

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence



FUNDAMENTAL BRITISH

VALUES &

SPIRITUAL, MORAL,

SOCIAL & CULTURAL

POLICY

BUSBRIDGE INFANT SCHOOL

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Busbridge Infant 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. 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. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

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.

Spiritual development:

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.

The Spiritual development of all our children is addressed through the vision and values of the school. As an infant only school we address spiritual development through daily reflection, celebration of Christian festivals and learning about those of other faiths, reading

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

and reflection on the Bible within Collective Worship Assemblies as appropriate and through the learning of RE and across the wider curriculum.

We are committed to:

- Celebrating the religious and non-religious beliefs and values that our pupils bring as part of their family/culture heritage and to building an awareness of and respect for others' spiritual and religious beliefs
- Fostering common human values and building spiritual capacities to promote self-worth
- Self-esteem and valuing others
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions"
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

Moral development:

Moral development: knowing what is right and wrong and acting on it accordingly. Moral development is about personal and society's values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong.

We are committed to encouraging pupils to:

- Be truthful and honest
- Respect the rights and property of others, their opinions and customs, even when they are different from our own
- Help others and collaborate with each other
- Solve differences of opinion in non-violent ways using the principles of restorative practice.

Social development:

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society
- Teaching the Equality Act throughout our curriculum.

Cultural development:

Cultural development shows pupils understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

We are committed to:

- Valuing and celebrating the cultural diversity of our school, our society and the world
- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions
- Celebrating the richness of culture and tradition
- Weaving global education themes through our curriculum.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. 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

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

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: 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) Acceptance and Tolerance of others: Support for equality of opportunity for all and respect of different faiths and religious and other beliefs
- d) Respect: Respect for each other, property and the environment
- e) Individual liberty: Support and respect for the liberties of all within the law

How do we actively promote British Values at Busbridge Infant School?



This poster is used to support the children's learning and help them to remember the 5 British Values. It is evident in all classrooms to consistently and actively promote them.

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

Democracy

- We encourage all our children to get involved with the running of their school and provide them with lots of opportunities to show how they can influence decision making e.g. School Council activities, fundraising events and choosing charities.
- Pupil Voice questionnaires are regularly distributed and analysed, providing feedback to ensure the SLT can act upon any feedback given to further improve the school.
- Reflection and group activities are often shaped by the voice of the group and staff respond appropriately to learner requests eg in Circle Time.
- We 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
- We encourage children to vote for the class story by putting their name against their choice of book
- Use the School Council to teach pupils how they can influence decision making through democratic process
- 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.
- Use Assemblies to explore themes relating to democracy in this country and around the world.

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

The Rule of Law

- The children in each class help establish their “class rules” and this supports their understanding of the need for rules and boundaries. These rules are revisited regularly and updated to respond to the needs of each class group.
- The school’s Golden rules are applied equally to everyone and pupils understand that they provide us with protection and help us to take responsibility for our actions. The rules also help all understand that there are consequences for those actions.
- A clear school behaviour policy ensures expectations are understood and applied consistently. Children understand their rights and their responsibilities for the choices they make.
- We organise visits from a range of external services including the police service, safeguarding partners and agencies to reinforce the message of right and wrong. Our work with ‘Global Policing’ supports the GDPR requirements of the school and the organisation support wider responsibilities in school through workshops and specific support opportunities
- 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.
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour
- 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.
- 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.

Tolerance of those with Different Faiths and Beliefs

- Through the RE curriculum and the wider spiritual life of Busbridge Infant School, children are regularly reminded of their place in a culturally diverse society.
- We actively celebrate diversity and equality with children taking part in assemblies and lessons which promote tolerance and understanding eg Holocaust Memorial Day and .

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

- Our RE Curriculum provides pupils with a deep understanding of their own faith as well as awareness of the faith and traditions of other religious communities as a basis for understanding and respecting them.
- Our class and whole school worship programme, both teacher and child led, promotes the diversity of society and the rights of each person to be treated equally regardless of their faith or beliefs. Opportunities for pupils from other faith denominations to practice their faith within the school day are fully supported.

Mutual Respect

- Mutual respect is a key value that all children and young people understand the importance of, both in terms of their respect for others and from others.
- The weekly Celebration Assembly, Stars of the Week, Super Staff Member of the Week and our 'Trophy Challenge' evidence the importance we place on celebrating learner success and promoting RESPECT in school.
- All staff actively promoting respect for others and RESPECT is a key theme in our weekly assembly programme.
- Regular fundraising and charitable activities help children to contribute to and understand their role in supporting less fortunate people in their own community and further afield.

Individual Liberty

- Busbridge Infant School provides a safe and supportive environment, where we encourage children to be independent in their learning. Opportunities including emotional wellbeing activities and PSHE lessons are provided for children to nurture resilience, creativity, respect and collaboration. Developing independence is a specific opportunity provided within each Key Stage curriculum.
- Through the school's ethos we teach respect for others and the right of each child to be treated with respect by others. Children understand bullying of any kind is not acceptable and will be challenged when it occurs.
- At Busbridge Infant School we provide regular guidance on how to make safe choices through e.g. staying safe on line activities and assemblies, in Woodland School learning, anti-bullying week, swimming tuition, whole school worship activities, our PSHE Curriculum and through the teaching of Religious Education.

BUSBRIDGE INFANT SCHOOL

The Continual Pursuit of Excellence

- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- 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.
- 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.
- 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.
- Deliver a diverse speaker programme to expose pupils to people from a wide range of backgrounds and belief systems.

Pupils, as a result of schools promoting fundamental British values, would demonstrate the following:

- 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.