

# The Royal Liberty School

*"Where boys are ambitious, where boys succeed"*



## Promoting fundamental British values as part of SMSC in schools

Reviewed by: M Howells

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Next Review:

## **Promoting fundamental British values as part of SMSC in schools**

### **About this department advice**

This is non-statutory advice from the Department for Education. Maintained schools have obligations under section 78 of the Education Act 2002 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This guidance relates specifically to the requirements to activity promotes fundamental British Values in schools and explains how this can be met through the general requirements in the 2002 Act.

### **What does 'British Values' Mean?**



According to Ofsted, 'fundamental British values' comprises:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Expiry or review date**

This advice is based on the 'Promoting fundamental British values as part of SMSC in school' Department advice for maintained schools, November 2014, and is valid until amended or withdrawn

### **Main Points**

The main points of this advice are to make clear:

- That maintained schools should promote pupil's spiritual, moral, social and cultural (SMSC) development;
- What is expected of schools in promoting fundamental British values; and
- How this aligns with schools' duty to promote SMSC

## **Introduction**

All maintained schools must meet the requirement set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its laws. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.



**Where does the school teach the promotion of fundamental British values in the curriculum and extra-curriculum activities?**

Students are taught to promote British values and develop their self-knowledge, self-esteem and self-confidence. The curriculum enables students to distinguish what is right from wrong and to respect the civil and criminal law of England. Students are encourage to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives for those living and working in their community, their school and to society more widely.

**Curriculum Map: Cultural Studies, Citizenship Studies (8100), Citizenship Studies (4105), Citizenship Days and Assemblies**

<b>Year 7</b>		
<b>Cultural Studies</b>		
Judaism	Christianity	21 <sup>st</sup> Centaury
<b>Year 8</b>		
<b>Cultural Studies</b>		
Hinduism	Buddhism	Growth Mind Set
<b>Year 9</b>		
<b>Cultural Studies</b>		
Sikhism	Islam	First Give
<b>Year 10 AQA Citizenship Studies – 8100</b>		
<b>Life in Modern Britain</b>		
Principles and values in British Society	Identity	The media and the free press
The UK’s role in key international organisations	Making a difference in society	
<b>Rights and Responsibilities</b>		
Laws in contemporary society	Rights and responsibilities within the legal system	How laws protect the citizen and deal with criminals
Universal human rights	Bringing about change in the legal system	
<b>Politics and Participation</b>		
Political power in the UK	Local and devolved government	Where does political power reside?
How do others govern themselves?	Bringing about political change	
<b>Taking Citizenship Action</b>		
<b>Year 11 AQA Citizenship Studies – 4105</b>		
<b>Community Action and Active Citizenship</b>		
What factors make for effective ‘active citizenship’?	Who can make a difference? Who holds power in the UK?	How and why are Citizenship issues relevant in the workplace?
<b>Being a Citizen in the UK: Democracy and Identity</b>		
What are the roles of Parliament and Government?	How can citizens participate in democratic processes, particularly elections and voting?	The origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
How ethnic identity, religion and culture can	How individuals, schools and communities can	

affect community life	promote equal opportunities and community cohesion	
<b>Fairness and Justice</b>		
What are my rights and responsibilities as a British citizen within a broader framework of human rights?	How does the law affect citizens' lives?	How effective is the criminal justice system?
Why does the media matter and how influential is it?		
<b>Global Issues and Making and a Difference</b>		
How effective are the key international bodies in dealing with important international and global issues?	In Particular: International disagreements and conflicts	Human rights and international humanitarian law abuses
What are the challenges faced by the global community in relation to inequalities and interdependence and how might these challenges be dealt with?	What are the challenges of global interdependence and how might they be tackled?	Why should British citizens care about or be involved in world affairs?
<b>Global Issues and Making a Difference</b>		
How international issues are influenced by individuals, pressure groups, voluntary groups and NGOs, the media and governments (with the aid of case studies)		
<b>Citizenship Days</b>		
<b>Year 7</b>		
First Aid	Crime and Punishment	Sex and Relationships
<b>Year 8</b>		
Drugs, Smoking and Alcohol – How to Say No	Financial Capability and Careers	Sex and Relationships – Act of Sex
<b>Year 9</b>		
Say No to Racism	Option/Careers Day	Sex and Relationships – Act of Sex
<b>Year 10</b>		
Religious Stories	Religious Extremism	Religion, Ethics and Philosophy
<b>Year 11</b>		
Religious Doctrine	Religious Conflict	
<b>Assemblies</b>		
<b>SLT</b>	<b>Head of College</b>	<b>Forms</b>
Current Affairs	Religions and Cultures	Calendar choice

## **Fundamental British Values**

Schools should 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. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- 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 while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

## **School Inspection Handbook from September 2015 – Promoting British Values**

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. P35
- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith p37
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. P42

## Students' Comments

I like Citizenship simply because when I go to the lesson I don't know what to expect whether it is a debate or exercise book work, it is still really enjoyable because it not like your normal English or Maths lesson its extremely different and you learn a lot of information that you would never heard of before. Bobby Brooker

I personally have really enjoyed citizenship over the past four years because I can have an opinion without anybody saying it is wrong or have people saying it could be done a different way. We all work as team to help each other succeed in citizenship. It is a really encouraging environment to learn in and it has helped me not just in citizenship but in my English and my science in giving me the strength to say and voice my opinion.

Stuart Henderson

Citizenship is very unlike any other subject; it is an excellent opportunity to express your personal thoughts, feelings and ideas in a way which other lessons do not. While some students may initially see citizenship as unimportant and uninteresting, many come out of the lessons having learnt not only a new thing or two about the bigger issues that affect us all in the outside world, but also about themselves.

Ryan Walshaw



Cultural Studies is one of my favourite subjects due to my love of learning about different religions and cultures. It teaches me about the world I live in and just how important the subject is. Every lesson I learn something new and enjoy myself, I look forward to doing it every time.

Jason Saunders

There are many reasons that I like cultural studies but here are a few. Firstly I like the fact that cultural studies can teach us about how the world can be so different in just a different country. Another reason is that you don't just think about culture you get taught about mind sets, religion and so much more. Finally I really love cultural studies because I am so fascinated by the subject and always need to learn more!

Andrew Sullivan

