

British Values at OHMS

Introduction

This policy takes into account section 78 of the Education Act 2002 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It also takes into account the non-statutory advice on British values from the Department of Education (November 2014), the Prevent Strategy, the Teachers Standards and the Equality Act 2010 Advice for Schools.

OHMS actively promotes the fundamental British values of:

- Respect for **democracy** and support for participation in the democratic process
- 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
- Respect** for and **tolerance** of different faiths and religious and other beliefs

This is achieved through the effective spiritual, moral and cultural development of our pupils, as part of a broad and balanced curriculum and extra –curricular activities, through our links with both the local community and the wider world. In promoting our pupils' spiritual, moral, social and cultural development (SMSC), we demonstrate our commitment to actively promoting fundamental British values in ways which are appropriate to our pupils' age and ability.

By actively promoting

- Focus on, and show how, the school's work is effective in securing these values
- Challenging pupils and young people, staff or mums, dads or carers who express opinions contrary to British values

Aims

At OHMS in line with the individual pupils' capacity to understand the concepts and ideas – we aim to:

1. Democracy:

- 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
- Help pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

2. Rule of law

- Ensure school rules and expectations are clear and fair
- 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
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

3. Individual liberty

- 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
- Pupils, parents and staffs views are valued and sought, all pupils are made aware, where possible of others needs and how to support each other. Team Teach principles permeate the daily routines and care given to all.

4. Respect and tolerance

- 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

- 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 looked-after children or young carers
- Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference – see SMSC, Special days, charity work

We will enable our pupils to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The ethos and teaching of our school, which we will make parents aware of, will support the rule of English civil and criminal law and we will not teach anything that undermines it. In our teaching about religious law, we will take particular care to explore the relationship between state and religious law. Our pupils will be made aware of the difference between the law of our land and religious law.

Through our provision of SMSC, we will:

- enable our pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable our pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage our pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable our pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further develop tolerance and harmony between our country's different cultural traditions by enabling our pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

We will ensure that our curriculum includes activities appropriate to the age and development of our pupils that will help to prepare them positively for life in modern Britain and the detail for this will be found in our curriculum planning.

This policy also links with our policies for

- Anti-bullying
- Behaviour Management
- Child Protection and Safeguarding
- PSHCEE (including Sex & Relationships Education and Drug Education)
- Special Educational Needs

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