



Promoting British Values

At Twineham School we will promote British values by:

Democracy

- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- Teaching pupils how they can influence decision-making through the democratic process.
- Including in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain.
- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school.
- Organising visits to the local council and Parliament.
- Holding 'mock elections' so pupils learn how to argue and defend points
- Helping pupils to express their views
- Teaching pupils how public services operate and how they are held to account
- Modelling how perceived injustice can be peacefully challenged

Rule of law

- Ensuring school rules and expectations are clear and fair
- Helping pupils to distinguish right from wrong
- Helping pupils to respect the law and the basis on which it is made
- Helping pupils to understand that living under the rule of law protects individuals
- Including visits from the police in the curriculum
- Developing restorative justice approaches to resolve conflicts.

Individual liberty

- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights
- Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenging stereotypes
- Implementing a strong anti-bullying culture
- Following the UNICEF rights respecting schools agenda

Respect and tolerance

- Promoting respect for individual differences
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Organising visits to places of worship
- Developing links with faith communities
- Developing critical personal thinking skills

- Discussing differences between people, such as different faiths, ethnicity, disability, gender or sexuality and differences of family situations, such as looked after children or young carers

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