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Responsibility: MW/KB

# Bishop Challoner School



## Fundamental British Values Policy



## FUNDAMENTAL BRITISH VALUES POLICY

Bishop Challoner School places great importance on promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs\*. In line with the guidance provided by the Department for Education, Bishop Challoner School views this as a way of also helping to demonstrate how the school meets the requirements of section 78 of the Education Act 2002, in the provision of SMSC.

By promoting these values, staff and pupils feel empowered to challenge opinions or behaviours in school which are contrary to fundamental British values. Through the provision of SMSC, Bishop Challoner School aims to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils 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 pupils 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 pupils 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.

\*as taken and adapted from 'Promoting fundamental British values as part of SMSC in schools' – DfE Nov 2014.

### **Fundamental British Values in Early Years Foundation Stage**

The fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 Early Years Foundation Stage.

#### **Democracy: Making Decisions Together**

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Staff can encourage children to see their role in the bigger picture encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate, demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

## **Rule of Law: Understanding Rules Matter as cited in Personal, Social and Emotional Development**

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rule and codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

## **Individual Liberty: Freedom for All**

As part of the focus on self-confidence and self-awareness and people and communities as cited in the Personal Social and Emotional Development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

## **Mutual Respect and Tolerance for those with Different Faiths and Beliefs: Treat Others as you want to be treated**

As part of the focus on people and communities managing feeling and behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Staff should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender cultural and racial stereotyping.

## **What is not acceptable is:**

- Actively promoting intolerance of other faiths, cultures and races.
- Failure to challenge gender stereotypes and routinely segregate girls and boys.
- Isolating children from their wider community.
- Failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rules of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

## **Fundamental British Values in the Preparatory School**

### **Democracy**

At Bishop Challoner Preparatory School, democracy is a core point of the school's life. Children learn how democracy works by voting for representatives for each year group and running the Pupil Voice meetings on a democratic basis to make sure that the pupil voice is listened to and that children's views are part of the decision-making process in school. Surveys and questionnaires are carried out to ensure that the Pupil Voice is listened to about matters directly affecting the children, for example which new equipment should be bought for the playground. Voting takes place for Junior House and Sport Captains each year. National events are used as opportunities for teach democracy with reference to real life situations, for example, the General Election, the state opening of Parliament and the story of Guy Fawkes. The PSHE curriculum includes lessons about what MPs do, how Parliament works and in History, the study of Ancient Greece in Year 4 explores the origins of democracy. The parent association, the PTA, is a democratically run organisation which provides the opportunity for pupils to organise and run stalls at the Christmas bazaar and Summer fete, amongst other opportunities.

### **The Rule of Law**

Our Preparatory School Code of Conduct, classroom rules and a broad system of rewards and sanctions mean that pupils understand how there are rights and wrongs which must be understood and that we must behave according to the rules in school. From an early age, children learn about people who help us in society. We encourage children to respect the roles of people who help us and this is supported by visits from organisations such as Police, Health Services and the Fire Service, in both Prep and Pre-Prep. The eSafety awareness which is taught as part of the Computing curriculum and in PSHE is an important part of teaching children about the core value of "the rule of law" and how it is there to protect us. Enrichment activities have included an online Parliament workshop for pupils in Year 5 & Year 6 as well as visiting Parliament when the opportunity arises.

### **Individual Liberty**

The Preparatory School promotes choices for its pupils and aims to equip pupils with the tools needed to be responsible individuals. Teachers encourage independence and support pupils as they grow more able to make their own decisions. From their earliest days in the Preparatory School, children are taught how to choose activities, listen to others, share and express their views. There are many extra-curricular clubs on offer and this is an important part of learning to be an individual and having the freedom to choose new activities in the safe environment of the school. In PHSE lessons, assemblies and form times, pupils learn about human rights, hear the life stories of some inspirational individuals and are encouraged to think about what makes a good role model. Speakers are invited into school, and this has included former pupils who have gone on to undertake an individual challenge and can inspire others to believe in themselves.

### **Mutual respect and tolerance of those with different faiths and beliefs**

Our school motto '**Quantum potes, tantum aude**' - "Dare to do your best" presents our pupils with the challenge of education and life. We aim to help them to take up that challenge and achieve excellence in all that they do as well as supports an ethos of mutual respect. In assemblies, form time and PSHE lessons the principles of treating others with respect, listening to each other's views and striving to do one's best support these values. At Bishop Challoner School pupils are taught that prejudice-based or any other form of bullying should not be tolerated and pupils are taught how to treat all individuals fairly whilst acknowledging that everyone is different. At Bishop Challoner School we value and celebrate the diverse heritages of everybody and we also value and celebrate being part of Britain. In school assemblies we celebrate traditions, including events such as the Harvest festival during the Autumn term, when a collection of donations for the Food Bank charity takes place and further instils the value of respecting and supporting others who may be in need. Remembrance Day is always marked with a reflective assembly.

The curriculum covers all the major world religions. The programme of assemblies includes coverage and celebration of a range of religious festivals and cultural events throughout the year e.g. Chinese New Year. In class, children are welcomed to share their personal knowledge of faith and culture and there are often opportunities for pupils to visit different religious places of worship as part of their curriculum. Bishop Challoner School has a close link with St Edmunds Church and this has included a Prayer space week annually during which all the Lower School could explore spiritually and reflect on themes such as forgiveness, compassion and hope, from different perspectives. Children have the opportunity to take part in curriculum events which enable them to sample food from different cultures, to explore music from different cultures, create artwork based on a range of cultural influences and the English curriculum includes the study of literature from different cultural heritages.

Our EDI focus includes themed lunches to celebrate diversity, this is recognised throughout the academic year.

Charities are supported in school throughout the year and these include both local and national causes. Speakers come into school to explain how these charities help others which underpins the fundamental British value of mutual respect and tolerance.

### **Fundamental British Values in the Senior School**

The list below shows the understanding and knowledge expected of Senior School pupils as a result of the way in which Bishop Challoner School promotes fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process – as shown through ‘mock elections’, assemblies, Pupil Voice, Charities Council, outside speakers, aspects of the curriculum and other pupil drive democracy related project, eg. Equality, Diversity and Inclusivity Group;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety – as covered through aspects of the curriculum and assemblies;
- 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, the others such as the courts, maintain independence – covered in ‘mock elections’, specific trips, aspect of the curriculum and assemblies;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law – aspects of the curriculum and assemblies;
- 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 – through aspects of the curriculum, assemblies, outside speakers, specific trips and through open use of the school motto;
- an understanding of the importance of identifying and combating discrimination – as covered through promoting the school ethos, assemblies, the pupil code of conduct and implementation of other key school policies;
- An Equality, Diversity and Inclusivity working party has been created in order to celebrate and embrace differences within and outside our community;
- PSHE deliver topics on current national and global themes including misogyny, hate crimes and youth crimes.

All SOW include a Cultural Capital section and EDI focus

# BISHOP CHALLONER SCHOOL

## SCHEME OF WORK

SCHEME OF WORK TITLE:

Exam Specification/Year Group if applicable

### Curriculum Intent

How does this SOW build on prior learning?

How does this SOW prepare pupils for the next stage of education?

### Curriculum Impact

What is the key subject knowledge that pupils should know by the end of this SOW?

Key Skills that will be developed by the SOW

Cultural Capital developed by the SOW

EDI focus

### Differentiation/Support for Student Groups

Advanced Performers challenge is embedded in all lessons through requiring students to:

Middle ability students can be provided with the following support:

SEND students can be provided with the following support:

Lower Ability support is provided in all lessons through:

- Ensure that there are opportunities for pupils to work independently and collaboratively
- Are there opportunities for pupils to lead the learning within the SOW?
- What assessment strategies are being delivered?

- What EDI opportunities are there within the SOW?
- Be clear on the intent, implementation and impact of the SOW

Reviewed: August 2024

Reviewed by: K Brooker/M Wallace

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