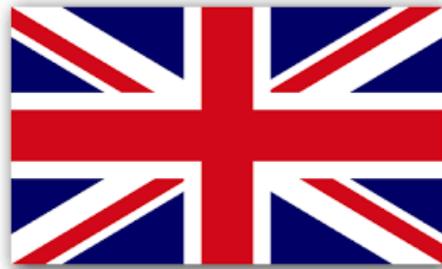




British Values at Hazelwood School



The DfE have recently reinforced the need:

“To create and enforce a clear and rigorous expectation on all schools to 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.”

The Government set out its definition of British Values in the 2011 Prevent Strategy. These values were reiterated by the Government in 2014.

At Hazelwood School these values are actively promoted in the following ways:

- the School's Promise
- within the context of our creative curriculum which includes RS and PSHEE
- the themes and concepts covered during assemblies
- our Behaviour Policy

This approach gives pupils a range of opportunities to develop and demonstrate skills, attitudes and behaviours that will allow them to participate fully in and contribute positively to life in modern Britain.





HOW WE DEFINE EACH BRITISH VALUES AT HAZELWOOD SCHOOL



Democracy: making decisions together

An understanding of how citizens can influence decision-making through the democratic process;

- How children are encouraged to see their role within the wider context of their class, school, community etc?
- Encouraging children to know we value their views and values of others.
- How we demonstrate democracy in action?
- How children's decisions are supported?
- What opportunities are available for children to ask questions, be inquisitive in an atmosphere where questions are valued?

Rule of Law: understand that rules matter

An appreciation that living under the Rule of Law protects individual citizens and is essential for their well-being and safety; An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence

- How are children encouraged to understand about behaviour?
Opportunities to discuss and learn about right and wrong
- What do the children understand about consequences?
- How are children involved in creating rules and codes of behaviour?
- How are children encouraged to;
accept responsibility for their behaviour?
show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely?
- How education is valued and a love of learning promoted?
- How are children encouraged to acquire a broad general knowledge of and respect for public institutions and services in England?

Individual Liberty: freedom for all

An understanding that the freedom to hold other faiths and beliefs is protected in law;

- How do we encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England?
- How are children encouraged to have a positive sense of themselves?
- What opportunities are provided to develop self- esteem and increased confidence e.g. allowing children to take risks, to talk about their experiences and learning?
- What experiences are available to allow children to explore the language of feelings and responsibility?
- When are they able to reflect on their differences and understand that they are able to have different opinions?

Mutual respect and tolerance: treat others as you want to be treated

An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; an understanding of the importance of identifying and combating discrimination:

- How are similarities and differences discussed and shared e.g. celebrations?
- How is an appreciation of and respect for each other's culture, faith, view and race promoted and valued?
- What opportunities do children have to experience aspects of their own or others cultures?
- How do the children engage with the wider community?
- What opportunities do children have to experience aspects of their own or others cultures?
- How are similarities and differences discussed and shared
- How do staff encourage tolerance – sharing and respecting others?
- How are diverse attitudes promoted and stereotypes challenged e.g. resources and activities that challenge gender, culture and racial stereotyping?
- How are traditions within the community, key events and figures in British History promoted?
- How can pupils help raise money to support others?

