

## **Promoting British Values**

### **Masham CE (VA) Primary School**

The 2014 curriculum should actively promote British values. These values are detailed below, along with examples of how they will be taught and developed at Masham CE (VA) Primary.

#### **Respect for democracy and support for participation in the democratic process.**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils about the democratic process and how they can influence decision making
- Consider the advantages and disadvantages of democracy and explore how it works in Britain
- Involve pupils in decision making processes
- Ensure that pupils are listened to in school
- Help pupils express their views
- Allow pupils to be involved in democratic processes
- Model how perceived injustice can be peacefully challenged

#### **Respect for the basis on which the law is made and applies in England.**

- Ensure that rules and expectations are clear and fair
- Help pupils to understand the difference between right and wrong
- Help pupils to respect the law
- Help pupils to understand that living under the rule of the law protects individuals
- Include visits from the police in the curriculum
- Develop restorative justice approaches to resolve conflict

#### **Support for equality of opportunity for all.**

- Help pupils to understand that we are all equals
- Encourage pupils to support their peers
- Encourage pupils to be aspirational learners

### Support and respect for the liberties of all within the law.

- Support children to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their own behaviour, as well as knowing their rights
- Model freedom of speech through pupils participation
- Challenge stereotypes
- Implement a strong anti-bullying culture

### Respect for and tolerance of different faiths and religious and other beliefs.

- Promote respect for individual differences
- Help pupils to acquire and understanding of, and respect for, other cultures and ways of life.
- Challenge discriminatory or prejudicial behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss difference between people: faith, ethnicity, disability, gender, family situations.