

## British Values Policy 2018-19

<b>Written by:</b>	Cathy Day	<b>Date:</b> November 2017
<b>Approved by:</b>	College of Management Council of Trustees	<b>Date:</b> November 2017 <b>Date:</b> November 2017
<b>Review details:</b>	Version 2 reviewed by Jeff van Zyl. Version 1 - Created in consultation with Early Years, Lower School and Upper School teaching staff at South Devon Steiner School.	
<b>Date of review:</b>	19 <sup>th</sup> December 2018	
<b>Date for next review:</b>	December 2020	

At the South Devon Steiner School we have adopted and adhere to working with, teaching and promoting British values. In this regard, the manner in which the school is managed, the manner in which teachers and students work together and the content of the curriculum need to reflect, support and embed these values.

The British Values are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

### Aims

Value	
Democracy	<ul style="list-style-type: none"> <li>• To teach the origins of democracy</li> <li>• To develop an understanding and respect of the democratic process</li> <li>• To develop an understanding of teamwork</li> <li>• To encourage student participation in appropriate decisions</li> <li>• To encourage debate</li> <li>• To encourage the sharing of different perspectives or 'points of view'</li> <li>• To encourage students to register to vote</li> </ul>
Rule of law	<ul style="list-style-type: none"> <li>• To ensure an understanding of rules in general and school rules in particular</li> <li>• To help students understand that the rules are designed protect us all</li> <li>• To ensure that students experience the fair application of school rules</li> </ul>

	<ul style="list-style-type: none"> <li>To teach the legal frameworks of society (civil and criminal law) in an age and stage appropriate manner</li> </ul>
Individual liberty	<ul style="list-style-type: none"> <li>To help all students understand their rights and responsibilities</li> <li>To encourage all students to take responsibility for their behavior</li> <li>To develop and encourage the exploration of different perspectives</li> <li>To support the development of self-esteem through self-knowledge in a safe environment</li> </ul>
Mutual respect	<ul style="list-style-type: none"> <li>To support children connect and work with each other both in the classroom and outside of the classroom</li> <li>To help students develop and maintain a respect for their own culture and for the culture of others different to themselves</li> <li>To ensure that all teachers model respect at all times</li> </ul>
Tolerance of those with different faiths and/or beliefs	<ul style="list-style-type: none"> <li>To teach a basic understanding of different faiths and religions</li> <li>To positively explore different cultures across the history and the world today</li> <li>To teach an understanding of the value of diversity</li> <li>To teach students what prejudice and discrimination are, as well as what the effects of these are</li> <li>To positively work with deconstructing stereotypes and the harm that can be caused through stereotyping</li> </ul>

### **British Values explicit and implicit throughout the curriculum**

The British Values are developed across the school and in the curriculum of each of the departments. Please read the addendum to the policy, which highlights how this manifests.

## Addendum: British Values Statement 2018-2019

The following are examples, across the school, of our curriculum that specifically promotes British values.

Please also see our **Human Values Policy** which includes many other values that are British but not particular to this country.

### Early Childhood Department

- During play time the themes of police, fire engines, doctors, hospitals, libraries and other public services emerge and are played out and discussed.
- Understanding of the 'laws' or Golden Rules of K/G to distinguish right from wrong.
- Emphasis is placed on becoming socially aware, learning good manners, being safe on the roads with light traffic.
- Learning to accept teachers as leaders, for the good of all.
- Christian festivals are celebrated throughout the year and we promote British tolerance to other cultures by celebrating festivals of other cultures and religions if a relevant child is among our pupils.
- We also promote learning to share and take turns, even learning to queue in an orderly manner.

### Main School

#### Democracy

- Student Council: (Classes 5 - 12)
  - Members are elected as representatives of their class.
  - Student council has a democratic role in certain decision making processes in the school.
  - Members vote to create, amend and inform constitution.
  - Chairperson, secretary, treasurer, deputies are elected from within the group.
  - Representatives liaise with members of the class to ensure a democratic sharing of responsibility.
- Classroom rules and behaviour contracts: (Classes 3 - 12)
  - Students discuss and decide on rules of conduct for their class.
- Decision making in class groups: (All classes)
  - Certain decisions are brought to the class for students to decide upon democratically, through discussion and/or vote.
- Class discussions on topical issues: (Classes 5 – 12)
  - Topical examples related to democracy in action are discussed. For example: elections – local and national, revolutions, different forms of government.
- Learning about the **history of democracy**: (Classes 5 – 10)
  - Class 5: Origins of democracy in Ancient Greece.
  - Class 6: Comparison of some Laws of Rome and present day Britain

- Class 7: The Magna Carta and foundation of Parliament.
- Class 8: Charles 1<sup>st</sup>, the Parliamentarians, Charles 2<sup>nd</sup> and first cooperative King and Parliament. The foundation of the United States
- Class 9: The French Revolution, human rights, socialist ideas
- Class 10: Contrasting different forms of government in the ancient world.
- Class 11: Learning about democracy and other forms of government today. Power and politics main lesson. How democracy works, discrimination, free speech, freedom, human rights, elections and voting rights, equality, racism, sexism, political and religious extremism in the UK and in undemocratic nation states. Student project on discrimination part of SCE assessment.
- Class 12: Registering to vote.

### **The Rule of Law**

- Classroom rules and behaviour contracts: (Classes 3 - 12)
  - Develop an understanding of how respect for well-founded rules contributes to a more positive society.
- Student Council: (Classes 5 – 12):
  - How a clear constitution supports decision-making process.
  - Student led influence on dress codes and behaviour rules.
- Class discussions on topical issues: (Classes 5 – 12)
  - Bringing awareness of the rule of law in action through topical examples and discussion.
- Visits from law enforcement officers, Brook and other organisations: (Classes 6 - 12)
  - Information and discussion on laws related to drugs, sex and relationships, pornography, bullying, internet use.
- 'Citizen of the World' focus: (Class 8)
  - Learning specifically about how the law affects students' own lives.
  - How the judicial process works in the UK.
  - Different forms of law in other countries.
- Student advocates involved in disciplinary proceedings.
- Students' understanding and involvement with the behaviour policy.
- Learning about the idea of law through stories and mythology: (Classes 1 – 5)
  - 'Natural law' in nature stories and fables.
  - The Ten Commandments.
  - Laws between gods and people in different mythologies of the ancient world.
- Learning about the history of law: (Classes 5 – 7)
  - Class 5: Law courts in Ancient Greece.
  - Class 6: Development from the Roman judicial system through the Middle Ages.
  - Class 7: The Enlightenment and its effect on conceptions of justice.
- Upper School PSHEE curriculum.

### **Individual Liberty**

- Regular social awareness and development circles: (Classes 3 – 12)

- Acknowledging and celebrating individual differences
- Reflection on and sharing of individual work and achievement: (All classes)
  - Painting / Art lessons – sharing qualities, choosing an aspect you like to talk about
  - Quiet reflection on own and partner's work, choosing quality to highlight. (Class 3 and 4)
  - Regular celebration of self-chosen aspect of the week's work.
- Group reflections on behaviour: (All classes)
  - Often with witness, advocate, external observer and/or questioner.
  - Developing awareness of how individual behaviour affects group and how individual liberty is related to responsibility.
- Self-differentiation in games and activities: (All classes)
  - Tree-climbing: developing awareness of different individual capabilities.
  - Cycle training: awareness of own speed, ability, stamina within group.
  - Circus skills: selection of own specialism to pursue and develop independently, which later contribute to group performance.
  - Orchestra: Freedom to choose instrument but individual responsibility to practise.
- Visits to students and staff training on LGBTQ+ issues by Proud2Be.
- Learning about the history and development of individual liberty: (Classes 3 – 12)
  - Class 3 – 7: Movement from authoritarian, theocratic societies towards a more individualistic and democratic world.
  - Class 5: Ancient Greek individualism, women/men.
  - Class 6: Awareness of the role of the individual within the Roman state, women/men.
  - Class 7: The Enlightenment and how individuals transformed how people thought about the world.
  - Class 8: Development of awareness of individual human rights and social responsibility.
  - Class 9: Individual's attempts to bring about greater social equality.
- Examples of effects of individual human liberty: (All classes)
  - Biographies of individuals.
  - Visits and talks about what different individuals have achieved.
  - Celebration of students' own individual achievements in class meetings or assemblies.
- PSHEE curriculum

### **Mutual Respect and Tolerance**

- Regular social awareness and development circles: (Classes 3 – 12)
  - Acknowledging and celebrating individual differences
- Visiting students programme:
  - All students encounter different backgrounds, languages and cultural differences.
- Celebrating and learning about a wide range of cultural and religious festivals:
  - Traditional British folk celebrations
  - Christian festivals
  - Muslim festivals inc. Ramadan, Eid al-Fitr
  - Chinese New Year
- Celebration and experience of different languages through Whitsun festival.

- Visits to class by people from different nationalities and ethnic or religious backgrounds.
  - Class 2: Indigenous visitors accompanied camp, bringing songs, stories and experience of lifestyle.
  - Class 3: Jewish family/visitor
  - Class 6: Many different European nationalities as part of European geography lesson, talking about language, religion, culture, lifestyle
  - Class 10 biology main lesson covers what it means to be a human being, gender issues, ethics /morality regarding abortion and reproduction.
- Learning about origins and background of different religions from a historical perspective:
  - Class 3: Judaism
  - Class 5: Hinduism, Buddhism, Zoroastrianism
  - Class 6: Christianity
  - Class 7: Islam
- Visits to places of worship.
- Visits to students and staff training on LGBTQ+ issues by Proud2Be.
- Multicultural stories and descriptions throughout school curriculum.
- Assembly of U/S discussion of some news items... a minute's silence for victims of war/

### **Involvement in the local community**

- Class 9 have a working trip to help at a Botton Camphill community craft workshop and farm for adults with learning disabilities, mental health problems and other special needs.
- All school fundraising for refugees, and gathering of articles to send them.
- Class 3 built the log walk for K/G and supported a local biodynamic farm near Exeter by working with the animals.
- Class 5 play performance offered to local school for children with learning needs.
- Class 7: Fundraising for Children in Need
- Class 8 play performance is offered to local schools.
- Class 8: built the store shed for K/G
- Class 8 worked in Germany to sustain an important wildlife reserve.

### **Guidance:**

- DfE Guidance: "Promoting fundamental British values through SMSC"  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

### **Compliance:**

- Independent School Standards:  
[https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi\\_20143283\\_en.pdf](https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf)

### **References:**

- Human Values Policy