

Fundamental  
British Values  
*at*  
**Beechwood**  
**Primary School**



# So, what are Fundamental British Values?

They are difficult to define, although  
many have tried....

# How should we define these values?

“One strength of the United Kingdom is that it has provided a safe and warm home for people of every faith over hundreds of years...

It is critical that we ensure that our traditions of liberty and tolerance are protected so that everyone, whatever their background, can feel that sense of pride in this nation and allegiance to other citizens, which all of us would want to celebrate as the best of British.”



Michael Gove June 2014

# Are you sure?



“There's some basic things everyone can agree on: democracy. Gender equality. Equality before the law.”

Nick Clegg June 2014

# Any other ideas?



“British values include inventiveness, fairness, charity, resilience and a ‘mustn’t grumble’ attitude”

Gordon Brown 2006

# Anything else?

“Creativity built on tolerance” and “work and self improvement”.

Tony Blair March 2000



# Last try...

“I would say freedom, tolerance, respect for the rule of law, belief in personal and social responsibility and respect for British institutions. Those are the sorts of things I would hope would be inculcated into the curriculum in any school in Britain,” David Cameron June 2014



# What are Fundamental British Values?

Schools should 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

The Prevent strategy 2011:

<https://www.gov.uk/government/publications/prevent-strategy-2011>



# What do the government want us to do?

*All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.*

# Spiritual, Moral, Social, Cultural



Raising money for charity

- Through their provision of SMSC, schools should:
- \* enable students to develop their self-knowledge, self-esteem and self-confidence;
  - \* enable students to distinguish right from wrong and to respect the civil and criminal law of England;
  - \* encourage students 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 students to acquire a broad general knowledge of and respect for public institutions and services in England;

# Spiritual, Moral, Social, Cultural

- \* further tolerance and harmony between different cultural traditions by enabling students 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.

DfE Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014



Celebrating Diwali

# What should pupils know and understand?

- \* an understanding of how citizens can influence decision-making through the democratic process;
- \* an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- \* an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;

# What should pupils know and understand?

- \* an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- \* an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- \* an understanding of the importance of identifying and combatting discrimination.

# How will we be held accountable?

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of a school.

The Ofsted inspection framework and handbook, set out how schools are assessed in relation to pupils' spiritual, moral, social and cultural development.



Remembering the contribution of our veterans.

# How will we be held accountable?



Professional staff

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

# What is Beechwood doing?



VE Day Celebration - November 2015

- \* What we have always done! This guidance just requires us to make this explicit.
- \* We promote FBVs through our curriculum and the culture, ethos and traditions of the school.
- \* Audit in June 2015, reviewed Nov. (Circulate copies)



# Keeping this in perspective

“As part of SMSC development, British values are not easily ‘taught’. Instead, they need to be lived through the school’s ethos and values. Producing a set curriculum or skills progression risks turning British values into a tick-list of activities rather than a meaningful, character-building part of the work the school does.

Ofsted will be looking for evidence of how British values ‘flow through’ the school.”

Bill Bolloten, independent education consultant, specialising in equality and diversity, and spiritual, moral, social and cultural development.



The House System

# Governors' role

- \* Every effort should be made to ensure the school's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and encourage students to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.
- \* The governing body should ensure 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.

# Further Reading

- \* The Key  
<https://schoolgovernors.thekeysupport.com/sample-articles/promoting-british-values-in-schools>
- \* DfE Promoting Fundamental British Values as part of SMSC in schools  
[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)
- \* Section 78 Education Act 2002  
<http://www.legislation.gov.uk/ukpga/2002/32/section/78>

# Further Reading

- \* Prevent Strategy

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97976/prevent-strategy-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf)

- \* Ofsted Inspection Schedule 2015 (Pages 36 & 43)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/458866/School\\_inspection\\_handbook\\_section\\_5\\_from\\_September\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf)

# Further Reading

- \* Governor's Handbook January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395789/Governors\\_Handbook.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395789/Governors_Handbook.pdf)