



British Values

This policy has been written with reference to the following guidance and documents:

Education (Independent School Standards) (England) Regulations 2010

Education (Independent School Standards) (England) (Amendment) Regulations 2014

Fundamental British Values in the Early Years (Foundation Years 2015)

Improving the spiritual, moral, social and cultural (SMSC) development of pupils, November 2013

Improving the spiritual, moral, social and cultural (SMSC) development of pupils: November 2014

Promoting Fundamental British Values as part of SMSC in schools November 2014

Education Act 2002 -Section 78

Education Act 1996 - section 406(1)(b),section 407

The Equality Act, 2010, Public Sector Equality Duty - What Do I Need to Know? Equality Act 2010:

Sector Organisations (Government Equalities Office 2011)

Counter-Terrorism and Security Act 2015

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

Introduction

Independent schools must meet the Spiritual, Moral, Social and Cultural (SMSC) development standard set out in the Education (Independent School Standards) (England) Regulations, which is to ensure that schools actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At Alamiyah School we reject extremist views, or partisan political views, through our curriculum and teaching and offer pupils a balanced presentation of views when political issues are brought to our attention. British Values are an essential part of a Montessori and Muslim Faith School ethos and curriculum. These values are promoted throughout the school and in particular through the SMSC aspects of the school curriculum. Under the Counter-Terrorism and Security Act 2015 we also have a duty “to have due regard to the need to prevent people from being drawn into terrorism.” The promotion of British Values forms part of a strategy to promote a tolerant and



peaceful society where the rule of law is respected and abided by at all times.

Aims

In order to actively promote British Values at Alamiyah, we aim to:

- 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 and other 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 processes, including respect for the basis on which the law is made and applied in England

Approach

We actively promote British Values by:

- upholding and abiding by the rule of English civil and criminal law
- valuing the diversity within the school community and wider society
- implement the Equality Act 2010 which underpins standards of behaviour towards others who may be different to oneself and who have protected characteristics
- regarding people of all faiths, races and cultures with respect and tolerance.



- learning that while different people may hold different views about what is right and wrong, all people living in England are subject to it's law.
- not teaching anything which undermines English law
- distinguishing between religious law and English Civil and Criminal Law
- exploring the relationship between the law of the land and religious law
- understanding of how citizens influence decision-making through the democratic process;
- appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- understanding that the freedom to hold other faiths and beliefs is protected in law;
- 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;
- understanding of the importance of identifying and combatting discrimination

Promoting British Values in the Nursery and Reception

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.



Approach in the Early Years

British Values

The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 EYFS and our Montessori School ethos. They are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
 - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
 - Children are asked to contribute their opinions during circle times and throughout the session. All opinions are respected.
 - Daily grace and courtesy lessons help children to develop socially appropriate behaviours to deal with their feelings and interactions with others.

- Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Practitioners ensure that children understand their own and others' behaviour and its consequence.



- o Practitioners collaborate with children to create rules and the codes of behaviour, for example, the classroom ground rules, the rules about tidying up, the rules for interacting with others and ensure that all children understand rules apply to everyone.
 - o Ground rules are reinforced daily with all children through positive reminders.
- Individual liberty, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - o Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - o Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about an upcoming change or event.
 - o Children are free to choose the work of their choice. Children progress at their own pace, following their interests, this enables them to develop self-knowledge and autonomy.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - o Practitioners create an ethos of inclusive and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
 - o Children should acquire tolerance, appreciation 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.

- o Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
- o Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

As children progress into the Elementary Class from the Nursery these values and themes are explored in more depth through their pastoral care, assemblies and the SMSC/Cosmic Education curriculum.

Promoting British Values through SMSC in Year 1 and above

British Values are consistent with the ethos and values of the school. Any teachings and beliefs that conflict with our core ethos and values will not be promoted, since promoting views that undermine the fundamental British values would not be acceptable. Actively promoting British Values involves challenging opinions or behaviours at the school that are contrary to fundamental British values. We will promote British Values amongst pupils of primary age through:

5a) encouraging pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

This will be achieved through:

- understanding how citizens can influence decision-making through the democratic process;
 - o Pupils from year 6 onwards will explore the strengths, advantages and disadvantages of democracy, and how democracy works in Britain, in contrast to other forms of government in other countries;
 - o Ensure that all pupils within the school have a voice that is listened to, by having democratic processes such as the class agenda, elected class reps;
- 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;

- opportunities such as general or local elections will be used in an age appropriate way to hold mock elections whereby pupils can learn how to argue and defend points of view and see how policies can positively or adversely affect people;
- appreciating that living under the rule of law protects individual citizens and is essential for their well-being and safety;
 - organise visits to the town hall and local council
 - encourage contact through writing letters to those in political or local office and the police to solve local or national issues
- understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government;
 - Organise visits to Parliament and the Law Courts
 - Political systems and processes will be discussed from Year 5/6
- 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
 - Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and beliefs such as atheism and humanism.
 - • Organise visits to places of worship of other faiths
- understanding of the problems of identifying and combatting discrimination (based on protected characteristics as listed in the Equality Act 2010)
 - In Years 1-4 pupils will learn how to identify discrimination relevant and appropriate to their age and experiences
 - Pupils will explore how to identify discrimination on a wider societal level



through the SMSC curriculum from Year 5 onwards.

5b.i) enabling pupils to develop their self-knowledge, self esteem and self-confidence

At Alamiyah pupils are encouraged to develop into self-assured, confident, happy, positive young people. Pupils learn to articulate their feelings through a well developed SMSC curriculum, the montessori method and a positive discipline approach. Each pupil is given the freedom to make responsible choices which builds their self esteem and develops their confidence. Achievements are celebrated and pupils encouraged to have the confidence to undertake difficult tasks and have a wide range of experiences.

5b.ii) enabling pupils to distinguish right from wrong and to respect the civil and criminal law

We expect pupils to understand that while different people may legitimately hold different views as to what is 'right' and 'wrong', all people living in England are subject to the laws of the land. At Alamiyah our ethos and curriculum supports the rule of law. In teaching aspects of religious law in the upper school Year 6 and beyond, the relationship between state and religious law and the reasons for any differences will be explored. Pupils are always guided to develop their own moral sense through their faith, and to understand the impact of their actions on other people.

5b.iii) encouraging 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

Pupils at Alamiyah are encouraged to become stewards of the Earth through learning about civil society and the environment and how they can assist to take care of themselves, others and their environment. As part of pupil's advanced life skills and outdoor life skills, pupils can implement what they have learnt in a very practical way so that they can positively contribute to the lives of people living and working in the locality and society more widely. As a school, pupils will take responsibility for all aspects of the school community and environment, enabling pupils to gain experience of serve others and the benefits of doing so. Pupils will also take part in local, national and global initiatives which tackle social and environmental issues such as the WWF green ambassadors programme, local waste initiatives through changeworks.org.uk, social change or family engagement programmes to help children, the elderly and the sick. Our goal is to develop pupils who can help themselves equipped with the tools and knowledge to help others. In this way they can learn how to act responsibly and



learn the value and importance of making a positive impact on the lives of other people.

5b.iv) enabling pupils to acquire a broad general knowledge of and respect for public institutions and services in England

Pupils are taught about public institutions, Parliament, the Fire Brigade, the Police Force, the Post Office and services such as healthcare, welfare services and education operate. Pupils will as a result understand how public services have evolved historically and how they relate to the daily lives of pupils and their families. Activities such as educational visits to these services and institutions and visits from professionals to the school are organised regularly to provide hands on learning and experience to pupils.

5b.v) assisting pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

Pupils are provided with lessons and activities where they can gain knowledge and respect for their own culture and that of others. Culture is about the factors that are common to communities, such as custom, traditions, dress, food, and so on. Pupils will be exposed to culture first hand through visits from parents of different cultures. Pupils will also examine culture from both a historical and a contemporary perspective. Pupils will be encouraged to regard all faiths, races and cultures with respect. We aim to prepare pupils to interact easily with people of different cultures and faiths by creating opportunities to meet people from a variety of backgrounds and faiths.

5b.vi) encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010

Please refer to our Equality and Diversity Policy which outlines how the school approaches this important issue. It is part of the implementation of British Values to ensure that all persons with protected characteristics are respected. This requirement does not extend equality requirements, nor does it discriminate against any religion or undermine religious freedoms. It does not mean, for example, that schools must promote alternative lifestyles or same sex marriage. Rather, it requires respect for other people, even if they choose to follow a lifestyle that one would not choose to follow oneself.



5b.vii) encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

When pupils are at an appropriate age: this may include exploring; why democracy is perceived within England as the fairest form of political organisation; why, taking part in democracy is a good thing; why law making on the basis of representation in Parliament is seen as better than alternatives

5c) Precluding the promotion of partisan political views in the teaching of any subject in the school

Pupils will be safeguarded from political indoctrination of pupils through the curriculum. Our aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

The following are definitions of the key terms used in this part of the standard.

Partisan - in a case relating to the alleged promotion of partisan political views. (The best synonym for "partisan" is "onesided")

Political views – views expressed for a political purpose.

A political purpose is either directly or indirectly to further the interests of a particular political party; or to procure changes to the laws of this or another country; or to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

At Alamiyah, the active promotion of partisan political views is prohibited. It does not prevent the presentation of political views. "If, for example, a history class is shown Nazi propaganda, or a citizenship class is shown a racist film, this is not 'promoting' the views shown, but merely presenting them." Concepts such as democracy and the historical development of the political process in society cannot be meaningfully taught without reference to political belief and practice, and the use of concrete examples is normally helpful in promoting understanding. However, teaching staff are prohibited from exploiting pupils' vulnerability by seeking to convince them that a particular political position is necessarily correct, or by trying to impose



their own views on pupils. Such action by teachers will not be tolerated since it may amount to a breach of Part 2 of the Teachers' Standards on personal and professional conduct (under the Teachers' Disciplinary (England) Regulations 2012, which apply to teachers in independent schools). At Alamiyah, we ensure that teachers are aware of the professional standards applying to them and the requirements of this standard. Any views which are inconsistent with the requirements stated in this policy (for example views which are derogatory of particular ethnic groups or faiths, or which are actively in opposition to the fundamental British values) cannot be promoted.

Visiting speakers to the school will be subject to a vetting process to check whether they may hold views which are inconsistent with the requirements of any part of the SMSC standard, and the school will ensure that the content of any visiting speaker is agreed upon beforehand.

5d) taking all reasonable steps to ensure that where political issues are brought to the attention of pupils— (i) at the school; (ii) while taking part in extra-curricular activities provided or organised by or on behalf of the school; or (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.

At Alamiyah we take steps to ensure that when political issues are discussed or arise, pupils are made aware that there are normally countervailing views and a balance is struck between the opinions and beliefs discussed which is fair and dispassionate. This may be during lessons, or when extra-curricular activities within the school such as debates take place, or through the use of external speakers.

Guidance from the DfE states that 'schools should take a common-sense approach to securing balance. does not require the closely matched presentation of the opposite view where a partisan political view has been expressed. Schools need not take a mechanistic approach to securing balance, and it would be acceptable for a school to demonstrate that it had provided balance over a period of time.' Where a speaker has expressed partisan political views on a subject, teachers will present opposing views on the subject to pupils in the course of subsequent class teaching. The DfE guidance states that 'It would not be necessary to challenge the speaker's views at the time or arrange for a speaker with opposing views to address pupils at a later date.' The use of promotional literature in the school



building for events which are not part of the curriculum are also included, since pupils might see and as a result wish to attend the events in question. Although such events may be political in nature, The School will ensure that they are not unbalanced (for example by advertising events held only by one political party or proponents of one particular view) and that they do not risk breaches of other SMSC standards (for example, by advertising speakers who are promoting anti-democratic beliefs).

In our setting it is not acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

This policy was adopted at a meeting at Alamiyah School

Held on:

Signed on behalf of the Alamiyah School:

Date of Review: July 2018