



# **Promoting Fundamental British Values as part of Spiritual, Moral, Social and Cultural Development**

River Bank Primary School

January 2025

## **Introduction**

The Department for Education reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to 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 government set out its definition of British Values in the document 'Promoting fundamental British values as part of SMSC in schools' (2014) and in the Prevent Strategy (2011).

At River Bank Primary School these values underpin our Aims and Values Statement and are reinforced regularly throughout the school.

The key points of the November 2014 DfE SMSC guidance indicate:

- that maintained schools should promote pupils' spiritual, moral, social and cultural development;
- what is expected of schools in promoting fundamental British Values; and
- how this aligns with schools' duty to promote SMSC development

The revised Prevent Duty guidance for England and Wales (2021) states that 'All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools. 16-19 academies may have these standards imposed on them by the provisions of their funding agreement with the Secretary of State'.

## **Fundamental British Values**

River Bank Primary School is pleased to promote 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 us to demonstrate how we are meeting the requirements of section 78 of the Education Act 2002, in our provision of SMSC development.

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 behaviours, within and outside school. This includes not undermining fundamental British Values.

Through our provision of SMSC and British Values development, River Bank Primary will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils 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 schools and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and others 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 expected learning outcomes of understanding and knowledge expected of pupils as a result of River Bank Primary School promoting fundamental British Values through SMSC development.

- 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 well-being and safety;
- 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

### **Examples of actions that River Bank Primary School can take to promote British Values**

The following is not designed to be exhaustive, but provides a list of different actions that we can take such as;

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy and, how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes such as the school council whose members are voted for by the pupils;

- use opportunities such as general or local elections to hold mock elections to promote fundamental British Values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths; and
- consider the role of the extra-curricular activity, including any directly run by pupils, in promoting fundamental British Values

## **Reminder of spiritual, moral, social and cultural development definitions**

### **1. The spiritual development of pupils is shown by their:**

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- sense of enjoyment and fascination in learning about themselves, others and the world around them;
- use of imagination and creativity in their learning;
- willingness to reflect on their experiences

### **2. The moral development of pupils is shown by their:**

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding the consequences of their behavior and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

### **3. 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

### **4. The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain

- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

### **Making sure SMSC, British Values and Prevent duties are at the heart of learning**

River Bank Primary School promotes SMSC as a high priority and this permeates and is threaded through all that we do.

We promote the fundamental British Values, as defined in the November 2014 guidance and ensure that they are overt and obvious in the day to day life of our school. Consequently, our children are aware of the importance of British Values as they move up and mature through the school.

The Prevent Duty recognises that despite good efforts to deter any form of radicalisation and extremism, schools have to be ever alert to 'possibilities', no matter how remote, of concerns in this regard. We work closely with the local community and Prevent Officers to eradicate the possibility of local radicalisation and extremism coming into our school.

**Yearly Audits with mapping of SMSC, British Values and Prevent duty** will be carried out across the curriculum by the senior leadership team and in other school activities such as themed weeks and special days e.g. Black History Month, celebrating cultures day, anti-bullying and celebrating our school values in assemblies once per 2 years. This should also include links with parents, other stakeholders and external agencies, Luton Borough Council and SACRE (Standing Advisory Council on Religious Education).

### **Governor Responsibilities**

The Governing Body request reports on how the school is promoting pupils' spiritual, moral, social and cultural development, British Values and the Prevent Duty. This ensures that the schools' thoughtful and wide-ranging promotion of pupils' SMSC development, British Values and Prevent Duty and enable pupils to thrive in a supportive, highly cohesive learning community.

Minutes of meetings and governor visit / monitoring reports will demonstrate that governors are seeking evidence of how the school supports pupils to:

- be reflective about beliefs, values and more profound aspects of human experiences using their imagination and creativity and developing curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities requiring social skills

- develop awareness of and respect for diversity in relation to, or example, gender, race, religion and belief, culture, sexual orientation and disability
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- develop an appreciation of culture through theatre, music, art and literature
- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain and a global society
- respond positively to a range of artistic, sporting and other cultural opportunities
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life

The Governing Body and leadership team ensures that the school development plan (SDP) contains actions to promote pupils' SMSC, British Values and the Prevent Duty with success measures. These actions are regularly monitored by governors and their impact evaluated. This includes:

- asking for leadership reports to the full governing body which include high quality, accurate information that is concise and made accessible by being provided in a wide variety of formats for all to share
- triangulating the information, received from a variety of sources
- information from the school's self-evaluation (SEF) and SDP
- performance and benchmarking mapping and any qualitative and quantitative analysis
- feedback from a programme of governor monitoring visits
- feedback and questionnaire results from staff, pupil and parents
- judgment / reports by external professional advisers

### **Monitoring and review**

This policy will be reviewed every two years by the Full Governing Body

Signed: 

Adopted: January 2025

Review date: January 2027