



TEACHING BRITISH VALUES

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 beliefs.

The purpose of this policy is to explain how the school will embed these British values within each student and how the school will monitor the effectiveness of this policy.

2. Scope

This policy is primarily for Senior Leadership, Directors of Learning and Safeguarding staff members. It may also be referenced by Faculty Leaders 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. Equality Act 2010.
- 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 and Assistant Headteachers – Heads of Key Stage Three, Key Stage Four and Sixth Form promote British values across the section of the School for which they are responsible; this may be through assemblies, pastoral support meetings with students or other relevant interaction points. Classroom teachers continually model and promote British Values in their conversations with and responses to students.

Designated Safeguarding Lead and Deputies – whose role includes combating student views or behaviours which are contrary to British Values and who ensures referrals are made when required.

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:

- Understand how citizens can influence decision-making through the democratic process.
- Understand the, advantages and disadvantages or challenges 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.
- Understand how to report behaviours which go against the rule of law.

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 British law. That this law or the land is not the same as religious 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. That such discriminatory behaviour should be reported.
- Understand the importance of identifying and combatting discrimination.
- Understand how to report behaviours which show intolerance or disrespect.

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. Eg: History, English, Religious Education, for example.
- An assembly schedule which explicitly promotes British Values.
- Standalone provision such as PSHE lessons, tutorial periods and events, co-curriculum and enrichment activities.
- Ensuring that all students within the School have a voice through the operation of the student survey and promotion of reporting channels.
- 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. Such as the ongoing development of the CFBS Voice provision.
- Through co-curricular activities such as debating and Speak Up Central.
- Through visits and trips such as Parliament trip and the visit of the Mayor.
- The annual CFBS Celebration of Culture event.

8. Curriculum

The School produces an annual British Values coverage 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

Annual reporting on :

- The development of the British Values Curriculum.
- The delivery of the British Values Curriculum.
- The outcomes of the assessment of the students via student voice focus groups and the student voice survey.
- Edaware reports and other areas which show student understanding of democracy, rule of law, individual liberty and mutual respect.

11. Review

The policy will be reviewed annually.