

# Promoting British Values

The Department for Education has published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain.

The guidance aims to help both independent and state-maintained schools understand their responsibilities in this area. All have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

John Donne 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 and that all members of the community it serves are valued and able to contribute to the vibrancy of this school.

	<b>Democracy</b>	<b>Rule of law</b>	<b>Individual Liberty</b>	<b>Mutual respect and tolerance for different faiths and beliefs</b>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Yr 5 project on Magna Carta resulting in a book published and launched at the House of Commons</li> <li>• History themes e.g. Ancient Greece, Tudors, looking at the roles of leadership</li> <li>• School Council</li> <li>• Digital Leaders</li> <li>• Local MP and councillors visit the school</li> <li>• Pupils feed back to school cook on menus and suggest dishes</li> <li>• Pupils contribute to</li> </ul>	<ul style="list-style-type: none"> <li>• Golden rules</li> <li>• School behaviour structures and school routines adhered to consistently</li> <li>• Rules, routines and expectations applied explicitly and consistently to all members of the school community</li> <li>• The rationale behind changes to school rules and routines is discussed with the school community and the</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy for Children sessions in class</li> <li>• Regular individual mentoring sessions for all pupils from Yrs 2-6 to develop self-regulation and self-direction</li> <li>• University of John Donne and club activities to promote social skills e.g. shopping and budgeting, knitting</li> </ul>	<ul style="list-style-type: none"> <li>• P4C activities</li> <li>• Power of Reading book themes</li> <li>• Trips to Mosque, Synagogue, Hindu temple, Christian Church as part of SMSC curriculum</li> <li>• Significant festivals and feast days of the major religions celebrated in school</li> <li>• Assemblies focusing of different faith stories and celebrations</li> </ul>

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	<p>curriculum planning through discussion and `immersion` activities</p> <ul style="list-style-type: none"> <li>• Parents and pupils contribute to school review questionnaire at parent meetings</li> <li>• Assembly led by Mayor of London Legacy on national election</li> <li>• School elections for governors and PTA members</li> <li>• Regular performance poetry teaching to enable pupils to find their voice</li> <li>• School Council Working with the process to develop the old Peckham Coal Line</li> </ul>	<p>impact of non-compliance explained</p> <ul style="list-style-type: none"> <li>• Links with community police</li> <li>• Yr 6 undertake `Young Citizens` experience</li> <li>• Drama productions provide opportunities for cooperation</li> <li>• Yr 4 project on History of the Legal System resulting in a book published and launched at Olswang Solicitors</li> <li>• Peer mediator roles in school</li> <li>• Pupil Digital Leaders to support safe internet use</li> <li>• Safeguarding training for staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Support for independent travel skills</li> <li>• Pupil undertake roles and responsibilities in school</li> <li>• Playleaders develop teamwork at breaktimes as part of the `outside` activities</li> <li>• Regular Philosophy sessions and curriculum themes from the Power of Reading project in class which focus on Human rights</li> </ul>	<ul style="list-style-type: none"> <li>• Songs, poems and music from different faiths and cultures learned as part of the Creative Arts curriculum</li> <li>• School song which emphasises enjoyment of differences</li> <li>• School focus on SMSC in planning grids</li> <li>• FoJD activities to include all the community</li> <li>• International school visitors and links which enable staff and pupils to meet and talk with representatives from other cultures and education systems</li> </ul>
<b>Impact</b>	<p>All staff and pupils have a sense of ownership in the school There is a sense of collaboration and fairness in the ethos of the school</p>	<p>All members of the school community understand the need for school rules and guidelines and are content to abide by these</p>	<p>Pupils are starting to understand the need for balance between individual liberty and social expectations</p>	<p>Pupils can articulate why respect is important; how they show respect to others and how they feel about it for themselves</p>

<b>Develop</b>	<ul style="list-style-type: none"><li>• Visit to Houses of Parliament and local council chambers</li><li>• Use coming election to highlight importance of the right to vote</li></ul>	<ul style="list-style-type: none"><li>• Further increase school pupil roles</li></ul>	<ul style="list-style-type: none"><li>• Focus on developing self-reliance and independent learning</li></ul>	<ul style="list-style-type: none"><li>• Embed RE in the curriculum</li><li>• Invite visitors from other faiths</li><li>• Improve staff knowledge of other faiths</li><li>• Increase local community links through food, stories etc.</li></ul>
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