



British Values Statement



Vickerstown Primary School is required under section 78 of the Education Act (2002) to promote the spiritual, moral, mental and physical development of pupils. As of November 2013, schools also need promote fundamental British values as part of the school curriculum.

Vickerstown Primary School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Vickerstown Primary School is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The DfE has suggested that pupils are taught about fundamental British values during their spiritual, moral and cultural (SMSC) classes. Pupils are expected to display knowledge of the fundamental aspects of British values. The government has outlined their expectations, stating that pupils should:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages to living under the rule of law and how law is essential for a safe society.
- See that there is a separation of power and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not be discriminated against.
- Value the importance of identifying and combatting extremism.

Vickerstown Primary School does not have to promote or teach any particular belief, view or way of life that contradicts our outlook or ethos; however, we will not promote discrimination, or accept intolerance against people or groups, on the basis of their belief, opinion or background.

Democracy

[Prompt: do pupils understand how the democratic process works?]

(Make pupils aware of the voting system and how it affects the government.)

The rule of law

[Prompt: do pupils see the benefits of living in a society that has rule of law?]

(Teachers could discuss how rule of law effects pupils everyday lives and how an absence of it would shape society.)

Individual freedom

[Prompt: do pupils see why separation of powers is beneficial to society and why courts are independent?]

(Make pupils aware that accountability exists throughout society and why it is so important.)

Mutual respect

[Prompt: do pupils understand why freedom of religion is important?]

(Teachers could use historical examples in British history to demonstrate the dangers of religious intolerance.)

Tolerance of those of different faiths and beliefs

[Prompt: are pupils able to display tolerance for people who hold different beliefs to their own?]

(Explain to the pupils that tolerating the beliefs of others, leads to their own beliefs being protected.)

Identifying radicalisation

[Prompt: are pupils aware of the danger signs to look out for when it comes to radicalisation. Do they know the process for reporting their concerns?]

(Explain to the pupils that radicalisation can harm everyone in society and radicalisation occurs in all communities.)