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**Fundamental British values**

Schools should 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<sup>1</sup>. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

1 The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>

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 behaviour, within and outside school. This includes not undermining fundamental British values.

Through their **provision of SMSC**, schools should:

Expectations	At Bradstow:
enable students to develop their self-knowledge, self-esteem and self-confidence;	<ul style="list-style-type: none"> <li>● School Vision and ethos</li> <li>● Individual planning and opportunities</li> <li>● PSHE+SRE sessions</li> </ul>
enable students to distinguish right from wrong and to respect the civil and criminal law of England;	<ul style="list-style-type: none"> <li>● Daily living and interaction</li> <li>● Expectations for respect of others</li> <li>● PSHE+SRE curriculum</li> <li>● Zones of Regulation</li> </ul>
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;	<ul style="list-style-type: none"> <li>● Zones of regulation</li> <li>● Involving young people in decisions made about them and their care are aspirations</li> <li>● Aspirations days</li> <li>● Attending annual reviews</li> <li>● Preparing for Adulthood outcomes and upper school bespoke curriculum striving towards Good Health, Friends Relationships and Community, Employment and Independent Living</li> </ul>
enable students to acquire a broad general knowledge of and respect for public institutions and services in England;	<ul style="list-style-type: none"> <li>● News sessions</li> <li>● Community inclusion</li> <li>● PSHE+SRE curriculum</li> </ul>
further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;	<ul style="list-style-type: none"> <li>● Learning through RE focus days and celebrations</li> <li>● Assemblies</li> <li>● RE lessons in lower school</li> <li>● News sessions</li> <li>● Community inclusion</li> <li>● Trips and visits</li> </ul>
encourage respect for other people	<ul style="list-style-type: none"> <li>● School ethos</li> <li>● RE and PSHE+SRE curriculum</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Class meetings and community council meetings within the school</li> <li>● Voting for preferences and being consulted</li> <li>● News sessions as part of good morning communication</li> </ul>

The list below describes the **understanding and knowledge** expected of pupils as a result of schools promoting fundamental British values.

Expectations	At Bradstow:
an understanding of how citizens can influence decision-making through the democratic process;	<ul style="list-style-type: none"> <li>Assemblies and learning about current UNICEF RRSAs initiatives</li> <li>Taking part in fundraising for charity</li> <li>Taking part in class meetings and community council meetings and affecting real change in the school</li> </ul>
an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	<ul style="list-style-type: none"> <li>Community experience</li> <li>PSHE+SRE curriculum and learning about people who help us</li> </ul>
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;	<ul style="list-style-type: none"> <li>Rights respecting school award</li> <li>School ethos and opportunities</li> <li>PSHE+SRE curriculum</li> </ul>
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	<ul style="list-style-type: none"> <li>Rights respecting school award</li> <li>School ethos and opportunities</li> <li>PSHE+SRE curriculum</li> </ul>
an understanding of the importance of identifying and combatting discrimination.	<ul style="list-style-type: none"> <li>Rights respecting school award</li> <li>School ethos and opportunities</li> <li></li> </ul>

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.

**Examples of actions that a school can take**

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

Suggestions	At Bradstow:
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 a 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 extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.	✓