



Values for Education Policy

May 2017

Approval by the Governing Body	
Review date	
Signed by Chair of Governing Body	
Signed by the Principal Designate	

This policy was written by Andrea Fricker, Principal Designate

Consultation	This policy will be consulted on as staff are appointed and as the school expands. Appendix 1 will be updated following the regular sharing of good practice across the school.
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Introduction

- 1.1 We have a duty to prepare our children for life in modern Britain and to keep them safe.
- 1.2 The DfE have 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 mutual respect and tolerance of those with different faiths and beliefs.”
- 1.3 The DfE has produced advice on these regulations for maintained schools. This says: ‘All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the SMSC development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values’.
- 1.4 The government set out its definition of British Values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

Aims

- 2.1 It is our aim to raise standards by promoting a school ethos which support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Policy in practice

Fundamental British Values

- 3.1 At Grove we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles (paying particular regard to the protected characteristics set out in the Equality Act 2010). The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students’ welfare.
- 3.2 **Democracy**
Democracy is evident throughout our school. Pupils have the opportunity to have their voices heard through the election of School Council members, Junior Leadership Team and Pupil questionnaires and voice opportunities. We also endeavor to encourage pupils to participate in the local democratic process wherever possible, for example meeting local councilors and other people in positions of responsibility.
- 3.3 **The Rule of Law**
The importance of Laws/rules, whether they be those that govern the class, the school, or the country, are consistently reinforced by all staff in all situations, be it in the classroom, playground or around the school. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and consequences when laws/rules are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.
- 3.4 **Individual Liberty**
Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and SMSC lessons. Whether it be through choice of challenge in lessons, how they record work, selection of lunches or participation in our extensive extra-curricular clubs, pupils are given the freedom to make choices.

3.5 Mutual Respect

Our school ethos and behaviour policy has revolved around Core Values such as 'Respect'. The importance of mutual respect is central to the school behavior policy and permeates the day to day dealings of all staff and pupils. Pupils have been part of discussions and assemblies related to what this means and how it is shown.

3.6 Tolerance of and respect for those of all faiths, no faith, different cultures and lifestyles

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through visits and discussions. Assemblies and discussions involving prejudices and prejudice-based issues have been followed and supported by learning in RE and PHSE.

3.7 As a school we have found that the best way to instill such values in pupils is to reflect them in the way our institution is run. We embody democracy in the way we work, within our school ethos and within our school culture. Our Behaviour Policy and framework of rules and regulations are there for the benefit of everyone. Grove values the diverse ethnic backgrounds of all pupils and families and undertakes a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to British Values.

Values for Success

- 4.1 Values Education has a crucial role in education, because it plays a part in raising achievement and it encourages pupils to be self-disciplined active learners. Grove has developed a clear strategy for embedding these core British Values. Our aim is to ensure that young people understand the importance of respect and leave school fully prepared for life in modern Britain.
- 4.2 These values are addressed directly in whole school assemblies, at times through lessons and circle times, but also permeate the whole curriculum (see Teaching and Learning and SMSC policies). These Fundamental Values are the basis for the social, intellectual, emotional, spiritual and moral development of the whole child. We encourage children to consider these values and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be stable, educated and civil adults.
- 4.3 Appendix 1 shows examples of how these values are taught within our Broad and Balanced Curriculum and how this has or will impact on pupils learning.

Monitoring and evaluation

This policy will be monitored as part of our regular teaching and learning monitoring.

Sources and references

Revised Prevent duty guidance for England and Wales, July 2015

Promoting fundamental British Values as part of SMSC in schools, DfE advice for maintained schools, November 2014

The Prevent strategy 2011

Education Act, 2002 – section 78

Equality Act 2010

Teachers standards

Links to other documents

[Safeguarding Policy](#)

[SMSC Policy](#)

[Behaviour Policy](#)

[Teaching and Learning Policy](#)

[Equality information and objectives](#)

Appendix 1

Foundation

Value	Context	Subject	Outcome for pupils
Democracy, Individual liberty	Remembrance Sunday	Assemblies	<ul style="list-style-type: none"> Pupils deepen their understanding of the world wars and the reasons people gave up their lives. Pupils consider and explore what it would be like to live in a non-democratic society.
Rule of law, Individual liberty	Traditional tales	Writing	<ul style="list-style-type: none"> Pupils learn about good and bad choices through moral in stories. Pupils to be able to relate actions of characters to rules and regulations in society.
Democracy	Classroom rules		<ul style="list-style-type: none"> Children to understand that it is their responsibility to abide by the rules that they set. To understand that they are involved in the decision making process.
Tolerance, Mutual respect, Individual liberty, Rule of the law	Animals and humans	Science and PSHE	<ul style="list-style-type: none"> Pupils understand how to respect animals Pupils learn how to care for animals as a member of the family.
Mutual respect, Tolerance of those of different faiths and beliefs	Buildings around the world and the purpose of them	Knowledge and understanding of the world	<ul style="list-style-type: none"> Pupils gain an understanding of different places of worship for different faiths. Pupils learn to respect the differences between communities and social groups.
Mutual respect	Black history month		<ul style="list-style-type: none"> To accept that people come from different backgrounds.

Year 1

Value	Context	Subject	Outcome for pupils
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Year 2

Value	Context	Subject	Outcome for pupils
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Year 7

Value	Context	Subject	Outcome for pupils
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Year 8

Value	Context	Subject	Outcome for pupils
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