



5a - STATEMENT ON FUNDAMENTAL BRITISH VALUES SEE ALSO POLICY 2d - PSHE

Duke of Kent School takes seriously its responsibility actively to promote the values identified by the Department for Education as 'fundamental British values':

- democracy
- rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Our curriculum, and our programme of activities beyond the classroom, includes in-depth provision for knowledge and understanding of all these values. Where pupils have a personal or family heritage other than that of the United Kingdom, this is recognized as a welcome aspect of our diversity. It is made clear to all pupils that the United Kingdom has no monopoly on these values.

How do we ensure that these values are actively promoted?

Through our **Aims, Ethos and School Values**: we set out clearly what kind of a community we are and aspire to be:

"We prepare our pupils to play a positive role in their adult lives, as independent learners and thinkers, and to be responsible members of the local and global community.

We expect all members of the community to exercise tolerance, kindness, respect and empathy. We value diversity and pursue equal opportunities for all."

Our school Values of Honesty, Kindness, Effort, Respect, Responsibility which are embedded within the school clearly incorporate many aspects of Fundamental British Values.

Through our **School Code**: this sets out our expectations for behaviour and makes clear that self-regulation is a key priority for all members of the community. The School Code is supported by a **system of sanctions and rewards** designed to celebrate effort and kindness and to encourage pupils to

- distinguish right from wrong
- show initiative
- respect themselves
- respect each other
- accept responsibility for their behaviour
- tolerate difference

We want our pupils to be independent thinkers and do not expect them to follow authority unquestioningly. Rather, we want them to engage with the reasoning behind the rules we expect them to follow: where pupils want to see change, we aim to teach them how to bring about that change in responsible and constructive ways, for example, through discussion with the Leadership Team and their elected pupil representation on School Council.

Through our **Policies**: our **Equality and Diversity Policy** and **Anti-bullying Policy** set out our

commitment to achieving equality and respect for all members of our community and pay particular attention to the protected characteristics.

Responsibility positions (Prefects, House Captains, Sport Captains and Charity, Council and Sustainability Committees) give pupils the opportunity to explore the challenges of leadership and to develop self-knowledge.

Through our **Local and International Links**: pupils learn 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; a significant proportion of our pupils are involved in activities in their local communities on a weekly basis.

Through our **School Council and opportunities for Pupil Voice**: all pupils experience democracy in action and see the changes to School life that their representatives make on their behalf; they also have their views consulted and organize events, e.g.

- an Anti-bullying Survey or Food Survey
- contributing to the School development planning
- Sustainability Committee
- e-safety Committee
- Charity Committee
- Contribution to the choice of our 5 School values
- Uniform considerations

Through providing pupils with **opportunities to develop their self-knowledge, self-esteem and self-confidence**, e.g.

- Forest School
- Creative Curriculum
- Duke of Edinburgh Award Scheme
- Sport and House leadership
- Prefects and Head Boy and Girl
- Reward and Recognition Schemes

Through a **planned programme of visits, assemblies and visiting speakers**, pupils acquire an appreciation of and respect for their own and other cultures and a broad general knowledge of, and respect for, public institutions and services in England, e.g.

- visiting the Houses of Parliament
- hearing a visiting speaker during assembly
- participating in curriculum links with Morogoro International School, Tanzania
- participating in an assembly dedicated to writers from the United Kingdom
- cultural visits
- Annual British Values assembly explaining the terms and making them relevant to students.

Through our **curriculum**: many issues and topics provide important opportunities for teachers to explore these values, for example:

- study of world religions, focus on Human Rights and discussion of ethical issues in RS
- exploring ideas connected with discrimination in a literature study of 'To Kill a Mockingbird'
- learning about the development of the Magna Carta or of parliamentary democracy in History
- studying and composing African folk music

Through **staff training** and professional development opportunities, e.g. British Council Connecting Classrooms, Holocaust Education Trust, Forest School training, SMSC (Spiritual Moral Social Cultural) training.

What knowledge and understanding does our active promotion of ‘Fundamental British Values’ result in for our pupils?

Some of the identified values are inculcated gradually through pupils’ experiences and opportunities during their School career. Knowledge required to support other values is taught directly. As in all areas of School life, we aim to ensure that teaching and learning is age-appropriate and builds on prior learning. By the time our pupils leave us in Year 11, they can expect to have acquired:

- 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 well-being 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 hold other faiths and beliefs is protected in law;
- An acceptance that 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;
- An understanding of the importance of identifying and combatting discrimination.

How do we monitor our performance in this area?

The Section Heads, Head and Education Committee review an evidence log annually (SMSC Grid) to ensure that ‘Fundamental British values’ are actively promoted within all sections of the School. The SMSC grid is an online platform used to track delivery of SMSC and British Values across the school, with data being regularly inputted by the SMSC co-ordinator.

Person responsible for this policy: SMSC Co-ordinator

Reviewed: September 2021

Next Review: September 2022