

Fundamental British Values Policy

The Japanese School



Approved by:	The School Management Committee	Date: September 2024
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1.1	K. Nishihara	Review and update format.	01/04/2021
1.2	K. Okamoto	Updated	28/04/2022
1.3	K. Okamoto	Reviewed and updated	04/05/2022
1.4	K. Okamoto	Reviewed and updated	01/06/2023
1.5	K. Okamoto	Reviewed and updated	20/06/2024
1.6	K. Okamoto	Reviewed and updated	01/09/2024

This policy should be read in conjunction with other policies below:

- Independent schools Standards Regulations 2014
- Child Protection And Safeguarding Policy of the Japanese School January 2024
- Japanese curriculum authorised by the Ministry of Education, Culture, Sports, Science and Technology

Promoting Fundamental British Values

Japanese school approaches the promotion of fundamental British values in line with the Government's prevent strategy. These British values are: democracy, individual liberty, the rule of law, mutual respect and tolerance of those with different faiths and belief. Each is defined below and placed in a school context through the use of examples. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values as detailed. They do not follow typical British value, but according to Japanese curriculum directed by the Ministry of Education, Culture, Sports, Science and Technology, primary 6 and junior 2 & 3 study them through Social Studies, Integrated Studies and others.

Democracy

Democracy can be seen as a state of society characterized by equality of rights and privileges. It can also refer to our nation's electoral systems.

In school we promote the importance of democracy through such things as:

- A programme of study is delivered to Primary 6 (Key stage 3) and Junior 2 & 3 (Key stage 4) with comprehensive coverage of the topics outlined in the PSHE, SMSC and RSE curriculum, which is equivalent to Moral Education and Integral Studies.
- The free and fair electoral process for student positions of responsibility.
- Students being encouraged to consider alternative pathways in lessons.
- Students Voice on key school decisions through whole school surveying.
- Students also elect peers to represent them.

Individual liberty

Individual liberty suggests the free exercise of rights generally seen as outside government control.

In school we promote the importance of individual liberty through such things as:

- The increasing liberty afforded to students as they move up through the years.
- The extra-curricular activities and clubs.
- Students encouraged to voice views in lessons in a formative manner.
- Students offered autonomy over choices regarding academic pathways.
- Learning about “health choices” in relation to diet, exercise, a healthy mind and positive lifestyle.
- Learning about radicalisation and extremism through PSHE activities, which are equivalent to Moral Education in our curriculum.

Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

In school we promote the importance of the rule of law through such things as:

- There is a shared classroom code of practice.
- Behaviour for learning is promoted in every classroom.
- The school has a clear sanctions policy and actively rewards students for their achievements.
- Marking and feedback, as well as homework, policies set clear boundaries which are explained clearly to students.
- Accountability is stressed to all stakeholders including staff [teacher’s Standards], students [Student Code of Conduct], and Committee members.

Mutual respect

The proper regard for an individual’s dignity, which is reciprocated

In school we promote the importance of mutual respect through such things as:

- Classroom code of practice.
- School ethos statement

- Clear guidance on good behaviour in every area
- Assemblies including those focused on other cultures, stereotypes or prejudice.
- Wellbeing promotes mutual respect through the skills developed in sessions/assemblies.

Tolerance of those with different faiths and beliefs

A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own.

In school we promote the importance of tolerance of those with different faiths and beliefs add non-belief through such things as:

- Observance some religious beliefs.
- Acceptance of faith symbolism.

In Japanese law religious lessons are not allowed to teach in the classroom and as a school certified and granted by the Japanese Government we must follow the law. But primary 6 and junior 2 & 3 learn some parts of them through History and Civics as evidence.

SMSC AND PSHE

In order to develop the whole individual and genuinely prepare our students for an ever changing world, we strive to nurture our young people's citizenship (PSHE) and to promote their spiritual, moral, social and cultural (SMSC) development at every opportunity. Our school has a thriving enrichment programme as well as opportunities to participate in numerous trips and visits. In addition, all subjects across the curriculum offer the opportunity to discuss moral issues, personal experience and wonder and help students develop their social skills. Integrated Studies vary depending on each year. In our curriculum some part are related with Britishness and school events.

Prevent duty

All staff understand their statutory duty. Throughout the academic year all staff and

Committee Members receive Safeguarding Training including very specific training. All staff understand that any concern about extremism or radicalisation of our young people is to be treated as a Safeguarding issue and thus should be treated in exactly the same way. We have a robust procedure in place should we have any concerns. We ensure that through open discussion within classrooms we enable young people to test out their ideas in a safe and supportive environment where staff can challenge and broaden students' understanding of the wider world.

Japanese School has got 'in-service education programme' so that each teacher clearly and precisely follows the instructions every year.

Monitoring

The Headteacher will organise an annual review of the policy in order to take note of trends and areas of improvement.