



Roots *and* Shoots

Shared or British Values

2022-2023

Walnut Tree Walk, Kennington, SE11 6DN

Charity number: 1064070

Shared or British Values

- Democracy
- Rule of Law
- Respect & Tolerance
- Individual Liberty

This policy draws on various information including:

- [Promoting fundamental British values](#)(2014)
- [KS3+4 Citizenship Programme](#) (2013)
- [BBC: The Rule of Law](#)
- [DfE Press Release](#) (2014)

How Do We Teach Shared or British Values?

You don't need to plan specific 'lessons' to teach learners Shared or British values – they should be included in everything you do. Britain has undergone rapid economic and social change in the last few decades and we live in an increasingly diverse society. We need to teach our learners that it is possible to live together peacefully, each of them a valuable part of our multicultural world.

Whether you agree with it or not, Ofsted inspectors are required to make a judgement about how well we deliver a curriculum which includes teaching learners about British values – and preparing them for life in modern Britain - so we need to address and show evidence of this in our planning.

Democracy: Making Decisions Together

Managers and staff can encourage learners to see their role in the bigger picture, encouraging learners to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, learners sharing views on what the theme of their role play area could be with a show of hands.

Staff can support the decisions that learners make and provide activities that involve turn-taking, sharing and collaboration. Learners should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of Law

As part of the focus on managing feelings and behaviour:

Staff can ensure that learners understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

Staff can collaborate with learners to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all learners understand rules that apply to everyone.

Individual Liberty: Freedom for All

Learners should develop a positive sense of themselves. Staff can provide opportunities for learners to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, talking about their experiences and learning.

Staff should encourage a range of experiences that allow learners to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example small group discussions.

Mutual Respect and Tolerance: Treat Others as You Want to Be Treated

Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and learners are engaged with the wider community.

Learners should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of learners' experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach is not acceptable, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- Actively promoting intolerance of other faiths, cultures and races.

- Failure to challenge gender stereotypes and routinely segregate girls and boys isolating learners from their wider community.
- Failure to challenge behaviours (whether of staff, learners or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

A more active approach would for example, you are teaching about Valentine's Day:

- Look at Valentine's Day cards in the local shops - British values = making links in the local community.
- Design your own cards to give to family and friends - British values = valuing family.
- Talk about how learners across the world will be sending cards to their family and friends - teach learners = we live in a multicultural and diverse world.

Or you might be on an outing to the local park for a picnic:

- Look at flowers, trees, ducks etc - British values = learn about the world in which we live and be proud of what we see around us.
- Pick up litter after the picnic - British values = respect the natural world and teach learners to respect the law, learn right from wrong and to have social responsibility.
- After the picnic, visit the library for story time - British values = promote a sense of belonging in your local community.
- Or within your local community some of the learners in your provision might be celebrating Diwali at home, so you plan some activities to involve all the learners in, for example, making Diwali / Diva lamps. While making the lamps you are.
- Talking about the importance of light in different religions e.g. candles at Christmas, St Lucia's Day (Sweden) and Hanukkah (in the Jewish calendar) - British values = learning about our own and respecting other faiths and beliefs.
- Or you plan a session to work through your behaviour goals with the learners:
- Each learner has their turn to talk about what they think is important – British values = each learner has a voice and is listened to; they feel important and that their views will be included.
- You talk to the learners about appropriate behaviour – British values = learning about right and wrong.
- A behaviour goals poster is produced and every learner has contributed their ideas – British values = we live in a democracy.

Here are some examples of how British Values are embedded in our day-to-day curriculum:

- We teach learners to be kind, helpful and respectful of others.
- We teach learners to be part of their local community.
- We plan to celebrate festivals and mark special days from the world around us.

- We teach the learners about compromise – that some of us believe one thing. Some of us believe something totally different but we can all play together in the same house (or group setting) and respect each other = British values – teaching about similarities and differences.
- We teach learners to work together – we provide them with projects that involve everyone in the provision and we plan group times, where learners learn to listen, take turns and value contributions from others. This type of planning is a very important part of British values = teaching about shared values and working together towards a common goal.
- We teach learners about the world in which they live – the world on their doorstep and the wider world – through books, posters, planned activities, resources, outings and much more.
- We teach learners to listen and respect others.

Here Are Some Ways in Which We Can Teach Learners About Life in Modern Britain:

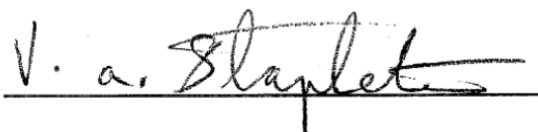
- We teach learners about Britain, showing them the work of sculptors and artists to inspire creativity, listening to music to promote dance and drama (and listening skills of course).
- We extend teaching, using the library and online sources of information and support them as they learn to respect others by introducing music, dance, art etc from around the world.

Signed by the Director:



Date: 06/09/22

Signed by the Chair of Trustees:



Date: 06/09/22