

## **Cheadle Primary School**

### **British Values Policy**

#### **Introduction**

Cheadle Primary School is committed to the active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We seek to show love and respect for all in a diverse, plural twenty-first century Britain and do not discriminate (either directly, by association, by perception, indirectly or through harassment or victimisation) on the basis of any of the protected characteristics named in the Equality Act (2010), (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity).

Our aim is to help all students to flourish; for each to develop his or her own potential while helping those around them do the same. These values are actively promoted across the curriculum, and in the daily act of collective worship.

Acting in accordance with our core values (which are understood by every student, displayed prominently in our schools and promoted throughout school life), our school culture and curriculum supports student endorsement of and subscription to British Values.<sup>2</sup>

#### **Roles and responsibilities**

- The Governors understand the importance of preparing students for life in modern Britain and will ensure the provision of a broad and balanced curriculum.
- The head teacher will ensure that all teachers and staff are aware of the requirement to uphold British values, and will ensure that the appropriate procedures are in place to carry this out.
- Teachers and support staff will ensure that their lessons actively

promote the fundamental British values. Staff are made aware of their responsibilities with regard to British values during their human resources induction.

- Students are expected to treat each other and staff with respect, in line with the school's Disciplinary/Behaviour Policies.

## **1. Democracy**

Students are encouraged to gain an understanding:

Of the way that democracy reflects the significance and value of all people and how citizens can influence decision-making through the democratic process;

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;

Students have numerous opportunities to have their views heard; for example, there is encouragement for students to channel ideas for improvements to senior prefects for discussion with the Principal. This fosters the sense of responsibility that comes with being part of a community.

Opportunities are taken, such as at the time of a general election, to emphasise in an explicit manner the mechanisms of parliamentary democracy in the United Kingdom. Mock elections are held, with other opportunities including the school council elections: the strengths, advantages and disadvantages of democracy are explored, and the UK is contrasted with other forms of government in other countries.

## **2. The rule of law**

- Students are encouraged to gain an appreciation:
- That living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Of the reasons behind rules and laws, whether they govern the

- class, the school or the country;
- That just laws conform to an absolute standard rather than reflecting the whim of a particular individual or group at a particular point in time.

### **3. Individual liberty**

Students are encouraged to gain an understanding:

- Of the preciousness of the individual liberties enjoyed in this country;
- Of the privilege of living in a nation that enjoys such liberty, given the experience of many in contexts where it is lacking;
- Of the need to exercise our freedoms with responsibility and consideration for others, with an awareness that we are accountable for our actions;
- Of their rights and personal freedoms and they are advised on how to exercise these safely;
- That the freedom to hold other faiths and beliefs is rightly protected in law.

### **4. Mutual respect and tolerance of those with different faiths and beliefs**

Students are encouraged to gain an understanding:

- That the notion of human equality, because all bear God's image, is the basis for a mutual respect and tolerance of our fellow human beings, whatever faith and beliefs they may hold;
- That the freedom to choose and hold different faiths and beliefs is protected in law;
- That people holding different faiths or beliefs from oneself, and those having none, should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- Of the importance of identifying and combatting discrimination;

- Cheadle Primary aims to help students understand the nuances of whichever faith or beliefs is under consideration. Teaching resources from a wide variety of sources are used and staff are aware of the importance of avoiding the misrepresentation of any faith or worldview.
- Those of different faiths and beliefs are encouraged to express their views, and explain their position to their peers, not least in the RE classroom. Indeed key to successful religious education is the ability to articulate a range of views and demonstrate an awareness of controversy.
- Cheadle Primary aims for there always to be a real sensitivity, understanding and the absence of a judgmental spirit when controversial issues are tackled in the classroom. Cheadle Primary aims to help students develop the ability to engage in discussion about controversial issues in a courteous manner, in which they recognise that disagreement does not mean disrespect, but the way in which debate is pursued is all-important; an atmosphere of clarity and mutual respect is sought always.
- Cheadle Primary is concerned to ensure that there is no tolerance shown towards bullying behaviour of any kind. This zero-tolerance approach to bullying is emphasised throughout the life of Cheadle and is a key element of the Disciplinary Policy
- Cheadle Primary School aims to regularly and explicitly emphasise its core values and challenge boastful and self-serving conduct.

## **Review**

This policy will reviewed and amended as appropriate to reflect any changes to regulations.