

Active Promotion of Fundamental British Values Policy

Introduction

The purpose of this policy is to state the actions Heritage School takes actively to promote Fundamental British Values. Heritage School is fully committed to implementing *The Education (Independent School Standards) (England) (Amendment) Regulations 2014* as an outworking of its Christian ethos.

In what follows, the Regulations are identified, followed by a statement of the general actions Heritage School takes to fulfil that Regulation.

Appendix 1 summarises a list of Fundamental British Values Heritage School seeks actively to promote, based upon Regulation 5 of the *Education (Independent Schools Standards) Regulations 2014*.

Regulation 5(a)(i)

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor— (a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

Democracy, the rule of law, individual liberty and mutual respect and tolerance are actively promoted at Heritage school in the following contexts:

1. School assemblies, which regularly address political issues, particularly in association with elections or referendums, or other social concerns or global events. Assemblies promote the Christian faith, which itself strongly encourages respect for others and liberty of conscience.
2. Junior School Council and Senior School Council, which model democratic processes in the selection of councillors and in the conduct of council meetings.
3. Debating clubs and opportunities, which encourage pupils to express contrasting opinions in an orderly and respectful manner.
4. Throughout our curriculum, with a particular emphasis found in History, Religious Studies and PSHE lessons.

Heritage School encourages the highest respect for others, including those whose beliefs or values differ from Christian ones. A wide range of views common in society today are discussed and students are encouraged to form their own reasoned perspectives. Assemblies promote Christian beliefs and values, but in a manner that is respectful toward those who may not share those beliefs and values.

Regulation 5(b)(i)

(b) ensures that principles are actively promoted which— (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

Heritage School seeks always to behave in a way that demonstrates our deep respect for every child. Our small class sizes promote a positive sense of belonging. Senior pupils have a Tutor, with whom they meet regularly to discuss academic progress and personal wellbeing. Parents gradually come to understand their child's strengths and weaknesses through our reporting system. Self-knowledge is also cultivated through a culture of respect for others with different strengths and weaknesses. Opportunities for students to embrace reasonable challenges abound - through a musical or dramatic performance, or through participation in a debate, etc. There are also opportunities for students to exercise leadership in the school through, for example, our Prefect Scheme, our Junior Council and our Senior Council and the Duke of Edinburgh Award Scheme, and so build their sense that they can be contributors to society.

Regulation 5(b)(ii)

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

Our Christian Ethos informs the concepts of right and wrong that are promoted at Heritage School. Respect for the civil and criminal laws of England is encouraged in assemblies and at other relevant points in the curriculum.

Regulation 5(b)(iii)

(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand 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;

Encouraging responsible behaviour is at the centre of our Behaviour Policy. Showing students how they can contribute positively to the lives of others is encouraged in various natural ways in the life of Heritage School, such as learning about and giving to various charities and engaging in practical service through e.g. litter picking or a Besom project. Our responsibilities as national and global citizens is encouraged in assemblies (e.g. on climate change and many other topics), International Day, and throughout the curriculum more generally.

Regulation 5(b)(iv)

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

This is accomplished at various points in our curriculum, particularly in History with respect to parliament and the monarchy, and also in our Enrichment Programme. Examples include our Year 9 visit to the Houses of Parliament and the visit by UP pupils to Addenbrookes Hospital.

Regulation 5(b)(v)

(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

The curriculum engages thoroughly with our own cultural inheritance: history, music, literature, art, scientific discoveries, etc. Other cultures are routinely discussed, particularly in Geography, Religious Studies and foreign language lessons. Our History curriculum has a strong global focus. We also run trips abroad (e.g. France, Belgium, Spain, Italy).

Regulation 5(b)(vi)

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a);

Respect for others in relation to protected characteristics is addressed at various points in the curriculum. Religious discrimination is addressed in the Religious Studies curriculum. Explicit discussion of the Equalities Act 2010 and of the nine protected characteristics occurs in assemblies and in our PSHE lessons at the Senior level.

Regulation 5(b)(vii)

and (vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

As noted with respect to Regulation 5(a)(i) above, these values are actively promoted in assemblies, in the curriculum and through clubs and school trips. We also apply the democratic process in various ways within the school community, such as in the appointment of junior and senior school councillors. We run a mock election in conjunction with UK General Elections.

Regulation 5(c)

(c) precludes the promotion of partisan political views in the teaching of any subject in the school;

Heritage School encourages robust discussion of various political issues and perspectives across the curriculum. Political issues are presented in assemblies. However, one-sided presentation of political issues is avoided in favour of a balanced treatment which equips students to form their own reasoned judgements.

Regulation 5(d)

and (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils— (i) while they are in attendance at the school; (ii) while they are taking part in extracurricular activities which are provided or organised by or on behalf of the school; or (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere; they are offered a balanced presentation of opposing views.

Fair and dispassionate treatment of political issues is encouraged at Heritage School in all environments in which we have control over the presentation of material. Over time we ensure balance if on a school visit, for example, students are exposed, inadvertently, to more one-sided political perspectives where a balancing discussion may not be immediately possible. Party political literature is not distributed in school.

Monitoring, Evaluation and Review

Regular review of this policy will enable staff to evaluate the effectiveness of this policy and our practise.

Authorised by	Jason Fletcher
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Appendix 1 - Fundamental British Values We Actively Promote

This summary list is drawn from Regulation 5 of the *Education (Independent Schools Standards) Regulations 2014* relating to Spiritual, Moral, Social and Cultural Development of Pupils.

Heritage School seeks actively to promote the following:

1. Democracy
2. Participation in democratic processes
3. Rule of law
4. Knowledge of how laws are made in the UK
5. Respect for the civil law and criminal law of England
6. Knowledge of and respect for public institutions and services in England

7. Individual liberty
8. Self-knowledge
9. Self-esteem and self-confidence
10. Appreciation of one's own culture

11. Mutual respect
12. Tolerance
13. Appreciation of other cultures
14. Knowledge of the Protected Characteristics (as per the Equalities Act 2010)
15. Harmony between different groups in society
16. Balanced treatment of political views

17. Contributing to the lives of others in society
18. Public service