**British Values Guidance**

***"But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control."*** Galatians 5:22-23

(Think about your identified Christian values, or other Biblical quotes could underpin your British values policy. However you may feel that you do not want to make a connection between the British and your Christian values)

**What are British values?**

The five British values are:

* **democracy**
* **the rule of law**
* **individual liberty**
* **mutual respect**
* **tolerance of those with different faiths and beliefs**.

**Aims**

(Insert name of school / academy here) is committed to celebrating the diversity of the UK. We aim to prepare pupils for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. **See appendix (1).**

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to for the good of themselves and others.

We recognise that British values do not give total liberty to individuals or tolerance of all views. Their declared aim is to combat extremism, and so they do not condone attitudes that are discriminatory and not inclusive or loving. **See appendix (2).**

We understand the role that our school / academy has in helping **prevent radicalisation** and supporting our pupils in developing a world view, recognising Britain’s place within it.

**Opportunities we provide for pupils to understand British values**

We take opportunities for pupils to: (please add to, or amend as fits your school / academy)

* acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain’s past e.g. Remembrance Sunday
* support a number of charities that are selected by them and arrange fundraising events e.g. (insert examples here)
* make connections between British values and other curriculum subjects (give some examples)
* make connections between British values and worship themes (state when and in what types of worship e.g. collective, class, form, year group etc.)
* explore British values through spiritual, moral, social and cultural (SMSC) opportunities. **See appendix (3).**
* explore British values through the personal, social and health education (PSHE) programme of study (amend as appropriate)

Below we include more details about how each British value is embedded in our school / academy. **See appendix (4).**

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| **British value & possible Biblical links** (amend to suit, or remove the Biblical examples if there is no connection between your British and Christian values) | **Links with our Christian values** (amend to suit, or delete this column if there are no connections between British and your school / academy Christian values) | **Some examples in practice**(insert here examples of how this is achieved in your school / academy. See examples below) |
| **Democracy***Democracy as we know it was not a feature of the autocratic Roman rule of Jesus’ time on Earth. However the rule of democracy is dependent on a belief that each person is important, valued and worthy if respect.* |  | *Many of our school / academy routines are built upon the concept of democracy. All pupils have opportunity as an individual, as a member of a form group and within subject departments, to influence decision making and to have a voice. They understand that they must use this voice responsibly.* *Pupils are regularly consulted both formally informally about how their school might be improved. They see the example that is set with staff working cooperatively with each other to make the school the best it can be.* |
| **The rule of law***St Paul wrote ‘Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good, to slander no one, to be peaceable and considerate, and always to be gentle towards everyone.’[Titus 3:1] and in Romans 13 wrote at length about the place of the authorities in maintaining order and community living, building on the simple reminder: ‘What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God’ [Micah 6:8]*  |  | *Pupils in our school / academy understand the need for rules to make ours a happy and secure environment. Our behaviour policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.* *Ground rules are established in all areas of the curriculum and students are encouraged to see the reasons for them* |
| **Individual liberty***Christians believe that every individual is a unique and valued creation, made in the ‘image of God’, [Genesis 1:27]. Moreover God loves every person he has made, has a plan and purpose for them and wants a relationship with each one. Everyone is included, special and loved. The Bible states that God says ‘I have called you by name, you are mine’ [Isaiah 43:1] and, ‘I know the plans I have for you, they are plans for good and not for disaster, to give you a future and a hope.’ [Jeremiah 29:11] For Christians each individual has spiritual potential.* |  | *The rights of every pupil are at the centre of our ethos. However, pupils must also recognise the boundaries there must be too.* *Independent thinking and learning are encouraged and there are frequent opportunities for pupils to grow in maturity and independence as they move towards the sixth form.* *We place an emphasis on respecting difference and valuing creativity.* |
| **Mutual respect***Christian love is to be lived out to all those around as, ‘anyone who loves God must also love their brother and sister’. [1 John 4:21] The parable of the Good Samaritan [Luke 10:25-37] was told by Jesus to demonstrate that everyone, however different, could, and should, be loved as a neighbour. Jesus spoke with and befriended many who were seen as outsiders in his culture and faith – not only Samaritans but Romans, the sick, outcasts and those who had failed to meet religious standards. He was actively inclusive, teaching ‘I have other sheep, too, that are not in this sheepfold.’ [John 10:16] and ‘If you love only those who love you, what reward is there for that? … If you are kind only to your friends how are you different from anyone else?’ [Matthew 5:46] The Bible adds: ‘Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it’. [Hebrews 13:1-2]*  |  | *Through our Christian values we encourage our pupils to show mutual respect. We recognise the importance of not only respecting one another but also of self-respect.**We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.**Our welcome for visitors is part of the school ethos as is the focus on each pupil as an ‘ambassador’ when they are out in the community.* *Every individual is respected in our school and our actions towards one another reflect this.* |
| **The tolerance of those with different****faiths and beliefs***Christian love is to be lived out to all those around as, ‘anyone who loves God must also love their brother and sister’. [1 John 4:21] The parable of the Good Samaritan [Luke 10:25-37] was told by Jesus to demonstrate that everyone, however different, could, and should, be loved as a neighbour. Jesus spoke with and befriended many who were seen as outsiders in his culture and faith – not only Samaritans but Romans, the sick, outcasts and those who had failed to meet religious standards. He was actively inclusive, teaching ‘I have other sheep, too, that are not in this sheepfold.’ [John 10:16] and ‘If you love only those who love you, what reward is there for that? … If you are kind only to your friends how are you different from anyone else?’ [Matthew 5:46] The Bible adds: ‘Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it’. [Hebrews 13:1-2]*  |  | *We welcome difference and diversity and aim to create understanding of how this* *adds to the richness of our community.* *We aim to do more than ‘tolerate’ those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.* *We believe that exploring and understanding other people’s faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.* |

**Approved and signed off by**

Headteacher/Principal………………………………………………………………………………………………………………..

Chair of Governors…………………………………………………………………………………………………………………………………..

(This should be signed off by the Headteacher/Principal and the governing body of the school)

**Appendix**

1. **British values since 2014**

Since **November 2014** all schools and academies in England, whether state or independent, have a duty to actively promote British values as part of their spiritual, moral, social and cultural education (SMSC). All schools must now have a clear strategy for embedding these values across the life of the school and show the effectiveness of this work.

See the full recommendation through the following link:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf>

1. **Ofsted**

Ofsted inspects and comments on this area. The clear aim of promoting these values is stated as being to “tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism”. It is believed that promotion of these values will ensure pupils become valued and rounded members of society who treat others with respect and tolerance, regardless of background, and so leave school better prepared for life in modern

1. **SIAMS (Statutory Inspection of Anglican and Methodist Schools) evaluation schedule September 2013**

All church schools under Section 48 will have a SIAMS inspection. SMSC comes under **Core Question 1: Christian Character** which states,

**3. Spiritual, moral, social and cultural development**

*a. the breadth of experiences available to all learners through curricular and extra-curricular activities*

*b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives*

*c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values*

*d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values e. the extent to which the school operates as a distinctively Christian community*

The full link for the SIAMS evaluation schedule is:

<https://www.churchofengland.org/media/2554726/siams_evaluation_schedule_revised_september_2013.pdf>

**NB: The SIAMS evaluation schedule is currently under review and may change for January 2018**

1. **British values and Christian values**

Some schools / academies choose to make a connection between British values and the schools identified Christian values. Here at (name of school / academy) we have chosen to make this connection / not make this connection (amend as appropriate). However we recognise that care should be taken to ensure that pupils do not come confused or blurred in their understanding between secular and explicitly religious values.