



Promoting Fundamental British Values As Part Of Spiritual, Moral, Social and Cultural Development At Gordonbrock School.

This document is based on guidance from the Department for Education about the requirements to actively promote fundamental British values in schools.

The fundamental British values listed in the guidance are:

- Democracy
- The Rule Of Law
- Individual Liberty
- Mutual Respect And Tolerance Of Those With Different Faiths And Beliefs.

“Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.”

Through their provision of SMSC, schools should:

- 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

Understanding and knowledge expected of pupils as a result of schools promoting fundamental British values	What we do at Gordonbrock School	What we could do
<ul style="list-style-type: none"> • An understanding of how citizens can influence decision-making through the democratic process. 	<ul style="list-style-type: none"> • School Council with elected representatives from Y2 to Y6. • School Council visits to Mayor's office and follow up assemblies. • In many classes, chn involved in agreeing rewards for good behaviour. • Children involved in setting class rules at the beginning of each year. • <i>Preparing to play an active role as citizens</i> is a half term unit in PSHE. Democracy is included explicitly from Y4. In most year groups this is taught in Spring 1. • Link some assemblies in Spring 1 to democratic decision making. 	<ul style="list-style-type: none"> • Develop links with local MPs and councillors.
<ul style="list-style-type: none"> • 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"> • School behaviour policy & blue slip system. • Children involved in setting class rules at the beginning of each year. • Y6 participate in Junior Citizens event. • <i>People who help us</i> (Nursery) • PSHE units that develop this idea: <i>Preparing to play an active role as citizens; Developing a healthier, safer lifestyle; Developing confidence and responsibility.</i> • Year 6 – GOV – Gang Workshop • Working towards the Rights Respecting Award 	<ul style="list-style-type: none"> • Develop links with local police – assemblies, class workshops.
<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Use current affairs (Newsround) to discuss relevant issues? • Phase Assemblies linked to current Affairs
<ul style="list-style-type: none"> • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. 	<ul style="list-style-type: none"> • Added to PSHE objectives for Y6 <i>Preparing to play an active role as citizens; Developing good relationships & respecting the differences between people.</i> • RE Curriculum. • Children Rights - UNICEF 	

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • RE curriculum. • PSHE: <i>Preparing to play an active role as citizens; Developing good relationships , respecting the differences between people and Say no to bullying</i> • Anti-bullying week • Assemblies • Differences Week (Summer) • SRE – Christopher Winter Project (Yr 1-6) 	<ul style="list-style-type: none"> • Whole School Events linked to exploring individual beliefs.
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