



Spiritual Moral Social Cultural Policy

First Issued:	Autumn Term 2018	Next Review:	Spring Term 2023
Reviewed:	Spring Term 2021	Version:	3.0
Responsible:	Deputy Head Pastoral / SLT		

Promoting Fundamental British Values

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. Orley Farm is a multicultural community within which we celebrate students and cultures from a variety of different countries. Alongside this, the school is keen to support all students in learning about and deepening their understanding of British values, culture and systems.

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

Government Advice to Guide School Policy

- a. 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.
- b. The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school must:
 - 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
 - Prevent the promotion of partisan political views in the teaching of any subject in the school
 - 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 are in attendance at 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 online and off line behaviour (see [E-Safety Policy](#)), 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 particular 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' as a result of schools meeting the standard to respect 'fundamental British values'. These include:

- a. An understanding as to how citizens can influence decision-making through the democratic process.
- b. 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.
- c. 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.
- d. 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 at Orley Farm?

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/ JIGSAW.
- b. Use the Pupil Council and other elected committees to teach pupils how they can influence decision making through democratic process.
- c. Encourage pupils 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

- a. 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.
- b. Help pupils to distinguish right from wrong through discussion and modelling positive behaviour.
- c. Police visits are used to build links between and understanding of the local constabulary and their work to support the local community.
- d. Help pupils to understand that the law and living under the rule of law is intended to protect individuals. Use opportunities in the curriculum to review understanding of the rule of law and its effects upon individuals and groups.
- e. 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.
- f. Use curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Individual Liberty

- a. Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- b. Encourage pupils to assume responsibility for their own online and off line behaviour (see [E-Safety Policy](#)) and acknowledge the effects it may have on others.
- c. Challenge stereotypes and promote individuality at every opportunity, modelled by staff and KS3 pupils to set positive examples through the school.
- d. Work tirelessly to establish and maintain a climate in which all pupils feel safe and bullying is not tolerated.
- e. Deliver a diverse speaker programme through assemblies and enrichment talks to expose pupils to people from a wide range of backgrounds and belief systems.

Respect and Tolerance

- a. Promote respect for individual differences.
- b. Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in developing their understanding and appreciation of these.
- c. Assemblies and the teaching of comparative religions as a vehicle to embrace and accept different ways of worship and different perspectives on faith.

- d. Use curricular opportunities: PSHE/JIGSAW and TPR to encourage critical thinking and deeper understanding of difference and beliefs.
- e. 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.

Partisan political views are precluded in the teaching of any subject within the school. Where political issues are brought to the attention of pupils, pupils will be offered a balanced presentation of opposing views.

Summary

All staff and pupils at Orley Farm are expected to behave with respect, 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 community 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 addressed, and democracy and the rights of individuals will take centre stage. Examples of opportunities and activities to promote British Values at Orley Farm include:

- a. Promoting of self-esteem, knowledge and confidence through the tutorial system in which small groups help bring individuals to the fore.
- b. Using vertical mentoring system in Houses which allows older pupils to help younger developing empathy and responsibility. **COVID ADDENDUM: On-line in break out rooms.**
- c. Upholding the concepts of right and wrong as part of the school's way of life. Rules are part of school life. The rule of law within the nation is introduced through the PSHE programme. The tutorial system using BBC Newsround keeps pupils informed of current affairs.
- d. Promoting responsibility for their own behaviour to pupils throughout the school; guiding them to understand the choices they are able to make and with choices come consequences.
- e. Encouraging pupils to make a contribution to the wider society by involving themselves in charity events both internally and externally.
- f. Promoting democracy through pupil voice in the form votes for their representative for the school council, suggestion boxes and events such as mock elections.
- g. Encouraging all pupils to debate and discuss ideas, sharing and defending their beliefs in a way that is collaborative and supportive.
- h. Teachers modelling positive online and off line behaviour (see [E-Safety Policy](#)) and democratic values in their interactions with colleagues and pupils.
- i. Using assemblies as vehicles to promoting understanding and tolerance of other beliefs and to celebrate individuals' successes both in and out of school.
- j. Using lessons, when appropriate, to provide forums in which pupils 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 pupils feel safe, secure and able to celebrate their own and each other's' backgrounds, beliefs and cultural practices.