



# **SMSC Promoting Fundamental British Values policy**

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## Document Quality Control

# Original

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## Document Reviews/Updates

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## **1. Aims**

- 1.1. This policy sets out the four key areas within which the DfE has defined British values, and the ways in which our students learn and develop understanding of these areas, both through the curriculum, extracurricular and other opportunities.

## **2. Introduction**

- 2.1. As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as being British. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values. CSFC is a multicultural community within which we celebrate students and cultures from all over the world. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

### **2.2. What is SMSC?**

- 2.2.1. SMSC stands for Spiritual, Moral, Social and Cultural development. It is an area of the curriculum that focuses on the non-academic development of students, such as understanding and appreciation of different cultures or dealing with moral conundrums.
- 2.2.2. The teaching of SMSC in schools has been closely associated with Ofsted criteria in student development as Ofsted's handbook refers directly to the importance of SMSC and its impact on students. Inspectors will also look for evidence that it is embedded into schools' learning experiences.
- 2.2.3. One of the huge 2019 framework changes saw the break up of Ofsted's behaviour and welfare criteria into: behaviour and attitudes and personal development. Ofsted also puts SMSC 'at the heart of school development', marking a purposeful move towards developing students as 'complete people', as opposed to assessment-ready robots.

### **2.3. Spiritual Development**

- 2.3.1. When students are given the tools they need to develop spiritually, they learn how to reflect upon their own beliefs and those of their peers. They also develop an interest and fascination with other views, this helps to share empathy and understanding around topics such as religion or other beliefs.
- 2.3.2. Spiritual development fosters creativity and helps to build a healthy imagination. It also encourages students to be more reflective and self aware in their own learning. This can make academic learning more engaging and their response to feedback more conducive to academic progression.

### **2.4. Moral Development**

- 2.4.1. Moral development refers to students' abilities to recognise the difference between right and wrong, both from a humanitarian point of view and from a legal standpoint. This dovetails with Ofsted's 'British Values' criteria, as 'rule of law' is a central pillar to the criteria.
- 2.4.2. Understanding the consequences of individual behaviour and actions also

improves students' behaviour and accountability. This can positively affect their commitment to work, in class and at home. It also creates an attitude of collectivism within the class, encouraging students to look at work both individually and as a team with a common goal.

- 2.4.3. Appreciating others' moral and ethical viewpoints can also help pupils to develop into more empathetic and caring members of society. This level of understanding allows them to envision teachers' and other students' viewpoints.

## 2.5. **Social Development**

- 2.5.1. Social Development is more closely woven into the fabric of Ofsted's criteria. Its teaching of engagement with others and acceptance of differences between members of society ties in closely with 'British Values'. It includes willingness to participate in community projects and wider social groups, including sports clubs and volunteering.
- 2.5.2. Social skills are quite obviously an important part of personal development. Giving students the support they need to become more comfortable socially can help them in all aspects of life, through higher education to employment. It also tackles mental health issues and feelings of discontent in school, as speaking out is encouraged.

## 2.6. **Cultural Development**

- 2.6.1. Finally, cultural development covers the understanding and appreciation of the rich tapestry of culture that makes up our society. From students' own cultural influences and heritage to that of other students and staff. Ofsted regard the understanding of Britain's cultural past and present as a key area for growth.
- 2.6.2. As well as this, appreciation and understanding of art, music, sports and other cultural pursuits is viewed as conducive to pupils' development as it can help to form ideas for further study, as well as inspiration for students' own contribution to British culture.
- 2.6.3. Knowledge of Britain's democratic system, including voting system, parliamentary process and politics is also noted within cultural development. Ofsted sees the understanding of the political processes as intrinsic to growth as both a student and British citizen.

# 3. **What is 'Britishness'?**

- 3.1. Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

#### **4. Government Advice to guide school policy**

- 4.1. The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new social, moral, spiritual and cultural (SMSC) standard came into force on 29 September 2014.
- 4.2. The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school must:
  - (a) Actively promote the fundamental British values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
  - (b) Prevent the promotion of partisan political views in the teaching of any subject in the school
  - (c) Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.
- 4.3. The balanced presentation of opposing views applies while pupils are in attendance at school, while they are taking part in extra-curricular activities provided by, or on behalf of, the school, and in the promotion of those extra-curricular activities, whether they are taking place at the school or elsewhere.
- 4.4. Schools must also ensure they actively promote principles that: Promoting fundamental British values policy (2015.1) 2/6
  - (a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence
  - (b) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
  - (c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated, and to society more widely
  - (d) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
  - (e) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own cultures
  - (f) Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
  - (g) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

#### **5. British values: expectations for pupils**

- 5.1. The DfE's non-statutory advice for improving the SMSC development in independent schools, academies and free schools, linked to above, has information on expectations for pupils.
- 5.2. Paragraph 13 of the document sets out 'the kinds of understanding and knowledge that can be expected in pupils' as a result of schools meeting the standard to respect 'fundamental British values'. These include:
  - (a) An understanding as to how citizens can influence decision-making through the democratic process
  - (b) An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy
  - (c) An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
  - (d) An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour.

## **6. How do we actively promote British Values?**

- 6.1. Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, forums (PSHE), Head of House meetings, speaker events and extra-curricular events
- 6.2. Use the Student Council to teach pupils how they can influence decision making through democratic process
- 6.3. Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the curriculum
- 6.4. Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns.
- 6.5. Use Head of House and assembly slots to explore themes relating to democracy in this country and around the world. Rule of Law
- 6.6. Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school.
- 6.7. Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- 6.8. Police visits are used to build links between and understanding of the local constabulary and their work to support the local community

- 6.9. Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups.
- 6.10. Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules.
- 6.11. Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies. Individual Liberty
- 6.12. Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- 6.13. Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- 6.14. Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school.
- 6.15. Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated
- 6.16. Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems. Respect and Tolerance
- 6.17. Promote respect for individual differences
- 6.18. Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these.
- 6.19. Use PHSE as a vehicle to embrace and accept different ways of worship and different perspectives on faith.
- 6.20. Use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs.
- 6.21. Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.

## **7. Summary**

- 7.1. All staff and students are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. Where unfairness or bullying is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.
- 7.2. Examples of opportunities and activities to promote British Values include:



- (a) British Values are promoted to day and boarding students via the Cambridge Edge programme. For example there are visits to local university lectures which provide students with varied experiences into British culture.
- (c) In lessons all students are encouraged to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- (d) Teachers model positive behaviour and democratic values in their interactions with colleagues and students.
- (e) Student Forums and head of House meetings are frequently used as vehicles through which tutor groups present to the wider community, examples of key moments, people or ideas from British history.
- (f) Lessons are exploited when appropriate to provide forums in which students can learn more about and question the notions of liberty, justice, democracy, law, governance, faith and belief systems. As a multicultural school we take care to ensure that all feel safe, secure and able to celebrate their own and each other's backgrounds, beliefs and cultural practices.

## **8 Appendix:**

How do we promote British Values?

8.1. The document below can be used by teachers, Heads of House and House staff to demonstrate how they promote British values. The questions have been adapted from the DfE document 'Promoting fundamental British values as part of SMSC in schools'.

*Checklist for departments, group tutor teams and Boarding Houses to review and note opportunities for promoting British Values within their schemes of work.*

### **Questions**

- a. How do we promote the values of democracy in lessons and wider school life?
- b. How do we promote the importance of identifying and combating discrimination?
- c. Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?
- d. How do we promote tolerance between different cultural traditions by enabling students to acquire an appreciation of their own and other cultures?