

# Lancing College Preparatory School at Worthing

## Promoting British Fundamental Values Policy

**This policy applies to the whole school, including EYFS**

**Written in November 2015 by Heather Beeby**

**Reviewed: Annually and most recently in September 2021**

**Next review due September 2022**

**This policy should be read in conjunction with the Safeguarding Policy**

### **Aims**

This policy outlines the four key areas which the DfE has defined as British values, and the ways in which our pupils learn and develop understanding of these areas, through the curriculum, through extracurricular activities and through other opportunities at our school.

### **Introduction**

All schools are required to promote the historical and current values that underpin the national identity known as being British. Our school's curriculum must actively promote these fundamental British values. LPW is a Woodard School and, as such, worships according to the Anglican tradition which is in line with fundamental British values. We also actively promote British values through our assemblies, in lessons, at school council and in many activities. Our Code of Conduct is written to ensure that it embraces the values which we would recognise as fundamentally British.

### **What is 'Britishness'?**

Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in Great Britain
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Teachers do not convey in their teaching that the values are wrong or that they do not apply to any part of the community served by the school.

### **Government advice to guide school policy**

The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, we must:

- (a) Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- (b) Prevent the promotion of partisan political views in the teaching of any subject in the school
- (c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.

We must also actively promote principles that:

- (a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- (b) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of Great Britain
- (c) Encourage pupils 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
- (d) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Great Britain
- (e) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
- (f) Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- (g) 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 Great Britain

### **How do we actively promote British Values at Lancing Prep at Worthing?**

#### ***Democracy***

- We provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, assemblies and visiting speakers.

- We use the School Council to show the pupils how they can influence decision making through a democratic process.
- We teach democracy and how it works in Britain and abroad through the History Curriculum.
- We encourage pupils to be aware of injustice, perceived or real, and think about ways in which this can be challenged. We encourage children to 'Go out into the World and do Good' and to be proactive in their support for charities.
- We use assemblies and our Eucharist service to explore themes relating to democracy in this country and around the world.

### ***Rule of Law***

- We work hard to ensure that the Code of Conduct is transparent, clear and fair.
- We help pupils to distinguish right from wrong through discussion and modelling positive behaviour.
- We help pupils to understand that the law and living under the rule of law is intended to protect them. We use opportunities in lessons and as they arise in other situations to review understanding of the rule of law and its effects upon individuals and groups.
- We help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own Code of Conduct.

### ***Individual Liberty***

- We support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- We encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- We challenge stereotypes and promote individuality at every opportunity. This is modelled by staff and older pupils who set positive examples through the school.
- We work tirelessly to establish and maintain a climate in which all students feel safe and where bullying is not tolerated.

### ***Respect and Tolerance***

- We positively promote respect for individual differences.
- We use curricular and extracurricular opportunities (for example assemblies) to expose pupils to British and other cultures, their ways of life and faiths, and encourage and support pupils in growing their understanding and appreciation of these.
- The Chaplain uses our Eucharist services as a vehicle to embrace and accept different ways of worship and different perspectives on faith.
- We believe that everyone is made in the image of God and therefore we are all equal.

### **Preventing radicalisation (DfE Prevent Strategy)**

As part of Lancing College's ongoing safeguarding and child protection duties we are fully behind the government's *Prevent Strategy*.

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to

prevent people from being drawn into terrorism". This duty is known as the *Prevent Duty for Schools*.

At Lancing Prep at Worthing, we build pupils' resilience to radicalisation by promoting fundamental British values within the framework of a caring Christian community. The DSL has received training in preventing radicalisation and training has been cascaded to all staff.

Lancing College Prep at Worthing ensures that any visiting speaker – whether invited by staff or by children themselves – is suitable and appropriately supervised. A record is kept of the visitors invited to speak at the school and the protocols followed to ensure their suitability.

### **Summary**

All staff and pupils are expected to behave with integrity, tolerance and compassion in their dealings with one another. Our Code of Conduct outlines our expectations of pupils and staff and actively promotes fundamental British values.

### **Examples of opportunities and activities to promote British Values at Lancing Prep at Worthing include:**

#### **General:**

- (a) Speakers have included the Fire Brigade, GPs, a Rabbi, An Imam, Olympians and other members of the local and national community.
- (b) In lessons all pupils are encouraged to think actively, to discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive. Pupils know that everybody's opinion is valued equally, they all have equal opportunities to air opinions and be heard. They know that they must value each other's views and that they should treat each other with respect.
- (c) Teachers model positive behaviour and democratic values in their interactions with colleagues and pupils.
- (d) Assemblies and services promote a strong caring ethos and are used to celebrate Christian festivals.
- (e) Lessons are exploited when appropriate to provide a forum in which children can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. For example in French, the children learn about the French revolution and the three principles of modern day French society – *liberté, égalité, and fraternité* which can relate to the systems we have in the UK.
- (f) We have hosted 'candidates' from Lancing College to teach our children about the election process at the time of a general election and more recently in the last general election our year 8 pupils acted as candidates so that the pupils could have the opportunity to vote again. A similar process took place at the time of the EU referendum.
- (g) Local magistrates visit Year 6 pupils to talk about different laws and the legal process at magistrates and crown court. Pupils act out a mock trial and decide the verdict. This workshop is followed by a 'bench' of three pupils taking part in the Worthing Young Magistrates competition. In 2017 and 2018 our team won the competition and

in 2019 they came 2nd. In 2020, the event was cancelled due to the Covid19 pandemic.

- (h) We celebrate British values at meal times with the types of seasonal British food we eat (although our menus are not exclusively British). We encourage good table manners too. Some meals are themed according to the season or a particular activity.
- (i) We teach British festivals and celebrations (Guy Fawkes, St George's day, Remembrance Day, The Queen's birthday).
- (j) We shake hands with every child at the end of the school day which we feel has a positive 'Britishness'. **During the pandemic we have ceased this end of day courtesy.**
- (k) Older children are encouraged to read newspapers and talk about current affairs.
- (l) In sport, children are actively taught to play fair. They are encouraged to respect each other on the playing fields winning with dignity and losing with good grace.

### **In the EYFS:**

#### **Democracy – *making decisions together***

Within the EYFS we support children's personal, social and emotional development by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources we have made accessible to them. They take turns, share, collaborate and make decisions together. Children are encouraged to know their views, value each other's views and talk about their feelings for example during carpet times or when they are discussing stories. Children's views are listened to and participation is valued. When planning activities we include children's interests and ideas.

#### **The Rule of Law - *understanding that rules matter***

We encourage children with turn-taking, sharing and collaboration for example as they play with toys and take turns on bicycles during outside play. Expectations for children's behaviour are appropriate to their age and children are encouraged to cooperate, for example as they wash hands before eating a snack/lunch. We encourage children to understand their own behaviour and actions and learn the difference between right and wrong. During circle times we talk about feelings and encourage children to develop a growing sense of being considerate to others.

#### **Individual Liberty – *freedom for all***

The EYFS is a place where all questions are valued and children are encouraged to develop enquiring minds. Staff praise children for their efforts and value their work for example as they display children's individual achievements.

Every time we provide opportunities for children to mix their own colours for leaf painting or take risks on an obstacle course we are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We encourage children to develop a positive sense of themselves for example by providing challenges such as carrying out 'tricky' jigsaws. We always praise children for 'having a go'.

Every time we share a favourite book with a child, splash in puddles or build a compound for our dinosaurs together we are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions.

**Mutual Respect and Tolerance for Those with Different Faiths and Beliefs** - *where we learn to treat others as we want to be treated; to be part of a community; manage our feelings and behaviour; form relationships with others.*

We are an inclusive environment where diversity is celebrated and where views, faiths and cultures are valued. We encourage children to engage with their wider community and to appreciate and respect their own culture and the culture of others.

We help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences. Wherever possible, we share special moments with our children's families which sometimes involves welcoming them into the Nursery or the Reception classroom to celebrate.

We aim to enhance children's understanding of difference faiths and beliefs by participating in a range of celebrations throughout the year.

We value all our children and families. We celebrate our rich cultural and religious diversity and promote mutual respect. We are inclusive and our ethos and curriculum enables children to be independent learners making choices and building strong relationships, particularly with their peers. We encourage this by structuring the environment and timetable to enable individual, paired, small and large group activity. We teach such values as learning right from wrong, learning to take turns and share, and challenging negative attitudes and stereotypes. We use our play-based curriculum to promote positive inclusion.

In addition, in Reception the children decide on the rules of the classroom in discussion with each other and their teacher. They are encouraged to talk about making good or bad choices with their actions and this helps the children to take responsibility for their behaviour. Stories to highlight what is fair/unfair (e.g. Cinderella) are read to the children and they are encouraged to talk about how characters feel and how a resolution can be reached. Parents are invited to come and read to the children in different languages on World Book Day and we often resolve disputes about, for example, which story to read by voting (although it takes some time for children to understand that they only get one vote).

### **In the School**

#### **In RS**

Our RS curriculum constantly promotes British Values.

In Years 3, 4 and 5 the children work on 'Big Questions' in RS which has included debating:

"How we treat those that we perceive to be 'different' from us. Foreign nationals, those with disabilities? We actively promote respect and tolerance amongst the children."

“As Christians how should we respond to the migrant crisis and the plight of the refugees?”

The children learn about a range of faiths in a way which encourages mutual tolerance and respect:

Year 4 – Islam, including a visit to a mosque. **Visit is currently under review again for this year due to the pandemic.**

Year 5 – Judaism, including a visit to a synagogue. **Visit is currently under review again for this year due to the pandemic.**

Year 6 - Hinduism

Year 7 children study: theories of punishment, euthanasia debate, our responsibility for the environment, values of marriage, wisdom and its application, what makes a good leader? Social justice and responsibility for the poor, defence of belief, study of Martin Luther King and civil rights

Year 8 children study: caring for the vulnerable, attitudes to wealth, prejudice and discrimination, the holocaust, architectural heritage of cathedrals, moral values in community.

In RS, the children are encouraged to see a balanced argument, listening to other’s points of view and empathising with their feelings.

We take a leading part in Worthing's multifaith Holocaust Memorial Service each year.

### **In History**

In Year 4 the children study the Ancient Greeks and the beginnings of democracy

In Year 5 the children develop their understanding of an alternative culture, the Aztecs. Year 5 Children also study the development of Worthing as a community

In Year 6 the children learn about democracy and fascism in their study of the causes of the Second World War. They also participate in a study of immigration since the 1950s

In Years 7 and 8, the children learn about the Magna Carta and medieval concepts of law and justice.

### **In Music:**

Traditional and new Christian hymns are taught with children given opportunities to suggest the relevance of the words in today's society. Religious songs from other faiths are also included in our worship repertoire.

The traditional Christian festivals of Harvest, Christmas and Easter are celebrated with a Church service held at our local church or in a school assembly. Festivals of other faiths are explored celebrated such as Diwali and the Chinese New Year when appropriate.

Our children learn British folk songs and have danced with Morris dancers!

The children enjoy using musical instruments from different cultures in their music lessons and this cultivates a respect for other music making traditions.

### **Code of Conduct for our Prep School**

#### **'Love learning, be kind and go out into the world to do good'**

Engage with your own learning and work to the very best of your ability. Help those around you to do the same. Try to be resilient, resourceful, reflective and relating learners

Show respect and tolerance for those with different cultures, faiths and beliefs to your own

Be responsible for your own behaviour and actively think about how you can contribute positively to the lives of others. Go out into the World and do good

Respect the rules of our school community and of our country

Participate wholeheartedly in the life of our school and all the opportunities that you will meet here

Respect and care for our environment, including our school, our town, our country and our planet.

Represent our school to the very best of your ability and wear your school uniform with pride.

Be truthful. Earn the trust and respect of our school family.

Make healthy choices for yourself and help those around you to do the same.

### **Code of conduct for our Pre-Prep School**

#### **'Love learning, be kind and go out into the world to do good'**

Try to do your best in all activities and persevere when things might be more challenging.

Try to be aware that other people have different faiths and beliefs.

Try to be responsible for your own behaviour and be kind to others. Make good choices.

Respect the rules of our school, community and of our country.

Be prepared to have a go in all activities with a positive outlook.

Respect and care for our environment, including our school, our town, our country and our planet.

Be proud to be part of our school.

Always be honest.

Make healthy choices for yourself and help those around you to do the same.

**Code of conduct for our Nursery**

**'Love learning, be kind and go out into the world to do good'**

We are kind and gentle to each other

We listen to other people

We always share, it's fair

We always try our best

HJ Beeby