



# British Values Statement 2018

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## ***Definition***

British values are defined by the Department for Education as:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance for those with different faiths and beliefs.

These are implicitly embedded in Steiner education and therefore in the curriculum and ethos of York School. All staff are expected to uphold and promote these values. Listed below are some of the ways in which staff work with these values at the school.

### ***Democracy: making decisions together***

Throughout the school, staff will encourage children to see their role as an individual within a bigger social structure, ensuring that the children know their views count, that they value each other's views and values and are able to talk about their feelings. Class plays and Games as well as many other group activities give plenty of opportunities for children to practise their social skills. On our many class trips, pupils learn to balance their own wish for freedom with the needs of the group.

The Class 5 curriculum covers the origins of democracy and its importance as a concept and principle, and this is met again in more depth in later main lessons.

In older classes staff can demonstrate democracy in action, for example, by helping a class to agree on a decision through a vote, or holding a mock election to teach students about the electoral system in the UK. The Pupil Council, Classes 6 – 8, is a further example of democratic processes in action.

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

### ***The rule of law: understanding that rules matter***

Staff will help children to understand their own and others' behaviour and its consequences, and to distinguish right from wrong. Staff sometimes collaborate with children to create the rules and the codes of behaviour and ensure that all children understand that rules apply to everyone. Our Behaviour and Discipline Policy is of central importance in the school and is explained to the children at the start of each year so that they understand our expectations. Through application of the policy they learn that there are consequences if rules are not followed.

Games played in the playground are sometimes subject to rules set by adults but often the rules are developed by the children through negotiation with each other, and we encourage this approach.

Stories told as part of the curriculum in Classes 1-3 provide imaginative understanding of moral and social practice, good and evil, justice and redemption. In Class 6 the study of the Romans gives a wonderful opportunity to consider the importance of the rule of law, and this is also a theme for Religion lessons.

