



Promoting Fundamental British Values as part of SMSC.

The DfE have recently reinforced the need *"To create and enforce a clear and rigorous expectation on all schools to 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."*

Cranford Park CE Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our school, as a 'Voluntary Controlled' School, in line with our trust deed, accepts admissions from all those entitled to an education under British law, including pupils of all faiths or none. It follows the policies outlined by the governing body regarding equal opportunities, which guarantee that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the departmental advice entitled 'Promoting Fundamental British Values as part of SMSC' – DfE November 2014 which links to the 'Prevent Duty' - DfE June 2015 that requires all schools to have *"due regard to the need to prevent people from being drawn into terrorism"*.

The fundamental British Values that schools should have regard to are those of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

At Cranford Park CE Primary School these values are reinforced regularly in the following ways:

Democracy

Democracy is common within the school where the promotion of democratic processes, fostering the concept and application of freedom of speech and group action to address needs and concerns, are heard through our School Council, Playground Buddies and through pupil questionnaires. Also key to this is the concept

of holding others to account, including those in positions of authority and influence. Our school behaviour policy also involves rewards, the development of this policy the pupils were involved in.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; for example through RRR sessions and assemblies, E-Safety and PSHE lessons. Whether it is through choice of challenge, of how they record, where they work, how they present their learning outcomes or participation in our numerous extra-curricular clubs and opportunities, all pupils are given the freedom to make choices.

Mutual Respect

The school does work linked to the Rights Respect and Responsibility agenda and the UN conventions on the Rights for the Child. A key value of this work is that of 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom charters, as well as our behaviour policy. Additional support is provided for individual pupils, through ELSA and School Counsellor. This support helps to develop self-esteem and to practise strategies pupils can employ to help improve their respect of others.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by providing opportunities to experience such diversity. Assemblies and discussions involving prejudices and values take place supported by learning in RE and PSHE. Pupils learn of different faiths or religions and are encouraged to share their knowledge and ask questions within classes and the school.

Through a wide range of activities, the school secures such standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children. The table below outlines samples of when and where such British Values are shared. The list is not exhaustive and represents only some of what we do.

	Class	Whole School	National
Democracy	Pupils taught to listen carefully to each other, respecting everyone's opinions. Class Charters established Study of democracy through KS2 unit on Ancient Greece / Mayans / Saxons. RRR / PSHE curriculum. Voting on presentation awards	Elected School Council (SC). Regular opportunities to involve SC in the life and decision-making of the school. Annual pupil questionnaire Team games through ELSA Home-School Agreement	SC / Eco-Council and House Captain elections reflect British electoral system. Mock elections staged before general election.
Rule of Law	Class Charters established. Respecting property of other children and the school. RRR / PSHE curriculum. Understanding that our behaviours affect others. Think Safe event	School rules & behaviour policy reinforced & discussed via regular assemblies, underpinned by RRR. Includes playground rules. – Both devised by the children. PCSO & fire service visits schools to reinforce key aspects of the law through PSHE curriculum.	Aspects of the Law are reinforced and discussed through assemblies and PSHE units of work, including RRR.
Individual liberty	Pupils actively encouraged to make choices – opportunities through choice of challenge, different ways of recording their learning, choosing clubs. Circle Time discussions. Choosing 'jobs' / monitors	E-safety curriculum and key behaviour messages are delivered through RRR and assemblies aimed at encouraging pupils to make the right choices. Group projects and collaborative work.	RRR / PSHE curriculum is linked to life choices which have a wider and more sustained impact through life. Opportunities are built in to discuss impact on society when different choices are made.
Mutual Respect	Embedded through RRR programme in class and through Circle Time. Studies of other countries ie. EYFS curriculum 'Friendship' week Monitor Jobs	Explicit in school's vision and aims. Discussed and explored in assemblies. Celebration Assembly Sports day Linked school in Ghana Fair trade week	Embedded through RE / PSHE / RRR curriculum / assemblies. Fundraising for others - charity days, Red Nose Day, Childline, WWF, etc.
Tolerance of faiths	Embedded in class through RE / PSHE / RRR curriculum. Study of Judaism, Islam, Christianity and Hinduism across the school. Encouraging children to bring in cultural artefacts & clothes from home. Exploring clash of religious in History e.g. Pagan Viking Invasion	Discussed and explored in assemblies. Regular visitors ie, local parish vicar / visitors from other faiths / cultures. Ripples assemblies Celebration assembly celebrating achievements from outside of school	Embedded through RE / PSHE / RRR curriculum / assemblies.