



CENTRAL FOUNDATION BOYS' SCHOOL

TEACHING BRITISH VALUES POLICY

1. Purpose

The School is required by Department of Education Guidance dated November 2014 to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief.

The purpose of this policy is to set out the clear strategy of the School to embed these British values within each student and to show how the School's work has been effective in so doing.

2. Scope

This policy is primarily for Senior Leadership and other staff who are responsible for the leadership of curriculum areas.

3. References

The relevant legislation relevant to this policy:

- I. S78 of the Education Act 2002.
- II. The non-statutory guidance relevant to this policy.
- III. Promoting fundamental British values as part of SMSC in Schools (November 2014).

4. Definitions

SMSC - Spiritual, moral, social and cultural development.

5. Responsibilities

The Headteacher - overall responsibility across the whole School.

Deputy Headteachers – Heads of Lower School, Upper School and Sixth Form promote British values across the section of the School for which they are responsible.

Line Manager of SMSC Coordinator – responsible for the line management of the SMSC Coordinator.

SMSC Coordinator – The production of the ‘Promoting British Values’ curriculum, the identification of the delivery methods for the curriculum, the assessment of the embedding of British values within the students, the review of the quality of the delivery of ‘*Promoting British Values*’ curriculum.

6. British Values Curriculum Content

6.1 The School, through its SMSC curriculum, should promote:

Democracy

The rule of law

Individual liberty

Mutual respect and tolerance with different faiths and beliefs.

6.2 In promoting democracy students should:

Have an understanding of how citizens can influence decision-making through the democratic process.

Have an understanding of strengths, advantages and disadvantages of democracy, and how democracy and the law works, in contrast to other forms of government.

6.3 In promoting the rule of law the students should show:

An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

An understanding that there is a separation of power between the executive and the judiciary, and that some public bodies such as the police and the army can be held to account by Parliament, others such as the courts maintain independence.

6.4 In promoting mutual respect and tolerance with different faiths and beliefs the students should:

Have an understanding that the freedom to choose and hold other faiths and beliefs is protected by law.

Have an acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial and discriminatory behaviour.

Have an understanding of the importance of identifying and combatting discrimination.

7. Delivery

The School will look to develop British values through the following methods:

- The establishment of a strong school ethos.
- The establishment of effective relationships throughout the School.
- The curricula of different subject areas which are relevant to the promotion of British values.
- Assemblies.
- Standalone provision such as PSHE lessons, tutorial periods and events, and activities outside of the normal timetable.
- Ensuring that all students within the School have a voice.
- The operation of democratic processes within the School, such as the School Council.
- The holding of mock elections to mirror general elections, local elections and referenda.
- The development of the pupils' ability to argue and defend points of view.
- Through extra-curricular activities.
- Through visits and trips.

8. Curriculum

The School will produce a British Values curriculum document that identifies the understanding, knowledge and skills it intends to develop within the students at particular stages within the School, and the processes through which this will be delivered.

9. Assessment

The School will assess all individual students and groups of students in respect of the development of their understanding, knowledge and skills as identified within the British Values curriculum document.

10. Monitoring

An annual report will be produced which reports on:

- The development of the British Values Curriculum.
- The delivery of the British Values Curriculum.
- The outcomes of the assessment of the students.

11. Review

The policy will be reviewed annually.