

# Promoting British Values Policy

## Al-Noor Voluntary Aided Primary School



**Approved by:** Governing Board

**Date:** July 2025

**Next review due by:** July 2028

## 1. Introduction

Al-Noor Voluntary Aided Primary School is committed to promoting Fundamental British Values through all aspects of its work.

## 2. Aims

To ensure that:

- school provision promotes British values effectively;
- pupils develop a good understanding of British values;
- the teaching and the curriculum at the school enables the above;
- the school does not undermine British values.

## 3. Background

*3.1 Prevent Strategy document, June 2011, defined British values in the following paragraph and glossary term:*

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.”

*3.2 Teachers’ Standards, July 2011, Part Two (Personal and professional conduct) - applies to teachers in independent as well as maintained schools and requires that “Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by 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.”*

*3.3 Prohibition on participation in management, Sept 2014 - The regulations give the Secretary of State the power to prohibit people from managing independent schools as proprietors or senior teachers, who have ‘engaged in relevant conduct’ that ‘is aimed at undermining the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs’.*

## 4. The Values

### 4.1 Democracy

The Oxford dictionary defines democracy as:

*“A system of government by the whole population or all the eligible members of a state, typically through elected representatives.”*

In Britain this is achieved through representational democracy with MPs, MSPs, MEPs, AMs, MLAs, 16 mayors, 41 PCCs, county, borough, district, and parish councillors are elected to represent the constituents of their (electoral) wards/divisions at different levels of local and national government.

The head of state, the King, is a hereditary, constitutional monarch and plays no part in making and passing legislation. In Britain governance is performed through ‘separation of powers’, where power in the state is divided into three parts: the legislature (Parliament, consisting of the elected members of Parliament who make up the House of Commons and the unelected members of the House of Lords), the executive (Prime Minister, Cabinet, Government Departments & Civil Service) and the judiciary (the law courts).

The House of Lords are a large group of unelected individuals, appointed by the King on the advice of the Prime Minister, and include 26 English bishops, 90 elected hereditary peers and 12 law lords. In addition, Britain uses direct democracy in the form of occasional referendums.

#### *4.2 The rule of law in Britain*

Bills proposed by the government, MPs, Lords, private individuals or organisations, are passed into law by Parliament. The interpretation of these laws is a matter for the courts. Everyone is subject to the law, including the government.

Much English law is based on precedent (common law) rather than statute. There are three distinct legal jurisdictions in the United Kingdom: England and Wales, Northern Ireland and Scotland. Each has its own legal system, distinct history and origins.

The law is developed by judges in court, applying statute, precedent and common sense to the facts before them, to give explanatory judgements of the relevant legal principles, which are reported and binding in future similar cases (*stare decisis*).

The courts of England and Wales are headed by the Senior Courts of England and Wales, consisting of the Court of Appeal, the High Court of Justice (for civil cases) and the Crown Court (for criminal cases). The Supreme Court is the highest court in the land for both criminal and civil appeal cases in England, Wales, and Northern Ireland and any decision it makes is binding on every other court in the same jurisdiction, and often has persuasive effect in its other jurisdictions.

#### *4.3 Individual liberty*

This is constrained by the rule of law. It can be defined in many different ways. John Locke (1689), an English philosopher, physician and leading enlightenment thinker wrote: 'Persons have a right or liberty to (1) follow their own will in all things that the law has not prohibited and (2) not be subject to the inconstant, uncertain, unknown and arbitrary will of others'.

John Stuart Mill (19<sup>th</sup> century British philosopher, political economist and civil servant) and Isaiah Berlin (20<sup>th</sup> century Russo-British Jewish social and political theorist, philosopher and historian of ideas) developed the idea of two concepts of liberty: positive and negative. The latter designates a negative condition in which an individual is protected from tyranny and the arbitrary exercise of authority, while the former refers to the liberty that comes from self-mastery, the freedom from inner compulsions such as weakness and fear.

In today's world, liberty is considered to be an unassailable right of the individual within the state, constrained by the boundaries of the law. The individual is free to live his or her life as he or she sees fit as long as it does not harm anyone else. This includes freedom pertaining to expression, religion, belief, life style, sexual orientation and political association.

#### *4.4 Mutual respect and tolerance of those with different faiths and beliefs*

All Jews were expelled from England by Edward I in 1290 and not allowed back until 1656 under Cromwell. In Tudor times Protestant intolerance of Catholics alternated with Catholic intolerance of Protestants.

Tolerance of other faiths, and of atheism, gradually came about during the 19<sup>th</sup> century, though England still has an Established Church. Today it is a hallmark of British liberalism and enlightenment and a widely accepted feature of a progressive society.

## **5. Al-Noor Primary and British Values**

5.1 Al-Noor Primary School believes that much of the spirit of British values is inherently universal and overlaps with Islamic values and teaching. We also want our students to understand that they too are active stakeholders in defining and upholding British values.

5.2 Islamic teaching features democratic values for example the promoting of consultation, social justice, equality, fairness, honouring trusts and citizenship to promote the welfare of all and a harmonious and safe society for all.

5.3 Islamic teachings emphasise the importance of the rule of law and for citizens to adhere to the rule of law. Without the rule of law, social order breaks down, society becomes unsafe and fear and crime become rampant. Victims of injustice and crime proliferate and foment anger, retaliation and violence.

5.4 Individual liberty features in Islamic teaching. Islamic teaching also chimes with the limitations of individual liberty set by the law that individual freedoms cannot trump the law nor impinge on the rights of others.

5.5 Muslims are expected to behave courteously and respectfully towards all others, whether Muslim or not, whatever the racial background or different culture, lifestyle, beliefs or religion. Islam teaches careful regard to the rights and the needs of neighbours, whatever the background. It considers everyone in a locality is a neighbour to others and obliges Muslims to care for their welfare and concerns.

## **6. How Al-Noor Primary promotes British Values**

6.1 Al-Noor Primary works closely with staff members to identify, develop and implement opportunities in the curriculum and school provision to actively promote SMSC and British values through teaching.

6.2 To this end it has conducted a whole scale review of provision across the curriculum, in particular of its PSCE provision, to ensure all existing opportunities are taken advantage of and to plug any gaps with new topics. See the appendix to the SMSC policy which features a map highlighting this and includes:

- lessons on the functioning of local and national democracy so our students have a sense of ownership and consider themselves as stakeholders in our society, Also the opportunity to engage with elected representatives;
- lessons in RE across the school and opportunities to work with children from different schools, faiths and backgrounds;
- lessons in understanding the intent and importance of the Equality Act, and the unlawfulness of discrimination, victimisation and harassment against those of protected characteristics;
- lessons on civil and criminal law and the importance of adhering to its rule;
- a number of opportunities and topics to learn about and reaffirm individual liberty.

6.3 In addition displays of work will include British Values oriented themes and educational visits and visitors will also support learning around British Values.

6.4 In addition, it has conducted staff training on promoting British values through teaching as a cross-curricular approach. Al-Noor Primary supports the development of strategies and initiatives to support learning in these regards. Staff are thus required to ensure that:

- Schemes of work in different subjects will include the consideration of topics/areas of study focussing on learning around Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with Different Faiths and Beliefs

- Students will have opportunities in different subjects to write about British Values
- Opportunities to discuss and debate British Values are clearly planned for

6.5 The school is cognisant that the active promotion of Fundamental British Values is an important strategy to build children's resilience to radicalisation. Through the use of the above and the promotion of critical thinking skills, reasoning, weighing evidence and debate, teachers will ensure children explore linked issues and scrutinise their views on current affairs.

6.6 If a child expresses views that are at variance with the Fundamental British Values, or appear to support extremism, or suggest the child is at risk of radicalisation, staff in the first instance will use debate and discussion as above to address those views and to explore their depth and the level of the child's conviction in them. The Designated Staff member for Safeguarding, Someera Butt, will also be informed. Parents will duly be formally addressed to identify the cause of their child's views. Should this intervention be unsuccessful, or reveal radicalisation, or a risk of radicalisation, a Safeguarding referral will be made. A Channel referral will also be made as appropriate, in accordance with the school's Safeguarding policy.

6.7 The school has ensured that staff members have understood their legal duties and that of the school with regards to Fundamental British Values. Staff members have all received training and been inducted in the School's Code of Conduct and given a copy of the Teachers' Standards, both of which stress the promotion of British values, making non-compliance a disciplinary matter.

6.8 If any staff member is found to be undermining any of the Fundamental British Values at any time, the Disciplinary policy will be invoked for appropriate disciplinary action, including consideration of instant dismissal, and the matter referred to Channel.

## **7. Examples of school curriculum activities that have promoted each of the Fundamental British Values**

Ad-hoc events and or visits such as:

- Eid Reception with Deputy Prime Minister
- Visits by the local MP (Ilford South)
- Visits by the Cabinet member for Education and the Leader of the Council
- local councillors and the Mayor of Redbridge
- visits to other schools by pupils and by staff to deliver assemblies/INSET
- Work with Redbridge Citizens has involved visits by pupils and staff to other schools in the borough and attend assemblies with local political leaders and residents where pupils have given presentations.

Curriculum covered in PHSE/Citizenship

- Reception – our world and our community
- Year 1 Living in a diverse world and respecting everyone
- Year 1 & year 2 People who help us (the local police)
- Year 1 & year 2 Taking part -developing skills of communication and participation
- Year 2 People who help us (MPs and councillors)
- Year 2 Celebrations in other religions
- Year 3 Preparing to play an active role as citizens
- Year 3 Developing good relationships and respecting differences (a focus on Judaism, Christianity and Islam – similarities and differences)
- Year 3 Preparing to play active role as citizens
- Year 4 Equality and discrimination – dealing with differences and focus on Hinduism, Buddhism and Sikhism.
- Year 5 Religious Education lessons (Christianity, Judaism, Hinduism, Sikhism and

- Buddhism);
- Year 5 Homophobic bullying
- Year 5 Democracy for young citizens
- Year 6 Protected characteristics and the Equalities Act
- Year 6 Responsibilities, rights and duties.
- Year 6 Democracy

#### School visits

- Annual visit to and workshops at the Houses of Parliament – year 6
- Annual visit to the GLA – year 5
- Year 6 annual visit to Newbury Park Synagogue, in half term six.
- Year 6 annual visit to St Pauls Cathedral, in half term six.
- Year 6 annual visit to a local Gurdwara, in half term six.
- Year 5 annual visit to the GLA
- Year 4 visit to the local council chambers

#### Within school life:

- School council – annual elections for year 2 to year 6 to elect representatives to join to bring positive change around the school through pupil voice.
- Work with Redbridge Citizens, a community organising body working with the student council and the school to increase democratic engagement for the common good and which promotes local democracy, the rule of law, mutual respect and tolerance and individual liberty.

#### Assemblies

- Black History Week annually in October;
- My family week annually in October;
- National bullying week annually in November;
- Interfaith week annually in November;
- Story of Christmas and Easter annually;
- Celebrations of other religions;
- Respect of others;
- Holocaust assembly and Srebrenica Remembrance Day assembly;
- Annual green week and respect for environment theme;

#### General curriculum and lessons

- Lessons accompany the above assemblies and are also part of the curriculum:
- Three Faith Forum's School Linking Project with partner faith school; previously St Anthony's Catholic Primary and Ilford Jewish Primary School and now St Peters and Pauls;
- Islam Awareness Week annually when a large number of pupils from a number of local primary schools visit an exhibition created by our pupils and curated by our year five class;
- Year 6 visit annually to Meadow Court Care Home;
- Good neighbour project annually;
- Termly local clean of streets;
- E-Safety;
- Whole school campaigns to raise funds for charities to help people in need e.g. Barnados, Haven House, The British Heart Foundation, McMillan Trust.

## 7. Monitoring and Review

7.1 The school leadership team will monitor, evaluate and review the effectiveness of this policy.

7.2 The school's board of trustees will examine the curriculum and conduct scrutiny of impact on pupils annually as part of their learning walks

7.3 This policy will be reviewed every three years.

7.4 Next review date: July 2028

**Signed, on behalf of the Board of Trustees by,** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **Version History**

<b>Version Number</b>	<b>Date</b>
FBV.1	19/03/21
FBV.2	08/09/22
FBV.3	22/07/25