

## Fundamental British Values

The 2002 Education Act requires maintained schools to promote the spiritual, moral, cultural, mental and physical development of students. In 2014, the DfE issued further guidance specifically for the requirements to actively promote fundamental British values. It identified these as:

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

Teachers at Spen Valley High School are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career, (from Teachers' Standards, revised 2013).

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

At Spen Valley High School, our curriculum is built so that for all students it is able to:

- **S**trengthen the development of skills and knowledge of our students which prepares them to meet our high expectations on accredited courses and satisfies their future economic needs
- **P**artner our students and provide opportunities for them to participate in a broad range of educational experiences on and beyond our school campus and in all areas of the National Curriculum
- **E**ngage our students such that they are appreciative of the values and traditions of a range of different cultures and so they become responsible citizens
- **N**urture our students so we are able to ensure their safety and support their personal development and welfare such that they are self-confident and are able to live a healthy and balanced life.

We have an extensive Personal, Social, Health, Religious, Citizenship and Enterprise curriculum which encompasses our promotion of spiritual, moral, social and cultural awareness. This provision:

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

- encourages 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
- enables 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
- encourages respect for other people; and
- encourages 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.

At Spen Valley High School, our own values are very much aligned to Fundamental British Values. They are:

- comprehensive ideals – an admission code that offers access to children from the school community regardless of background and fosters an inclusive atmosphere where students have an entitlement to a first class education and universally experience equality of opportunity
- excellence – sign up to achieving the highest standards in all that we do
- personal development – adoption of a broad ‘humanising’ curriculum in which young people become confident and rounded learners, gain high self-esteem, and develops a rich understanding of themselves and empathy in relation to others
- a culture of achievement – unshakeable recognition that this shapes our core purposes and is celebrated, valued and inclusive
- lifelong learning – an understanding of our responsibility to transition, to and beyond our school, that learning initially is to be inspired but become a lifelong desire and is best accomplished in partnership through the professional development of individuals and teams, and in collaboration with others.

Examples of our work in promoting fundamental British values are:

- weekly Assemblies for all students in school specifically designed around the SMSC curriculum
- a ‘Thought for the Week’ communicated to all staff and students
- an active daily tutorial programme
- a thriving Ethics curriculum at both Key Stages 3 and 4
- a broad and balanced curriculum
- provision of excellent pastoral support within school
- additional support from a range of extended services including a Safer Schools Officer, School Nurse, and professionals who specialise in raising self-esteem
- an extensive programme of extra-curricular activities, off-site learning and residential experiences
- developing programmes of student leadership
- charitable events
- Spenrichment days
- an emerging School Charter
- increasing input from external individuals and groups
- a successful careers and transition programme