“Love one another as I have loved you”

The Bletchley Catholic Schools’ Federation

Promoting Fundamental British Values as part of
SMSC Development and the Prevent Duty Policy 2019-20

Introduction
The key points of the DfE SMSC guidance indicate:
- that maintained schools should promote pupils’ spiritual, moral, social and cultural development;
- what is expected of schools in promoting fundamental British Values
- how this aligns with schools’ duty to promote SMSC development.

The June 2015 Prevent Duty also calls for building pupils’ age appropriate resilience to possible radicalisation by promoting British Values and enabling pupils to challenge any extremist ideology. BCSF provides a safe place in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and understanding to challenge any possible extremist arguments. This starts in age appropriate learning in PSED and UW in EYFS and is threaded through both KS1 and KS2 curricula.

Even young children may be vulnerable to radicalisation by others in the family and in the community and display behaviour that causes concern. Being a Catholic school community does not exempt our schools from being on alert from any possible radicalisation.

The Prevent strategy focuses on four themes:
- **Risk assessment.** The risk of pupils being drawn into any form of terrorism and support for extremist ideology. We need the ability to identify risks within the Bletchley context.
- **Working in partnership** with MK Local Safeguarding Children’s Board and their threshold guidance when a child/family may be reported/referred for help and support.
- **Staff training** by having Prevent awareness training to identify R&E risks and for advising and supporting families who raise concerns
- **Computing** when online radicalisation is proving an effective way of radicalising young people through social media and the internet. Suitable computing filtering is essential

**Fundamental British Values**
BCSF is pleased 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. This can help us to demonstrate how we are meeting the requirements of section 78 of the Education Act 2002, in our provision of SMSC development.
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 development. 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 our provision of SMSC and British Values development, the BCSF will:
• 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;
• promote 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.

The list below describes the expected learning outcomes of understanding and knowledge expected of pupils as a result of BCSF promoting fundamental British Values through SMSC development.
- 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 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.

It is not necessary for BCSF schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for BCSF schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that BCSF can take to promote British Values
The following is not designed to be exhaustive, but provides a list of different actions that BCSF schools can take, such as:
• 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 the 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 such as a debating club.

Reminder of spiritual, moral, social and cultural development definitions

1. The spiritual development of pupils is shown by their:
   - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values
   - sense of enjoyment and fascination in learning about themselves, others and the world around them
   - use of imagination and creativity in their learning
   - willingness to reflect on their experiences.

2. The moral development of pupils is shown by their:
   - ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
   - understanding of the consequences of their behaviour and actions
   - interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

3. The social development of pupils is shown by their:
   - use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
   - willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
   - acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
4. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Making Sure SMSC, British Values and Prevent Duties are at the heart of learning

As a Catholic faith school community the BCSF promotes SMSC as a high priority and this permeates and is threaded through all that we do. Both Section 48 recent inspections have indicated how rich SMSC learning and personal development learning aspects are and how they make a valuable contribution to the excellent personal qualities our pupils exhibit.

We already promote many of the fundamental British Values which are now defined in the DfE guidance but can move these further forward and make sure these are more overt and more obvious in the day to day life of both schools. Consequently our children will be more aware of the importance of British Values as they move up and mature through the schools.

The Prevent Duty recognises that despite good efforts to deter any form of radicalisation and extremism schools have - to be ever alert to “possibilities” no matter how remote - of concerns in this regard. The BCSF wants to work closely with the local community and Prevent Officers to stamp out any possibility of any local radicalisation and extremism coming into the BCSF community.

Yearly Audits with mapping of SMSC, British Values and Prevent Duty will be carried out across the curriculum and in other school activities such as Holy Days, Masses, assemblies, chaplaincy activities, visits and visitors and clubs and other extra-curricular activities. This includes time in our new chapel in STA. This should also include links with parents, other stakeholders and external agencies, MK Local Authority and the Diocese of Northampton.

Governor Responsibilities
The governing body requests reports on how the school is promoting pupils’ spiritual, moral, social and cultural development, British Values and the Prevent Duty. This ensures that the schools’ thoughtful and wide-ranging promotion of pupils’ SMSC development, British Values and Prevent Duty and enables pupils to thrive in a supportive, highly cohesive Catholic learning community. Governor visits templates include a section on SMSC and this is
Minutes of meetings and governor visit/monitoring reports will demonstrate that governors are seeking evidence of how the school supports pupils to:

• be reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning
• develop and apply an understanding of right and wrong in their school life and life outside school
• take part in a range of activities requiring social skills
• develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability
• gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
• develop an appreciation of theatre, music, art and literature
• develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain and a global society
• respond positively to a range of artistic, sporting and other cultural opportunities
• understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.

The governing body and leadership ensures that the school development plan (SDP) contains actions to promote pupils’ SMSC, British Values and Prevent Duty with milestones and success measures. These actions are regularly monitored by governors and their impact evaluated. This includes:

• asking for leadership reports to committees and/or the full governing body which include high-quality, accurate information that is concise and made accessible by being provided in a wide variety of formats on the governor hub for all to share
• triangulating the information received from a variety of sources:
  - information from the schools’ self-evaluation (SEF) and SDP
  - performance and benchmarking mapping and any qualitative and quantitative analysis
  - feedback from a programme of governor monitoring visits
  - feedback and questionnaire results from staff, pupils and parents
• judgements/reports by external professional/advisers