

BRITISH VALUES



WHAT ARE 'BRITISH VALUES'?

- According to Ofsted, 'fundamental British values' are:
- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- *School Inspection Handbook from September 2015*



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WHAT ARE THE BRITISH VALUES?

- **Democracy**- we can vote for who we want to rule the country, people get a say in how the country is run. Freedom to protest and campaign, stand for election, separation of powers, free press.
- **Rule of Law**- everyone should be treated the same under the law- even the queen! We have fair trials and you can't be arrested without good cause. No punishment without the law saying so.
- **Mutual Tolerance and Respect**- we live in a multicultural society where laws protect people from discrimination.
- **Individual Liberty**- we are free to be who we want to be- we can have our own interests, beliefs and be our own person.

This includes all diversity- not just religious discrimination. Many schools separate 'mutual respect' and 'tolerance for other faiths' to reflect this.



DEPARTMENT FOR EDUCATION

- A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- We want every school to promote the basic British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.**
- This ensures young people understand the importance of respect and leave school fully prepared for **life in modern Britain.**

DEPARTMENT FOR EDUCATION

It is not enough for students to 'understand', they have to 'accept'.

- Students should have:
- -an understanding of how citizens can influence decision-making through the democratic process- **CZ, PSHE**
- -an understanding that the freedom to hold other faiths and beliefs is protected in law- **Diversity in Dormston, RE, CZ**
- -***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 - **Diversity in Dormston, RE, CZ, Prepared for Success**
- -an understanding of the importance of identifying and combatting discrimination- **Diversity in Dormston, assemblies, form materials, CZ**

HOW DO WE TEACH THEM?

- 1/ include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries- **GCSE CZ, PSHE, others?**
- 2/ ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils- **School council, pupil voice**
- 3/ use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view- **hold mock elections, CZ**
- 4/ consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values- **what is on offer? CZ trips**

OFSTED

- Inspectors will consider:
- 'Inspectors should consider how well leadership and management ensure that the curriculum:
 - 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.'
- *School Inspection Handbook for September 2015, paragraph 138 School Inspection Handbook 2014, paragraph 152*



WHY IT'S IMPORTANT- LINKS TO DIVERSITY IN DORMSTON

WHY IS IT IMPORTANT? LEGAL OBLIGATIONS

- **The Equality Act of 2010** places the following characteristics under protection from discrimination in schools- • sex • race • disability • religion or belief • sexual orientation • gender reassignment • pregnancy or maternity.
- **Students must be protected from discrimination regarding these points at all times and the school must investigate if it is reported.** Staff must be aware of the issues involved, for instance the differences between racist name calling and most other forms of bullying lie in the fact that racism has a long history affecting millions of people; that it is a common feature in wider society, with people being seriously harmed and injured by it. The law of the land recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
- **It is essential that teachers and administrative staff should be clear, both as individuals and as a whole staff, why discriminatory incidents are considered by the criminal justice system to be more harmful than incidents that do not contain a discriminatory component.** This is not to say that discriminatory behaviour in schools should necessarily attract greater sanctions than other kinds of bullying. It does, however mean that allegations of discriminatory bullying should be taken extremely seriously.

BRITISH VALUES- NEXT STEPS

- Add British Values links to SoW, lessons, materials, concepts in your subjects- please forward any examples to RDE
- Outstanding departments will have a British Values in your subject display
- Whole school display

POSSIBLE LINKS?

- Any role models from different cultures in your subject-
- Maths- do you look at working out tax? Link to Democracy
- English- Animal Farm- democracy, lots of multicultural books etc for Mutual Respect and tolerance
- Technology- Food- international dishes? MR
- Art/ Tech/ Drama/ Dance- freedom to express themselves= Individual Liberty
- Pastoral/ YL Rule of Law
- Computing/ Business Studies- cyber security, hacking, business law etc.- Rule of Law

GCSE Citizenship

AQA

Rights + Responsibilities

Paper 2

Key British Values- Rule of Law

Topic overview- 1/ Knowledge of human rights, the law and the legal system within the UK- human rights development and provisions, international humanitarian law, types of law and courts, young people and crime, nature of criminality, crime strategies and patterns, legal framework, types/ purpose of punishment, the judiciary, crime statistics, trade unions, powers of the police.
AQ1

2/ Case studies of UK human rights and the legal system in practise, compared to others AO2

3/ Evaluation and analysis of the legal system and human rights. AO3

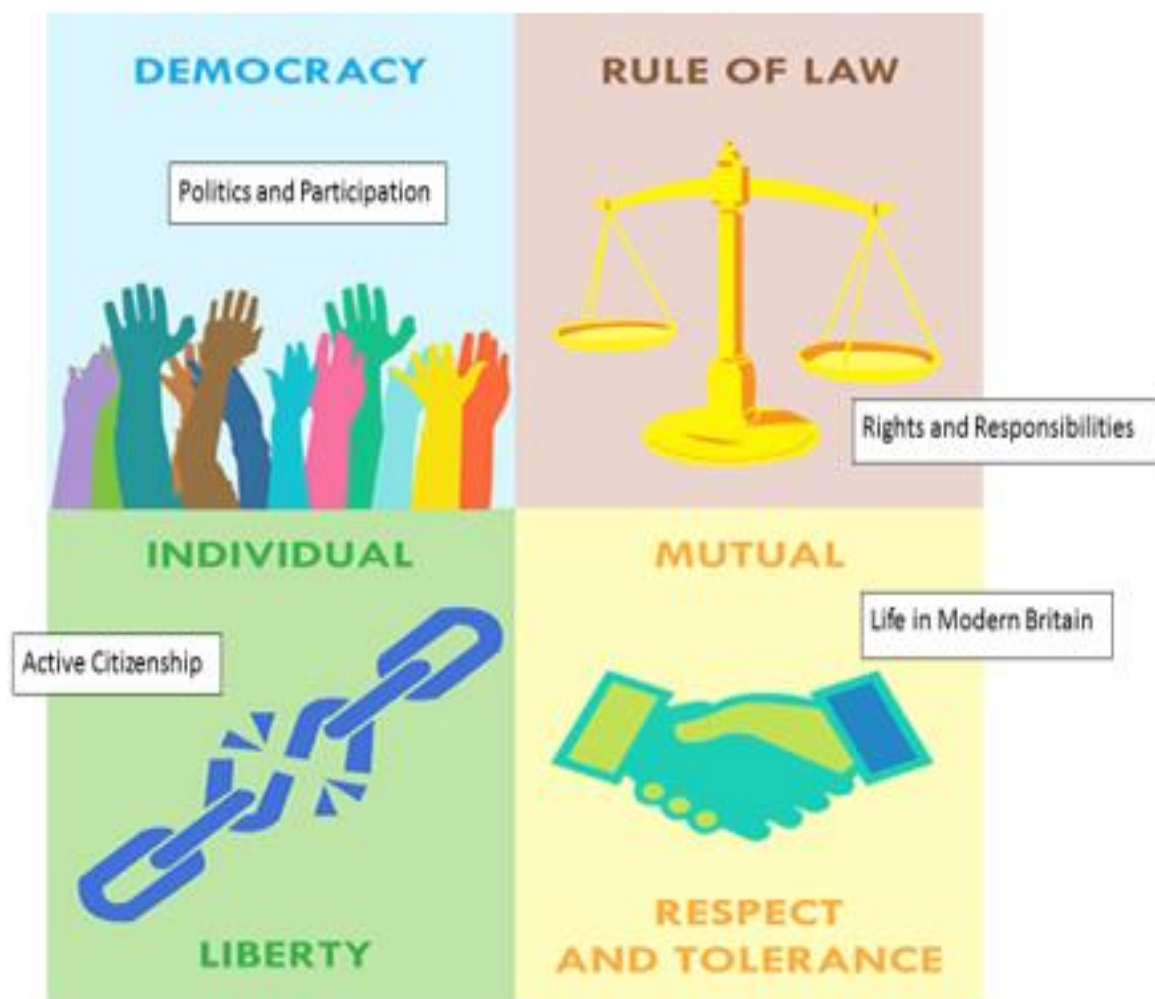
Name-

Class-

Target grade-

British Values in Citizenship

You HAVE to know all of your British Values and relate to them in your answers. Each of the 4 units are based around British Values.



Judiciary

Executive

Crown



Democracy
Everyone has a voice

Rule of Law
A Law put in place to ensure everyone is treated the same

British Values

Individual Liberty
Freedom to make our own choices

Mutual Respect and Tolerance
To celebrate diversity and treat everyone how we would like to be treated

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VOTING

- Is this democratic enough?
- Votes at 16?
- Allow prisoners to vote?
- E-voting?
- Change the voting system to PR?
- Should it be compulsory?
- Should you be made to take a test?
- What happens if we don't vote?



Making a change

- Petitions
- Lobbying
- Stand for election
- Vote

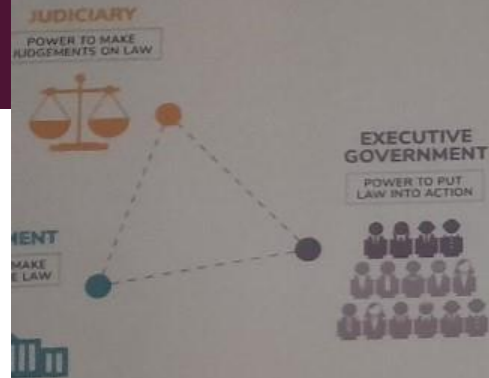


Legal system

- Free, fair trials
- Open to public
- Magistrates/ juries- only in a democracy- open to public
- Juries- Good- every day understanding, democracy gives people power



SEPARATION OF POWERS



How our British Values are established

- Democracy- as before
- Rule of law- as before
- Individual liberty + mutual tolerance and respect- Parliament has passed laws to support these eg. The Equality Act 2010, The Human Rights Act 1998, plus, the legislative process ensures in excess of 1000 people are involved in passing laws! (650 MPs, 800 Lords and the queen).



Separation of powers

allly separate= very democratic! Judges in UK are experts in law, top judges, cannot be in HoL

hold government to account eg. Prorogation of

into action eg. Boris announcing covid rules

HoL and monarch- make laws= good, as lots of MPs are elected (democratic)- BUT- NOT



How British Values transfer globally

- Human Rights Legislation- UDHR 1948, Universal Declaration on the Rights of the Child- 1990, ECHR- 1950= led to HRA 1998
- World courts- ICC and ICJ
- International organisations- UN, NATO, Commonwealth, WTO, EU etc.
- Help in international conflict- Mediation, sanctions and use of force
- International Humanitarian Law- rules at war- maintain human rights
- NGO's- provide aid

