



**Five
Rivers®**

Fundamental British Values & SMSC Policy

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

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1. Policy

1.1 Policy Statement

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.

Alongside this, each school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

SMSC and the Development of Fundamental British Values

The personal development of students is a major aim of education and is central to the education of the whole child. It is a statutory requirement that clear and planned provision is made for SMSC for all students. The National Curriculum 2000 states that: *"The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life."*

Each of our schools have achieved the Attachment Sensitive School Award and are committed to ensuring our students develop their capacity to explore their own and others' values and beliefs in a safe and respectful but challenging environment.

The purpose of this policy is to state clearly the shared values and aims of the school and to ensure that they are reflected in our practice through the effective promotion of opportunities for spiritual, moral, social and cultural development. Opportunities for SMSC are both planned and spontaneous, arising out of the day-to-day experience of students and staff in and beyond the school.

1.2 Terms and Definitions

- The below table sets out several terms and definitions used within this document:

Term	Definition
FBV	Fundamental British Values
SMSC	Spiritual, Moral, Social and Cultural

1.3 Data Protection

- Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

- Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

- Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

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

What is 'Britishness'?

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

Government Advice to guide school policy

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 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.

The balanced presentation of opposing views applies while pupils attend 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.

Schools must also ensure they actively promote principles that:

- (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 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

British values: expectations for pupils

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.

Paragraph 13 of the document sets out 'the kinds of understanding and knowledge that can be expected in pupils' because of schools meeting the standard to respect fundamental British values. These include:

- An understanding as to how citizens can influence decision-making through the democratic process
- 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
- 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
- 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

How do we actively promote British Values?

- (a) Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, visits, speaker events and curriculum programs: PSHE
- (b) Use the pupil voice 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 and English Curricula and embedding throughout all lessons.
- (d) 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.
- (e) Use lessons to explore themes relating to democracy in this country and around the world.

- (f) School 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.
- (g) Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- (h) Police visits are used to build links between and understanding of the local constabulary and their work to support the local community
- (i) 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.
- (j) 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.
- (k) Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.
- (l) Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- (m) Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- (n) Challenge stereotypes and promote individuality at every opportunity.
- (o) Work tirelessly to establish and maintain a climate in which all students feel safe, and bullying is not tolerated.
- (p) Deliver a diverse lesson, visit and speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.
- (q) Promote respect for individual differences
- (r) 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.
- (s) Use curricular opportunities: PSHE to encourage critical thinking and deeper understanding of difference and beliefs.
- (t) 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.

Summary

All staff and students within Five Rivers Education schools 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 school 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.

Examples of opportunities and activities to promote British Values at include:

- (a) British Values are promoted to students via the curriculum, school visits and enrichment opportunities. For example, there are visits to iconic British buildings and locations as well as buildings from other faiths
- (b) Speakers can include local MPs, Member of the youth parliament, journalists, lawyers, human rights workers, war veterans and former prison offenders: all of whom provide alternative views on British Values and encourage pupils to take an open and interested approach to the world around them.
- (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) 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 students feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.

Our schools aim:

- To promote a shared understanding of what SMSC is, and to identify opportunities for SMSC across the whole school
- To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life
- To enable all aspects of the school to meet the personal development needs of the students
- To enrich the students' experience of the curriculum
- To make explicit the value of the work of both students and staff

Shared Values

SMSC is a dimension of the whole school experience which makes the curriculum relevant, stimulating, creative and fun. It enriches each subject and the ethos of the whole school by encouraging us all to explore, in an appropriate way.

Spiritual development

It is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of a pupil's spirit, soul, personality or character.

- As a school we aim to provide learning opportunities that will enable students to:
- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.

- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life.

The spiritual development of students' will be 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

This is supported within the curriculum and events and visits that the students take part in.

Moral development

Enabling pupils to build a framework of moral values, aligned with the law of the land, which regulates their personal behaviour. It is also about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.

As a school we aim to provide learning opportunities that will enable students to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgments.

The moral development of students will be shown by their:

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

Social development

Young people working effectively with each other and the development of the inter-personal skills necessary for successful relationships. It is about functioning effectively in a multi-racial, multi-cultural society and making a positive contribution to the school community and wider society.

As a school we aim to promote opportunities that will enable students to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

- Begin to understand the imperative for social justice and a concern for the disadvantaged.
- Many opportunities are given to our students to encourage social development.

Enrichment opportunities are given for them to work in groups and a key element to developing and understanding each other's identities and differences.

The social development of students will be shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

Helping pupils to develop an understanding of their own culture and other cultures in their town, region and in the country as a whole. Promoting pupils' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.

As a school we aim to promote opportunities that will enable students to:

Recognise the value and richness of cultural diversity in Britain, and how these influence individuals and society.

Recognise some of the world's religions.

Develop an understanding of their social and cultural environment.

Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Regular trips and visits are planned to encourage our student's cultural development. Examples include:

- Different places of worships
- Theatre and Art galleries
- Public institutions

The cultural development of pupils will be shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within 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, sporting and cultural opportunities
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How we promote opportunities for SMSC

All subjects can and should contribute to this SMSC awareness and identify in plans where this will be done and possible areas where they may arise naturally. Because we have a shared

understanding of SMSC, teachers are better able to identify both planned and spontaneous opportunities across the whole curriculum.

Our high staffing ratios help to embed SMSC throughout the day and elements are recorded on our daily logs. Tutor times, one to ones, assemblies and our enrichment activities also promote our students' SMSC development.

Teaching & Learning

Teachers will inspire students through the enthusiasm for and modelling of learning. Teachers will use creative strategies and challenging questions to engage students in their learning and relate it to their own experiences.

Extra-curricular activities and community links

Personal development is enriched through a wide range of extra-curricular activities, which provide opportunities for SMSC and for inspiring students to broaden their experience and horizons. These make significant contributions to the ethos and spirit of the school. We offer a broad variety of educational opportunities outside of the classroom.