to be heard. We have a school council which meets regularly to discuss a range of issues. Members of the school council are voted in by members of the class, having put together their own personal manifesto and explained it to their peers. Our head boy and head girl are voted for by all the children in the school, after the prospective candidates have given a campaign speech in assembly.

Children have an annual questionnaire, in which they are able to put forward their views about the school.

Children are frequently consulted by subject leaders about different areas of the curriculum. For example, Ms Lewis, as subject leader for maths, will ask children in all classes what they do and don’t enjoy about maths, what makes it hard for them to learn, what the teachers can do to make learning more effective and other such questions. This information is then fed back to the staff and governors.

When learning about the Romans and the Greeks, children find out about dictatorship versus democracy and in PSHE they hear about the role of government today.

## **The Rule of Law**

Children are taught about the importance of laws and the value and reasons behind laws, whether they be those that govern the class, the school or the country. In PE, for example, they learn that to have an enjoyable game, everybody must follow the same set of rules. They know that there are consequences for inappropriate behaviour and for not showing the correct behaviour for learning. They have a growing knowledge of the specific laws about school

attendance; they begin to know about some of the behaviours associated with unacceptable criminal acts such as violence and possession of dangerous or illegal items.

At the start of the school year, each class discusses and sets its own class rules that are clearly understood by all, made clearly visible and recognised as necessary to ensure that every class member is able to learn in a safe and ordered environment.

### **Individual Liberty**

In school, pupils are given choices in a variety of situations knowing that they are making these choices within a safe and supportive environment. These include:

- choices about what learning challenge or activity they want to do
- choices about how they record their learning
- choices around participation in extra-curricular activities
- choices around who they want to play with and the games they want to play at break times
- choices around who they want to partner up with for some of their learning

They are taught in PSHE and E-Safety lessons how to make safe choices.

### **Mutual Respect and Tolerance for Those of Different Faiths and Beliefs**

Children learn that their behaviour has an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect.

Ditton Lodge is situated in an area which is not particularly culturally diverse, so we place great emphasis on explaining the importance of cultural and religious diversity with the children, and reinforcing tolerance and respect for the beliefs that other people may hold. Our RE curriculum strongly supports this, with teaching on all the main world religions: Christianity, Hinduism, Judaism, Islam, Buddhism, Sikhism and also humanism. Members of different faiths and religions are invited into school and encouraged to share their knowledge and beliefs, to enhance the learning. Displays around the school explore the key features of different faiths. Assemblies include stories and celebrations from a variety of faiths and cultures.

Parents have the right to remove their children from assemblies and aspects of RE lessons.