

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.

The regulations state that to meet the standard for the SMSC development of pupils, the school must:

- 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;**
- Prevent the promotion of partisan political views in the teaching of any subject in the school;
- 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.

Schools must also ensure they actively promote principles that:

- 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 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;
- Enable pupils 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 pupils to acquire an appreciation of and respect for their own cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- 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.

At Ullesthorpe C of E Primary School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Children embrace these values with enthusiasm and demonstrate a good understanding of their application to their own lives. The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown, through for example, sporting events, a range of visits and use of outdoor education centres. Their strong rooted values-based understanding gives them an excellent platform for embracing and celebrating difference.

### **Democracy**

- Children are involved in democratic processes e.g. voting for school councillors and shared rewards or designing theme days and events.
- Children are able to work cooperatively in pairs and groups as well as in whole class situations.
- Children understand about turn taking and respecting the views of others.
- Children in KS2 in particular are able to use the language of respect. For example, in RE, children learn the significance of each person's ideas and experiences through discussion and learn to respect a range of perspectives.

### **Individual liberty**

- Children have roles and responsibilities in school, such as Sports Leaders, Librarians and School Councillors.
- Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment.
- As a school we educate and provide boundaries for children to make choices safely.
- Through our curricular clubs and opportunities, children are given the freedom to make choices.

- Children understand about the importance of accepting responsibility and of their right to be heard in school.
- Children are consulted on many aspects of school life and demonstrate independence of thought and action.
- In RE, children consider questions about identity, belonging and diversity. They study examples of pioneers of human freedom, including those from within different religions, learning the value of change for human development.

#### **Mutual respect and tolerance of those of different faiths and beliefs**

- Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures.
- We have staff and visitors from other faiths who share their language and culture with our pupils as part of our RE curriculum studies.
- Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for others of different faiths and religions.
- Our PSHE curriculum embodies values of mutual respect through units of learning such as relationships and being a responsible citizen.
- Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.
- Respect is embodied within our whole school code of conduct and behaviour policy.
- Children's behaviour demonstrates their good understanding of this value in action.
- We do not accept intolerant attitudes and will challenge any rejection on the basis of race, faith, gender, sexual orientation or age. Each person has the right to be themselves and be accepted by all.

#### **The rule of law**

- We have a clearly structured behaviour policy which all stakeholders understand and follow.
- Children are able to articulate how and why we need to behave in school.
- We regularly review behaviour incidents in school and share these with key stakeholders.
- Assemblies are delivered with a focus on the law e.g. safety awareness, e-safety awareness and community.
- In RE, we study rules offered by different religious communities. Children learn to appreciate that fairness requires that the law applies equally to all.