

**British Values**

Schools, through their curriculum, are legally bound to actively promote the fundamental British values.

**British values are:**

Ofsted version	DfE version
<ul style="list-style-type: none"> <li>• democracy</li> </ul>	<ul style="list-style-type: none"> <li>• respect for democracy and support for participation in the democratic process</li> </ul>
<ul style="list-style-type: none"> <li>• the rule of law</li> </ul>	<ul style="list-style-type: none"> <li>• respect for the basis on which the law is made and applies in England</li> </ul>
	<ul style="list-style-type: none"> <li>• support for equality of opportunity for all</li> </ul>
<ul style="list-style-type: none"> <li>• individual liberty</li> </ul>	<ul style="list-style-type: none"> <li>• support and respect for the liberties of all within the law</li> </ul>
<ul style="list-style-type: none"> <li>• mutual respect and tolerance of those with different faiths and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• respect for and tolerance of different faiths and religious and other beliefs</li> </ul>

How can this be done at Altrincham C.E. Aided Primary School?

- **‘actively promote ...’**
  - Focus on, and show how, the school’s work is effective in securing these values
  - Challenging pupils, staff or parents who express opinions contrary to British values
- **Democracy – what do we do?**
  - 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
  - Organise pupil workshops –Trafford Magistrates
  - Hold ‘mock elections’ so 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

- **Rule of law – what do we do?**

- 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

- **Individual liberty – what do we do?**

- 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

- **Respect and tolerance – what do we do?**

- 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