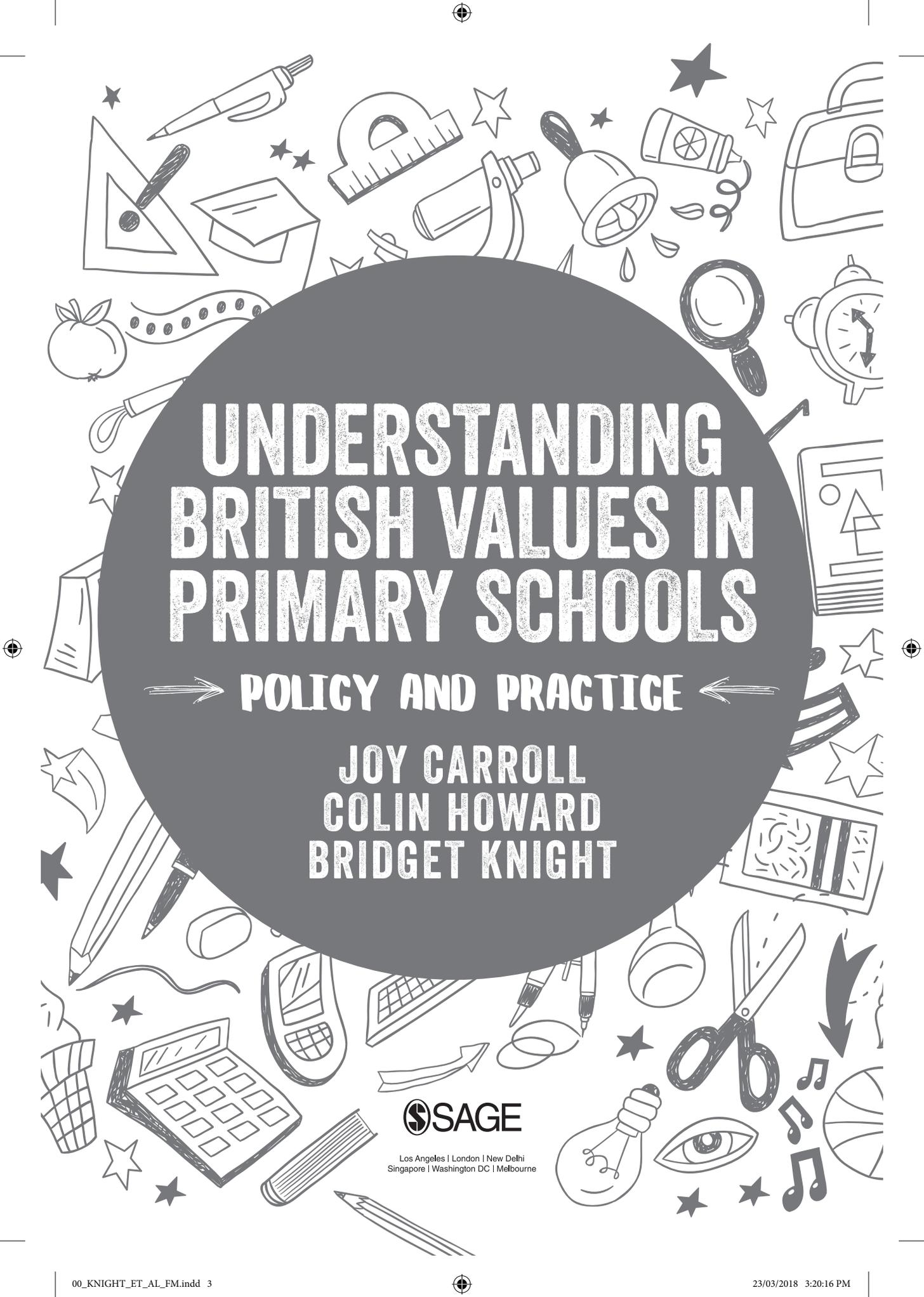


UNDERSTANDING BRITISH VALUES IN PRIMARY SCHOOLS

Sara Miller McCune founded SAGE Publishing in 1965 to support the dissemination of usable knowledge and educate a global community. SAGE publishes more than 1000 journals and over 800 new books each year, spanning a wide range of subject areas. Our growing selection of library products includes archives, data, case studies and video. SAGE remains majority owned by our founder and after her lifetime will become owned by a charitable trust that secures the company's continued independence.

Los Angeles | London | New Delhi | Singapore | Washington DC | Melbourne



UNDERSTANDING BRITISH VALUES IN PRIMARY SCHOOLS

→ POLICY AND PRACTICE ←

JOY CARROLL
COLIN HOWARD
BRIDGET KNIGHT

 **SAGE**

Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne



Learning Matters
An imprint of SAGE Publications Ltd
1 Oliver's Yard
55 City Road
London EC1Y 1SP

SAGE Publications Inc.
2455 Teller Road
Thousand Oaks, California 91320

SAGE Publications India Pvt Ltd
B 1/1 1 Mohan Cooperative Industrial Area
Mathura Road
New Delhi 110 044

SAGE Publications Asia-Pacific Pte Ltd
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Editor: Amy Thornton
Development editor: Jennifer Clark
Production controller: Chris Marke
Project management: Deer Park Productions
Marketing Manager: Dilhara Attygalle
Cover design: Wendy Scott
Typeset by: C&M Digital (P) Ltd, Chennai, India
Printed in the UK

First edition published in 2018 by Learning Matters Ltd

© 2018 Joy Carroll, Colin Howard and Bridget Knight

Apart from any fair dealing for the purposes of research or private study, or criticism or review, as permitted under the Copyright, Design and Patents Act, 1988, this publication may be reproduced, stored or transmitted in any form, or by any means, only with the prior permission in writing of the publishers, or in the case of reprographic reproduction, in accordance with the terms of licences issued by the Copyright Licensing Agency. Enquiries concerning reproduction outside these terms should be sent to the publishers.

Library of Congress Control Number: 2018933057

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library.

ISBN 978-1-5264-0840-2
ISBN 978-1-5264-0841-9 (pbk)

At SAGE we take sustainability seriously. Most of our products are printed in the UK using responsibly sourced papers and boards. When we print overseas we ensure sustainable papers are used as measured by the PREPS grading system. We undertake an annual audit to monitor our sustainability.

CONTENTS

<i>About the Authors</i>	vii
1 An Introduction to British Values in Primary Schools	1
2 Democracy	19
3 Individual Liberty	37
4 The Rule of Law	53
5 Mutual Respect and Tolerance	71
6 A Whole School Approach to British Values	91
<i>Index</i>	109



1

AN INTRODUCTION TO BRITISH VALUES IN PRIMARY SCHOOLS

This chapter explores:

- the definition of values in education, including British Values;
- the importance of values in education;
- the relationship between British Values and the National Curriculum 2014;
- strategies that promote the effective delivery of values-based education.

Teachers' Standards

This chapter is linked to the following Teachers' Standards and includes examples of how they can be integrated into the classroom:

TS1: Set high expectations which inspire, motivate and challenge pupils:

- a safe and stimulating environment for pupils, rooted in mutual respect;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Part Two: Personal and professional conduct

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

The introduction of the term 'fundamental British Values' within the Teachers' Standards has led to a growth and development of the subject (Lander, 2016). Interest has increased considerably, reaching all who are involved in education from initial teacher education through to qualified teachers, children, parents and governors.

The development and context of values in education

It is important that any examination of the requirement of schools to teach British Values is placed in the context of the historic debate surrounding values in education. The introduction of the promotion of British Values through education emerged in 2012 under the UK Coalition government. At this time it was conceived as part of a wider government agenda to seek to prevent vulnerable individuals being radicalised and therefore being drawn into terrorism (VICTVS, 2013; Department for Education and Lord Nash, 2014) as part of the government's ongoing Prevent Strategy agenda (HM Government, 2011). As part of this approach, schools are therefore now required to teach about and explore the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (Department for Education, 2014a).

The promotion of British Values through education and training must start with an agreement and shared understanding of what is meant by Britishness.

KEY QUESTIONS

- What is Britishness?
- What are British Values?

Questions have been raised about whether or not the values listed above are indeed distinctive to Britain (Maylor, 2016). Yet, to ensure the future of a society that is

multi-ethnic it was deemed important to define what unites the people of Britain. A definition emerged that stated, 'To be British mean[s] that we respect the laws, the parliamentary and democratic political structures, traditional values of mutual tolerance, respect for equal rights' (Maylor, 2016).

The government aims to ensure that British Values are not undermined through a teacher's influence in the classroom (Maylor, 2016). As a teacher, you are a role model for children and their families, and as such you are a significant factor in promoting values and upholding trust. For many schools such an approach has meant a revisiting and remodelling of their current policy and practice around the humanistic or Christian values that often underpin schools.

The history of values in British education

Copley (2000, p.10) identifies that, in 1993, 'Spiritual and Moral Development – a discussion paper by the National Curriculum Council' (first issued by NCC in 1993, reissued by SCAA in 1995, p.5) identified component aspects of spiritual development: beliefs, experience of transience, inspiration from the natural world, mystery or human achievement, the search for meaning and purpose. It was also explicit about the moral values schools should promote, and those it should reject: bullying, cheating, deceit, cruelty, irresponsibility and dishonesty. Pupils should leave school able to articulate their own attitudes and values. Schools were therefore encouraged to agree and promote core values acceptable to all the community, but there was little guidance or resources to enable them to do this in a coherent and effective fashion.

The United Nations Convention on the Rights of the Child (1989), ratified by HM Government in 1991, gives significant endorsement to the notion of values (Office of the United Nations High Commissioner for Human Rights, 1989). Further, the establishment of the Values Education Council in the UK in 1995 aimed to bring together organisations with a shared interest in 'values education', its purpose being 'the promotion and development of values in the context of education as a lifelong process, to help individuals develop as responsible and caring persons and live as participating members of a pluralistic society' (Taylor, 1995, p.24, in Halstead and Taylor (eds), 1996, p.8).

This theme was espoused in the 1996 National Symposium, initiated by the School Curriculum and Assessment Authority (SCAA), which began a process of national consultation on the spiritual and moral dimensions of the curriculum. It set out to discover whether there were any values on which there was agreement across society and then to decide how society in general and SCAA in particular might best support spiritual, moral, social and cultural (SMSC) development. According to Deakin-Crick (2002, p.132), this was a landmark and raised the level of debate through a wide consultation process.

Educating for values or values education and its place in the primary school

The resurgence of interest in values education in the United Kingdom began way before British Values was conceptualised. It owes much to the statutory requirement that the SMSC development of pupils should be subject to official inspection.

British Values and their place within the OFSTED inspection agenda

The importance of values in education is endorsed by the School inspection handbook (OFSTED, 2017), which acts as a catalyst for schools to reappraise their values education. Inspectors must evaluate ‘the effectiveness and impact of the provision for pupils’ spiritual, moral, social and cultural development’ (p.38).

The OFSTED Framework ‘grades’ provision and outcomes in the area through examining the effectiveness of the school’s provision for SMSC education.

The School inspection handbook: handbook for inspecting schools in England under section 5 of the Education Act 2005 (OFSTED, 2017) requires inspectors to make key judgements of schools on the following areas:

- overall effectiveness;
- leadership and management;
- quality of teaching, learning and assessment;
- personal behaviour, development and welfare;
- outcomes for pupils.

The inspection handbook uses a four point scale:

Grade 1: outstanding

Grade 2: good

Grade 3: requires improvement

Grade 4: inadequate.

SMSC is threaded through all these key areas of judgement by OFSTED, sitting perhaps most explicitly in the section for personal behaviour, development and welfare.

The OFSTED handbook (2017, p.35) defines SMSC in the following terms with specific references to British Values:

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings or values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England;
- understanding of the consequences of their behaviour and actions;
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts – for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others;
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain;

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

In order for a school to be graded as outstanding it is essential that the school's thoughtful and wide-ranging promotion of pupils' SMSC development and their physical wellbeing enables pupils to thrive.

Curriculum links with British Values

Holden and Clough (1998, p.16) state that: 'A curriculum which develops the skills of critical reflection and assists values-based participation can begin to meet the identified needs of both children and society.' This has clear implications for the climate of schools and the particular ethos they generate so that schools do both reflect and influence their local communities and their particular needs.

The curriculum links with values are both implicit and explicit. As teachers we have a responsibility to show an awareness of how integrated British Values are and can be with the statutory curriculum – and to draw out the possibilities it implies. It is important to remind ourselves of how embedded values in education are, and what endless opportunities are afforded by the National Curriculum for England itself.

The National Curriculum 2014 (p.5) states the following:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Table 1.1 exemplifies the links to teaching and learning about British Values that are embedded within the National Curriculum subjects.

Table 1.1 *British Values: links to teaching and learning*

Curriculum subject	Links to teaching and learning about British Values
English: spoken language	Discuss the meaning and impact of values through being increasingly able to: convey ideas clearly, justify ideas with reasons, check knowledge, negotiate, evaluate and build on the ideas of others; speculate, hypothesise and explore ideas.
English: reading and writing	Explore the meaning and impact of values through being increasingly able to: read and write widely in genres including narratives, explanations, descriptions, comparisons, summaries and evaluations.
English: vocabulary development	Discuss the meaning and impact of values through being increasingly able to: use expanding vocabulary choices to convey and comprehend ideas.
Mathematics	Explore the impact of values through application of geometric and algebraic understanding; understanding of probability to notions of risk and uncertainty; understand the cycle of collecting, presenting and analysing data.
Science	Develop understanding of the meaning and impact of values through scientific enquiry: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. Articulate these concepts clearly and precisely.
Art and design	See how values can be represented in cultures and through time by developing the ability to think critically; know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Be able to analyse creative works using the language of art, craft and design.
Citizenship (secondary schools only)	A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.
Computing	Examine the role of values through being increasingly digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology.
Design and technology	The skills developed in this subject promote pupils' ability to critique, evaluate and test their ideas and the work of others - and therefore to bring this critical thinking ability to matters involving values.

(Continued)

Table 1.1 (Continued)

Curriculum subject	Links to teaching and learning about British Values
Geography	Inspire engagement in consideration of our own and others' values: a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. In thinking about values pupils need to be able to apply the skills of analysis, communication and interpretation to a range of data and information.
History	Develop in pupils the cognitive ability to analyse and formulate ideas in the consideration of their own and others' values. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. All these skills and processes are essential to the relationship pupils will need to develop with their own, other people and society's values.
Languages	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The skills and processes involved in learning another language are therefore critical to whole-hearted and deep engagement with discussion about the meaning and value of values.
Music	The National Curriculum describes this as the 'universal language'. The music curriculum can be actively and purposefully used to help pupils to see and appreciate commonality between races, cultures, faiths and genders.
Physical education	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The idea of teaching about values is by no means new or original. Schools have been attending to these for many years, either explicitly or implicitly. The notion of British Values as a mainstay, however, is relatively recent. Other than the defined British Values, educational legislation leaves largely undefined the acceptable personal qualities and values that pupils should espouse. However, many teachers understand that for children to be and become vibrant and successful they must acquire a set of myriad skills that will enable them to face and overcome the challenges they will undoubtedly meet.

Increasingly, schools in this country and across the world are recognising that a whole school approach to the teaching of values is the most effective way forward. Values education, as a particular approach to ensuring the central position

of spiritual, moral and social education in primary schools, has been developed by some schools in Oxfordshire (Hawkes, 2002, and Farrer, 2000) and is being taken up nationally, and internationally, with continued passion. The guidance developed in Hawkes (2002) was inspired by a UNICEF project entitled: *Living Values: A Guidebook* (Naraine, 1995). The Living Values programme was developed at a meeting of educators from around the world who discussed how values could be integrated in education to prepare students for life-long learning and to counter developing trends towards violence, social problems and a lack of respect for one another and the world.

For these schools, a whole school approach to a values-based education is a holistic matter. As educators they believe they have been given the privilege and opportunity to place before pupils rich possibilities, and to furnish them with a lifetime's gift of intellectual, moral, emotional and spiritual intelligences. For such schools, the teaching of British Values is therefore not a 'bolt-on' exercise, but part of a wider philosophy that infuses pedagogy and principles.

Theirs is a deeply practical approach to a more socially inclusive, motivating and rewarding school experience, enabling learners to flourish and become engaged and motivated citizens of their country and the world.

Adopting a whole school approach

Many schools opt to embrace an approach defined by Dr Neil Hawkes (2002, 2015) called 'values-based education'. It works by establishing and maintaining a school ethos and culture that emphasises:

- the development of shared values and associated language;
- the facilitation of philosophical dialogue and debate;
- the conscious and explicit modelling of positive behaviour and cognitive traits;
- the emphasis on personal endeavour and spiritual reflection;
- attention to a broad and balanced values-based curriculum;
- the centrality of positive relationships and a harmonious ethos.

Often, these schools will begin their mission by agreeing a set of values. These work like a set of principles. An early and very powerful activity is to ask each pupil/staff member/governor/parent to come up with their top five values – the ones that appear on everyone's list can become your school's chosen values.

KEY QUESTIONS

- What values would be listed as your 'top five'?
- Are these different from those of your colleagues?

Some schools like to use a Diamond Nine activity. This is when a series of values are chosen and then ranked in order of their importance. This creates discussion and agreement on the school's values. The cards below offer an example of values that can be used for this activity. Remember you must be prepared to justify your reasoning. People quickly realise that each has merit and that all interrelate: the word itself is just the starting point for the values exploration. It's a great way to get going! Some cards are deliberately left blank so that people can suggest their own ideas. Values – such as justice, for example – can be deliberately included to ensure a commonality with the defined British Values.

Peace	Respect	Love
Tolerance	Care	Hope
Happiness	?	Trust
Humility	Unity	?
Understanding	Justice	Simplicity

Children are exposed to these values through dialogue, discussion and modelling, thereby acquiring an ethical vocabulary through which they can observe, analyse and interpret the world. Through this ethical vocabulary, they develop ethical thinking, which leads to ethical relationships. Relationships across the school are key.

The facilitation of philosophical dialogue and debate

Discussion and dialogue is seen as a critical component of this approach. The teaching approach is facilitative: this is not about 'right' answers and 'wrong' answers – this is about encouraging children to become critical thinkers, actively analysing and creating hypotheses and even solutions and, most importantly of all, identifying themselves as people who have views about their world. Look how one primary school plans for a deep journey through one value.

CARE – example ‘thought shower’ for planning over a term:

- **Caring for ourselves** - exercise, diet, personal hygiene, drugs, self-respect, self-esteem, self-confidence, personal goals, high standards, being true to ourselves.
- **How do we show we care?** - giving time, listening, actions, cards and presents, prayers, words, looking after pets, charities, pressure groups.
- **Caring role models** - family, friends, Jesus, Mother Theresa, Nelson Mandela, Florence Nightingale, community members, caring professions.
- **What do you care about?** - priorities, materialism, taking action, taking control.
- **Caring for the world** - environment, people in other countries, living in harmony.
- **Caring structures** - UN Charter: The Rights of the Child, laws and government, Samaritans, Childline.

KEY QUESTIONS

- How does this journey through the value of care enable children to acquire a greater sophistication of thinking as well as a depth of understanding?
- How could this approach be used to focus children’s thinking on distinctly British Values?
- How can it become part of an organised curriculum?

The conscious and explicit modelling of positive behaviour and cognitive traits

In following the outlined approach, staff adopt a heightened awareness that we all, and children especially, will – consciously and unconsciously – adopt and mimic the behaviour traits and attitudes of those around us. Therefore, they are mindful of their own ethical behaviour, resisting shouting, using affirmative language and being kind, caring and compassionate in their daily work. Hawkes (2002, 2015) says this has the greatest impact of all the strategies combined in this work.

The emphasis on personal endeavour and spiritual reflection

Some schools have ‘values for learning’, which encourage pupils to adopt certain mental outlooks in order to get the most from schooling. These may chime with certain other values including determination, resilience and care. A principal component of the values-based approach is the development of a spiritual consciousness through

the use of processes such as stilling or reflection. Taking part in daily or regular reflection activities involving calming of the body and mind, perhaps through visualisation times, develops inner and outer harmony and a maturity of thought and emotion.

CASE STUDY: REFLECTION

In one primary school, reflection is the part of the assembly that the children look forward to most. It has its own rituals and ceremony that are quickly understood by the whole school.

A relaxed, calm atmosphere is created using dimmed lighting and calming music.

The leader models the required behaviour, being seated and calm, and gently smiling at the pupils.

Pupils are taught how to sit in a still, relaxed, alert and comfortable manner. This is consistently modelled by the teacher, who demonstrates how to sit in a relaxed but alert manner.

They are then reminded and shown how to place their hands in their laps.

The children are asked to close their eyes or focus on a candle light. They are invited to focus on their breaths.

The children are then invited to engage in a short period of reflection (a minute can be enough) about someone they love, doing something they like and so on, related to the value under discussion.

Pupils here have gradually developed the ability to be especially still and to then go within themselves, and experience their inner life. During the reflection time at this school there is a beautiful tranquility and children speak readily and cogently about how these times enable them to 'feel calm', 'be at peace' and 'think my own thoughts'.

The attention to the broad and balanced values-based curriculum

Many schools will deliberately seek out opportunities to develop their pupils' understanding of values through their lessons and curriculum provision. Some schools use a planning pro forma that alerts you to make explicit opportunities to weave in a values-based focus. Some schools will have written in to their principles for planning a requirement that planning at all levels makes provision for the development of understanding and application of school and British Values (including Prevent) alongside and or through SMSC education (see Table 1.2). Many of these schools too will create a carefully planned curriculum for personal

Table 1.2 Planning for British Values

Anywhere Primary School Medium Term Subject Plan							
Subject:		Year group(s):					
Topic/theme:		Term and year:					
Context/prior learning:		Provision notes for PPG/vulnerable groups:					
Provision notes for SEN:		Provision notes for more able:					
Outside speakers/visits/experiences:							
Key concept/question	Learning outcomes (differentiated)	Learning activity and content (incl. ICT)	Homework/extended learning opportunities	Approximate time	Resources	Opportunities to develop values/SMSC/extended writing/maths	Assessment, based on success criteria

and social education which, although no longer a statutory part of the National Curriculum 2014, enables schools to address a variety of factors in which values play an important part.

The centrality of positive relationships and a harmonious ethos

The combined effect of this kind of focus is borne out across a whole school. Numerous schools cite its positive effect in bringing about whole school positive change.

CASE STUDY: VALUES EDUCATION AND BEHAVIOUR

The current headteacher cited problems with behaviour as a major reason for introducing values-based education into the school. The school now follows the method of values education outlined in Hawkes (2002) in which the basic elements are agreeing and discussing a set of values via an examination of words, such as 'peace', 'honesty' and 'cooperation', in assemblies and lessons. A month is spent on each value. The staff take the lead in role-modelling the desired behaviour of their pupils, leading them on a journey of self-discovery and understanding through discussion and the use of quiet reflection or visualisation times. The school's work on values is shared with parents. It is considered to be a whole school approach and a philosophical way of being which will enhance the individual's personal and educational experience. Renewed thought and care is given to the outdoor and indoor environment. In the playground are newly made flower gardens (created by a parent, staff and children working party) with gravel paths and a 'quiet time' bench in one corner. This sense of affirmation in the shared areas of the school is echoed in the classrooms. The collective symbolism of the displays, choice of language and coherent emphasis on affirmation all speak of this. In every class, in fact, is a values display. In the Year 6 classroom (the headteacher's class) is a poster that offers '100 ways to praise a child'. There is a sofa in one corner - the 'chill out zone' - together with beautiful and carefully created displays of natural objects. On walls are inspiring quotations from famous people, such as the Nelson Mandela quote on the Year 6 classroom door, 'Stand up for what is right, even if you stand alone.' The children have made a 'dream teacher' and a 'dream pupil' poster that list the qualities they admire. Overall, this classroom communicates great care and respect for the individuals in the class. The behaviours of the children in this school are influenced by the calm manner in which the teachers choose to manage their classes and lead by example. Children now expect - and are expected - to behave well. There is an emphasis on speaking, not shouting, on listening to children and on enjoying them as individuals. The children understand this and respond in kind. Particularly striking is the relationship between the teacher and their class. The relationship is one of equality, and is fully appreciated by the boys and girls alike; at the end of term, one child dedicated a song to the headteacher, saying that the headteacher was 'gold in her life'.

Values into action!

How do I transfer this to the classroom? Below is a list of ways in which you can put this into action in your school or classroom:

- set up a programme for whole staff training;
- decide your core values together with children, staff, parents and governors. Think about how explicitly British Values can be accommodated here;
- audit where these values are already in evidence in your school;
- create posters and displays for the school: make the implicit explicit;
- use values as the basis for planning for assemblies;
- create your school's values statement;
- tell parents about values through a newsletter or create a values leaflet;
- introduce reflection times;
- incorporate values into curriculum planning and lessons. It can be helpful to have a planning pro forma that requires the link to values to be made – it focuses thinking;
- write your values into your school aims and policies;
- go on a 'values learning walk' to audit and develop practice;
- keep thinking and talking about them.

KEY QUESTIONS

- What do you want to be your guiding principles that govern your approach to the teaching and delivery of values, including British Values?
- What approaches can you employ to ensure that this learning is meaningful and effective?
- How will you get all your staff on board with your plans?

A SUMMARY OF KEY POINTS FROM THIS CHAPTER

- The promotion of British Values through education and training must start with an agreement and shared understanding of what is meant by Britishness.
- Teachers are role models for children and their families, and as such are a significant factor in promoting values and upholding trust.

(Continued)

- There is an explicit requirement upon schools to address values including British Values as part of the curriculum.
- Schools must successfully and effectively address these values in order to meet the requirements of OFSTED.
- A whole school values-based ethos and approach is irreplaceable in terms of what it gives to school communities.
- Knowledge, understanding and learning about specifically British Values and their implications is critical.

References

Citizenship Foundation (2015) What are British Values? Available at: <http://www.doingsmsc.org.uk/british-values/> (accessed 9 November 2016).

Clough, N. and Holden, C. (eds) (1998) *Children as Citizens: Education for Participation*. London: Jessica Kingsley.

Copley, T. (2000) *Spiritual Development in the State School*. Exeter: University of Exeter Press.

Deakin-Crick, R. (2002) *Transforming Visions: Managing Values in Schools, A Case Study*. London: Middlesex University Press.

Department for Education (2012) Teachers' Standards. DFE-00066-2011. London: Department for Education.

Department for Education (2014a) Promoting fundamental British Values as part of SMSC in schools: departmental advice for maintained schools. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf (accessed 6 November 2016).

Department for Education (2014b) National Curriculum for England Framework Document, DfE. Department for Education and Lord Nash (2014) Guidance on promoting British Values in schools published. Available at: <https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published> (accessed 7 November 2016).

Foundation Years (2015) Fundamental British Values in the Early Years. Available at: http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf (accessed 7 November 2016).

Halstead, J.M. and Taylor, M.J. (1996) *Values in Education and Education in Values*. Abingdon: RoutledgeFalmer.

HM Government (2011) *Prevent Strategy*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf (accessed 1 January 2017).

Kahn, F. (2016) 'Combining the Equality Act with a whole-school ethos to deliver British Values'. *Race Equality Teaching*, 34 (1): 26–31.

Lander, V. (2016) 'Introduction to fundamental British Values'. *Journal of Education for Teaching*, 42 (3): 274–9.

Maylor, U. (2016) "'I'd worry about how to teach it": British Values in English classrooms'. *Journal of Education for Teaching*, 42 (3): 314–28.

Office of the United Nations High Commissioner for Human Rights (1989) *Convention on the Rights of the Child*. Available at: <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> (accessed 18 December 2017).

OFSTED (2017) *School inspection handbook: handbook for inspecting schools in England under section 5 of the Education Act 2005*, OFSTED.

QCA (1999) *National Curriculum for Schools*. London: QCA.

'Spiritual and Moral Development – a discussion paper by the National Curriculum Council' (first issued by NCC in 1993, reissued by SCAA in 1995, p.5).

Sutrop, M. (2015) 'Can values be taught? The myth of value-free education'. *Trames*, 19 (2): 189–202.

VICTVS (2013) *Helping you to promote fundamental British Values in school*. Available at: <https://www.victvs.co.uk/british-values/> (accessed 7 November 2016).

Recommended reading

Department for Education (2014b) *National Curriculum for England*. London: DfE.

Duckworth, J. (2009) *The Little Book of Values: Educating Children to Become Thinking, Responsible and Caring Citizens*. Carmarthen: Crown House.

Farrer, F. (2000) *A Quiet Revolution*. London: Rider.

Hawkes, N. (2002) *How to Inspire and Develop Positive Values in Your Classroom*. Cambridge: LDA.

Hawkes, N. (2015) *From My Heart: Transforming Lives Through Values*. Carmarthen: Crown House.

Naraine, G. (1995) *Living Values: A Guidebook*. San Francisco: Brahma Kumaris.

OFSTED (2016) *Handbook for Schools in England*. London: OFSTED.

