

Annan School

**British Values Statement
(From SMSC Policy)**

Version: 01/26

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BRITISH VALUES STATEMENT

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to 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.” The school follows the guidance given in the document *Promoting fundamental British values as part of SMSC in schools* DfE November 2014. These principles have been reiterated in the *Keeping Children Safe in Education Statutory Guidance for Schools (DfE 2023)*.

At Annan the 5 strands of British values are embedded in our own values centred around a caring ethos and our focus on children’s academic and spiritual growth and general wellbeing.

British values are woven into our curriculum from kindergarten upwards, to ensure that all our children develop a strong, instinctive sense of what these values are, and why they are essential to a fair and progressive society.

Strand 1: Democracy

Democratic values and processes are promoted throughout Annan School. Our topic-based approach to learning always takes the views of both the children and the adults at school as a starting point. The children know that their views are important, and that we structure learning activities to take into account the wishes of all members of the Annan community.

Any large changes for the school always take into consideration the views of the children. There is a School Council, consisting of 2 children from each class, elected by their peers - elections taking place after three school council meetings. The School Council meets approximately half termly giving the children an opportunity for ‘pupil voice’ directly to the proprietors of the school, one of whom is always present at the meeting. School Council members can express opinions and suggestions on improving their experience at school and help in the decision-making process on matters that may affect them. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard.

Parents’ opinions are always welcome at Annan School. The principal and SLT are readily available welcoming children every day and helping parents to feel welcome to raise concerns through methods such as individual meetings, emails or by telephone.

Democracy on a national level is covered where appropriate in our topics, ensuring that when children move onto secondary school they have a good understanding of how our country is run and how democratic process allows them to be politically active citizens.

Strand 2: The Rule of Law

The importance of laws and rules, whether they are those that govern the class, the school, or the country, are consistently reinforced. At Annan, we consider it to be of the upmost importance that our children understand the rationale behind laws and rules, so that they see them as guides to be followed for the benefits they offer rather than through fear of punishment. Children and teachers discuss and set clear ‘rules’ of acceptable behaviour. The school also sets clear boundaries and behaviour expectations.

Daily Candle Time sessions promote and reinforce the principles of democracy, encouraging participation, respect, and active listening giving children the opportunity to talk about feelings, to discuss expectations of behaviour and resolve problems as a group. The rules that facilitate the smooth running of the school are talked about regularly so that the children develop a keen sense of why rules and laws are needed.

Strand 3: Individual Liberty

At Annan, our Froebelian ethos puts emphasis on the importance of developing a sense of individual liberty in a child's education. From early beginnings in the Kindergarten, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Froebel emphasised that the freedom to make choices brings responsibility in both how materials are used but also the need to return them and take responsibility for clearing up and restoring a sense of order to the environment.

From the kindergarten upwards children learn to leave equipment and areas of the school "ready for the next person".

As a school we work hard to help our children develop a sense of their own rights and freedoms. Rather than trying to control every aspect of their environment, we allow them where appropriate the space to assess their own needs, especially with regard to assessing risk. Children are encouraged to know, understand and exercise their rights and personal freedoms and advise them how to exercise these safely.

Our Froebelian ethos has a deep respect for children as powerful learners and communicators. Children are given many opportunities to pursue their curiosity, to engage in open-ended exploration, speculation and "possibility thinking". Children grow to expect that their ideas will be treated with interest and respect.

Strand 4: Mutual Respect

A core element in our how we create the environment needed for children to develop and learn is respectful communication. All adults at school are trained in positive communication strategies, modelling at all times how to interact with others in a respectful manner. Our children grow within this framework of respectful communication and develop their own communication strategies along these lines. Our school ethos encourages a deep sense of respect not only for other people but also for the natural environment. In a Froebelian context this is called "Freedom with Responsibility" promoting interdependence as well as independence, community as well as individuality and responsibility as well as freedom.

We do not use a system of extrinsic rewards or punishments and believe that through the strong emotional intelligence model children learn to respect each other and the adults around them and learn to communicate their needs and feelings appropriately.

Strand 5: Tolerance of those of Different Faiths and Beliefs

Throughout their time at Annan our children are given time to explore and learn from all world faiths, and different cultures around the world. Through stories, songs and bespoke lessons we aim to broaden their understanding of religious ideas. Through gatherings and celebrations (Diwali, Chinese New Year, and sukkot for example) the children learn what makes belief systems similar/different, and also importantly how wisdom and universal truth can be discovered in all. As a small rural school in a less culturally diverse community, we are committed to providing meaningful opportunities for our pupils to understand and appreciate a wide range of faiths and beliefs. Where possible we give the children practical experiences (visits to a synagogue, Buddhist temple etc.) and bring in people who can explain their beliefs to enrich their understanding of different faiths.

British Values also means challenging children, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Monitoring and review

This statement is monitored by the Proprietors and staff of the school.