



Pound Hill Infant School

Promoting Fundamental British Values

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, cultural (SMSC) and physical development of pupils at the school and of society. Through SMSC schools should also 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.

Through our provision for SMSC we (in an age appropriate way):

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students 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 students 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 students 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.

(Promoting fundamental British values as part of SMSC in schools, Department for Education November 2014.)

Pound Hill Infant School promotes Fundamental British Values by:

Demonstrating democracy:

- ensuring pupils have a voice throughout the school and as part of our curriculum;
- frequent School Meetings which includes engaging in debate, making decisions and voting on matters that impact on the school or the local community;
- debating, making decisions and voting throughout the curriculum;
- electing to be a Right Respecting School Mentor or a school governor
- influencing school policy such as the statement on bullying in the behaviour policy and consultation on the equalities and Special Educational Needs and Disability policies;
- participating in the annual parent/carers questionnaire

“pupils have excellent attitudes to learning because they know they have the right to be heard and to be themselves.”
(Ofsted July 2014)

“The overwhelming majority of parents who responded to the online questionnaire confirmed that their children are both safe and happy at school.”
(Ofsted July 2014)

Demonstrating the rule of law:

- the implementation of the school behaviour policy
- the School Charter and School Meetings
- visits from public services such as the Police and Fire Brigade

“Pupils show exemplary attitudes towards their learning, which have a positive impact on their achievement.”
(Ofsted July 2014)

“Pupils are confident that they feel safe at all times. They have a very good understanding of the different forms of bullying and say these are rare.”
(Ofsted July 2014)

Demonstrating individual liberty:

- a curriculum, ethos and culture that promotes individual choice in a safe, supportive environment;
- a curriculum that encourages children to tackle challenges with a positive spirit;
- offering the ability to make choices through the curriculum and more generally in school. For example extra-curricular activities.

“Topic themes and activities require pupils to tackle a range of problem-solving scenarios and these very effectively develop their knowledge and understanding across all subjects.”
(Ofsted July 2014)

Demonstrating mutual respect

- the school vision statement, curriculum, policies and practices and how these underpin the school ethos, values and beliefs
- constant modelling by all staff throughout the school;
- the School Charter created by the school community;
- the weaving of SMSC and personal, social, emotional and health education throughout the school curriculum;
- offering opportunities for children to work and support across the school. For example in the role of a Rights Respecting School Mentor.

“Pupils highly regard the school’s values, which focus on rights and respect. They consistently display these in their relationships with each other.”
(Ofsted July 2014)

Demonstrating respect and tolerance to those with different faiths and beliefs:

- whole school and class assemblies;
- the RE curriculum;

- the weaving of SMSC and personal, social, emotional and health education throughout the school curriculum;
- visits and visitors to the school;
- the School Charter;
- school policies including the school's equalities and the behaviour policy.

“Pupils share in a wide range of experiences, ensuring their excellent spiritual, moral, social and cultural development. Pupils are inquisitive and want to explore their world.”

(Ofsted July 2014)

The policies and information referenced in this document are available on the school website:
<http://www.poundhillinfant.w-sussex.sch.uk/> or on request from the main school office.