

Bethany School
Promoting Fundamental British Values Policy
October 2018

AIMS

This policy sets out the four key areas within which the DfE has defined British values, and the ways in which Bethany School pupils learn and develop understanding of these areas. We believe that our Christian Values, based on our beliefs about God and the Bible equip us to provide a school where respect, tolerance and compassion for all underpins our whole curriculum, ethos, and way of working. Please see Appendix A “10 Christian Values” for further information.

INTRODUCTION

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. Bethany School is committed to supporting all students in learning about and deepening their understanding of British values, culture and systems.

Fundamental British values are defined by the DfE as:

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

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, the proprietor of the independent school must:

- 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
- Prevent the promotion of partisan political views in the teaching of any subject in the school
- 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.

Schools must also ensure they actively promote principles that:

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

BRITISH VALUES: EXPECTATIONS FOR PUPILS

The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils.

Paragraph 13 of the document sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values,' these include:

- An understanding as to how citizens can influence decision-making through the democratic process
- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

HOW WE ACTIVELY PROMOTE BRITISH VALUES

Democracy

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Tutor time, speaker events/family afternoon and Prayers.
- Use the Student Council (Pupil Voice) and other elected committees to teach pupils how they can influence decision making through democratic process
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the Topic lessons,
- Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives such as the Thanksgiving Service collection, Community service Family Afternoons and awareness raising campaigns.
- Use Prayers to explore themes relating to democracy in this country and around the world including from a Biblical perspective.

Rule of Law

- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- Build links between and understanding of the local constabulary and their work to support the local community through Police visits (Crucial Crew/Fire service visit and “People who help us” topic)
- Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- Encourage pupils to make choices, knowing that they are in a safe and supportive environment.
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older pupils to set positive examples throughout the school.
- Establish and maintain a climate in which all students feel safe and bullying is not tolerated
- Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.
- Pupils are taught to understand and exercise their rights and personal freedoms and advised to exercise these safely through Tutor Time, E-Safety and Topic lessons

Respect and Tolerance

- As respect is at the heart of our Christian Values we promote respect for each individual and their differences.
- Use curricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and respect for these.
- Specific teaching about other faiths, reinforcing the importance of respect and tolerance through Tutor Time, RS and PSHE.
- Use Assemblies, Prayers or Family Afternoon activities as a vehicle to understand different perspectives on faith.
- Encourage critical thinking and deeper understanding of difference and beliefs.
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

SUMMARY

All staff and pupils at Bethany School are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and we will actively challenge pupils, staff or parents who express opinions contrary to fundamental British values, including "Extremist" views.

APPENDIX: QUESTIONS FOR STAFF TO USE

The questions below can be used by staff within their schemes of work to demonstrate how they promote British values. The questions have been adapted from the DfE document 'Promoting fundamental British values as part of SMSC in schools'.

How do we promote the values of democracy in lessons and wider school life?

How do we promote the importance of identifying and combating discrimination?

Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?

How do we promote tolerance between different cultural traditions by enabling students to acquire an appreciation of their own and other cultures?

Do students understand the difference between executive and judiciary systems?

Are pupils made aware of the difference between the law of the land and religious law?

How do we challenge opinions or behaviours that are contrary to fundamental British values?

Policy Adopted by Governors on: 8/10/2018

Policy Due for Review: 2021

Appendix A - Christian Values and British Values

Bethany School – Ten Christian Values

1. **Love** (agape) - Matthew 5: 43-48

In school, agape translates into an ethos of care and concern which embraces all members of the school community and beyond. It should not be thought of as a wishy-washy concept—it can take the form of “tough love” for the good of the community.

2. **Community** (koinonia) - 1 Corinthians 12: 12-31, John 17

The Christian value of koinonia means Bethany School is a place of Christian fellowship and of inclusion.

3. **Thankfulness** – 1Thessalonians 5:18

Christians are thankful to God for many reasons firstly, for the gift of life itself. God is the Creator and Sustainer of all things and this affects how we think of and treat the world and all that is in it. Here thankfulness is linked with stewardship, where our thankfulness is demonstrated by taking good care of the world.

Saying thank you to other people is also important. The story of the ten lepers (Luke 17: 11-19), in which only one came back to say thank you for his healing is a message for us all.

Another practical outworking of thankfulness to God is generosity to other people (Acts 20: 35: *‘and remember the words of the Lord Jesus how he himself said: ‘It is more blessed to give than to receive.’*)

4. **Compassion** – Colossians 3: 12

“Compassion” is a much stronger word than “sympathy”, it is more than “feeling sorry for someone”. If you have compassion for someone you step into their shoes, you share their experiences and sufferings, and you have a desire to support them and, where possible, to act on their behalf.

In Bethany School it is related to the way in which new people are welcomed into the school family and nurtured and supported. It is reflected in the ways we support each other through difficult times, such as bereavement, and how those who struggle are supported and included.

Compassion has a local, national and international dimension. We will react with prayer and positive action to events such as; charity support, Remembrance Day, natural disasters or terrorist atrocity.

5. **Peace** (shalom) – Matthew 5: 9

The biblical picture of peace includes peace with God, positive harmony and healthy relationships between people. Shalom is not just about an age without war (“*swords will be beaten into ploughshares*”) but one where traditional enemies live in total harmony (“*the wolf*

shall lie down with the lamb”) and their leaders govern with wisdom, understanding and justice (Isaiah 2: 2-4 and 11: 1-9). Peace, in the sense of total well-being for the whole of creation, is the ultimate goal; this includes harmony between people, harmony between people and God, and harmony between humankind and the whole created order.

In Bethany School peacemaking actions can include everything from conflict resolution to creating times and places for stillness and reflection. We want a school of deep peace rather than uneasy truce where anxious people know where to turn for help.

6. Forgiveness – Luke 24: 7

In the Lord’s Prayer we ask God to forgive us our sins or trespasses “*as we forgive those who sin against us*”. We know how difficult it is to apologise to other people or to forgive each other. Christians forgive because they know themselves to be forgiven (Ephesians 4: 32).

In Bethany School this Christian value relates to repairing damaged relationships and conflict resolution. Children and adults should know that whatever they do, forgiveness is possible once they have come to terms with any wrongdoing.

Forgiveness is an on-going activity. *I tell you: Love your enemies and pray for those who persecute you, that you may be sons of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.* (Matthew 5: 43-48)

7. Justice – Amos 5: 24

Biblical justice is more than fairness and equality, it has a strong bias towards the weak, the poor and the disadvantaged who are cared for, whether they deserve it or not. God’s justice is gracious—He always acts justly and he calls on people to do the same (Exodus 23: 2-6). Justice is often interpreted in terms of seeking personal rights when biblically it is really an action on behalf of others. This does not mean that we ignore personal injustices but Christians will be more keen to protect others than themselves and will always wish to see right prevail.

In the school situation we should take responsibility for one another, and this value is anti-discrimination. Pupils should be inspired to recognise injustice in the world and to think about their own potential role in fighting it.

8. Service – John 13: 14-17

Christian Service is a revolutionary concept. The notion of service calls individuals to lay selfish things aside for the needs of others. Meaning is found in service rather than in self-centredness. It runs counter to the idea that life is all about competition, or that freedom simply means doing what suits me, or my group, best.

In Bethany School pupils should be encouraged to recognise acts of service and be inspired to willingly serve other people, the school, and wider communities.

9. Courage and Self-sacrifice

Courage takes many forms: it may mean facing up to opposition or personal danger; it may mean overcoming your personal fears or phobias; it could mean making a self-sacrificing

stand for what is right. Basic to Christian faith is the belief that God is present in every situation, and this has led to great acts of courage. The ultimate picture of this is shown where Paul describes how Jesus “*emptied*” himself of all the privileges of being God to become a man, subject to cold, pain, rejection and, ultimately, a painful death. (Philippians 2: 6-8).

It often takes real courage to be truly self-sacrificing, which is why the two values are linked.

Self-sacrifice is not an occasional event like giving up chocolate biscuits but a formative lifestyle. For Christians this self-sacrifice may include sacrificing their personal plans and ambitions, their property, reputation or comfort, for what they know to be the will of God in their lives.

In Bethany School we want the dominant culture to be one of selflessness not selfishness. These values will relate to questions of self-esteem, standing up to bullying, or the personal challenge of determination, perseverance and improvement. Many of our pupils are already ‘children of courage’ as they deal with personal difficulties, home problems or ill-health. The school will positively support all pupils and help them to face problems and sacrifices with courage.

10. Hope – Psalm 31: 14-15

Hope is linked with faith and love as one of the three gifts of the Spirit (I Corinthians 13: 13). Christian hope is more than a general expectation that things will get better, it is grounded in the Christian’s understanding of the nature of God: God is known to be loving and faithful, and there is a confidence that His promises can be trusted.

Where there is no hope society spirals downwards. For some people, hope is so strong it can sustain them and give them energy in times of war, famine, injustice or oppression. Hope seems to be a universal human phenomenon which sustains people in times of great personal difficulty.

Ultimately, the Christians’ hope is a future hope, to be with Christ, it is based on God’s promises and salvation through the death of Jesus. Love and goodness ultimately will (in fact already have) overcome all evil.

In Bethany School we will share our confident hope in God’s covenants and promises (Hebrews 6: 13-20). We will encourage pupils to have hope for the future by recognising their gifts and helping them to fulfil their potential. We will be optimistic about the future knowing that, ‘*My times are in your hands*’ (Psalm 31: 15). We will model our sure and certain hope in the way we deal with difficult situations which could lay our school low—including problems with authorities, families, churches and the wider, secular community.