



FUNDAMENTAL **BRITISH VALUES** **POLICY**

REVIEW DATE: AUTUMN 2025

NEXT REVIEW: AUTUMN 2026

The Raleigh School - Fundamental British Values Policy

As of September 2014, the DfES requires All maintained schools must meet the requirements 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 the classroom are all ways of ensuring pupils' SMSC development.

This policy also links with our policies for

- Anti-bullying
- Behaviour Management
- Safeguarding
- Curriculum areas
- Equality
- PSHCE (including Sex & Relationships Education and Drug Education)
- SEND

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 law. 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.

What is 'Britishness'?

Fundamental British values are defined by the DfES 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

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

- 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.

How do we actively promote British Values at The Raleigh School?

Democracy

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes: PSHE/ SRE/ RE
- (b) Use the Student Council to teach pupils how they can influence decision making through democratic process
- (c) Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RE and English Curriculum. 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.
- (d) Use Assemblies to explore themes relating to democracy in this country and around the world.

Rule of Law

- (e) 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.
- (f) Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- (g) 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.
- (h) 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.

Individual Liberty

- (j) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- (k) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others. Children are encouraged to participate in our numerous extra-curricular clubs and opportunities, pupils are given freedom to make choices.
- (l) Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older children visiting from the high school to set positive examples through the school.
- (m) Work tirelessly through our PHSE, e-safety and anti-bullying curriculum to establish and maintain a climate in which all students feel safe and bullying is not tolerated.
- (n) Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.