

Approaches to embedding fundamental British Values in schools

In line with the statutory implications of the Prevent Duty 2015, schools are expected to demonstrate leadership and provide a curriculum that promotes British Values so that individuals are not drawn into extremism and are fully prepared for life in modern Britain.

In the School Inspection Handbook - October 2017, Ofsted states that inspectors will consider: *how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith (148) p.41*

What can schools do to promote fundamental British Values?

Curriculum mapping	Look at the list of FBV and identify opportunities across subject areas and outside of the curriculum where these values can be demonstrated and developed
Assemblies or collective worship	To address extremism, radicalisation and how British Values are relevant to all pupils
Opportunities for dialogue and discussion	During circle time, PSHE, Citizenship sessions to reinforce core values and address questions that pupils might have about terrorist events or extreme ideologies
Challenging sources of information	Encourage pupils to think critically and assess what they read and hear. This can be especially relevant to online material, fake news and conspiracy theories.
Compare & contrast Britain with other countries	Examine the strengths, advantages and disadvantages of the FBV and how they work in Britain and other countries. What is it like to live in Britain versus other countries around the world?
Pupil voice	Ensuring that there are opportunities for pupils to experience the democratic process e.g. mock elections
Encourage visits/visitors	Organise visits to local councils, Parliament and places of worship of other faiths and encourage contact with those in political or local office. Consider contact with Police and youth justice organisations too.
Provide opportunities for cultural awareness	Theme days or mornings where individuals from multi-cultural and multi-faith deliver workshops to pupils
Varied teaching resources	Use a variety of teaching resources to help pupils understand a range of faiths and beliefs - this may also be extended to atheism and humanism.
Capitalise on current news stories and cultural events	Make use of regular cultural events and share information with pupils. Where appropriate use news stories to explore controversial issues, dispel myths and challenge extreme views.