

## **Paternoster School**

### **Statement on Fundamental British Values as part of Spiritual, Moral, Social and Cultural (SMSC) development**

The Education Act (2002) requires schools to promote the spiritual, moral, social and cultural development of pupils. Through ensuring pupils' SMSC development, schools can demonstrate they are actively promoting fundamental British values. The Department for Education states that, fundamental British values are

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different faiths and beliefs.

Schools, through their curriculum, are legally bound to actively promote these British values.

Paternoster School provides a framework for all who work and learn here to develop in a caring and supportive environment. At the heart of the school's curriculum are opportunities for pupils to become increasingly aware of themselves within the wider community. These opportunities provide a pathway for pupils to enhance their communication skills and relationships – essential to every happy and healthy individual. We strive to encourage pupils' understanding of themselves, to nurture their self-confidence and to develop their sense of responsibility towards others.

At Paternoster School our ethos develops pupils' self knowledge, self esteem, self confidence and sense of responsibility, including taking responsibility for own behaviour. We incorporate these elements, as well as the fundamental British values into the Citizenship element of our PSHCE curriculum. We also address values within our RE syllabus, SMSC and our safeguarding curriculum. Staff provide a model of behaviour to pupils which reflects these.

To 'actively promote' the British values at Paternoster we challenge opinions or behaviours in school by pupils, staff, parents or visitors that are contrary to fundamental British values. The Teachers' Standards expect teachers to promote British values, focus on, and show how, the school's work is effective in securing these values. As a school we develop links with the wider community through, for example, planned curriculum visits, visiting speakers, voluntary work and work experience, supporting charities (including Children in Need, Macmillan Cancer, Comic or Sport Relief, Cirencester Foodbank) and having an International Week

In addition, at Paternoster Special School we have identified five key values that complement the British Values:



These key values form a focus for the term and in assemblies. The value in focus is also reflected within the curriculum. Values certificates are given to individual pupils as the end of each term in celebration of their demonstration of a particular value. Our key values curriculum evolved through discussion with pupils, parents and carers, staff and governors and we held a vote to decide on the 5 most popular values. It allows for reflection and open discussion on key areas of life and forms a part of our SMSC curriculum.

To promote the Key British Values and our own values at Paternoster School we do the following:

**Democracy is demonstrated by:**

- Developing pupils' communication skills and giving them a voice, whether this is by use of eye pointing, gesture, body language, communication aids, signing, symbols, photographs or voice
- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teaching pupils how they can influence decision-making through the democratic process
- Including in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encouraging pupils to become involved in decision-making processes and ensure they are listened to in school
- Providing pupils with the opportunity to become members of the School Council and represent their class
- Holding 'elections' so pupils learn about the process (School Council and School President and Vice-President)
- Helping pupils to express their views, including through the annual pupil survey which feeds into the School Development Plan
- Teaching pupils how public services operate and how they are held to account
- Modelling how perceived injustice can be peacefully challenged
- Encouraging pupils and parents, through the annual reviews of EHC plans, to share their views and discuss any concerns they may have

**Rule of law is taught through:**

- Helping pupils understand that while different people may have different views about what is 'right' and 'wrong', all people living in the UK are subject to its law
- Ensuring classes develop and agree their own rules and pupils follow these and wider school rules and expectations are clear and fair
- Helping pupils to distinguish right from wrong
- Helping pupils to respect the law and the basis on which it is made
- Helping pupils to understand that living under the rule of law protects individuals
- Including visits from and to the police in the curriculum
- Teaching pupils aspects of both civil and criminal law and respect for it and discussing how this might differ from some religious laws

**Individual liberty is encouraged by:**

- Helping pupils to make choices
- Helping pupils to understand they have a right to say no to ideas and actions they don't want to take part in
- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights
- Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenging stereotypes
- Implementing a strong anti-bullying culture, including holding an annual Friendship (or anti-bullying) week to coincide with National Anti-Bullying week each November

**Respect and tolerance for those of different faiths and beliefs is promoted by:**

- Showing respect for individual differences
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life through visits and International links
- Helping pupils develop a sense of fair play through sporting activities
- Challenging prejudicial or discriminatory behaviour
- Organising visits to places of worship and developing links with faith communities

- Developing critical personal thinking skills and encouraging discussions about the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations
- Encouraging pupils to regard people of all faiths, races and cultures with respect and tolerance and acceptance that difference in beliefs should be accepted and tolerated and not be the cause of prejudicial or discriminatory behaviour

CD/JM  
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