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| **Promoting and Evidencing British Values** | | | |
| **Fundamental British Values**  ***(see p5 of DfE BV advice doc.)*** | **Provision of SMSC should:**  **(*see p5 of DfE BV advice doc*)** | **Pupils’ knowledge and understanding of British Values**  **(*see p5-6 of DfE BV advice doc*)** | **Actions that the school can take**  **(*see p6 of DfE BV advice doc*)** |
| **Politics of British Values** | Enable students to acquire a broad general knowledge of and respect for public institutions and services in England | 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 | Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view  Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values |
| **Teaching about different faiths** |  | An understanding that the freedom to choose and hold other faiths and beliefs is protected in law  An acceptance that other 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 | Use teaching resources from a wide variety of sources to help pupils understand a range of faiths |
| **Mutual Respect / Respect for Different Communities** | 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  Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures |  |  |
| **Democracy & Individual Liberty** | 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 | An understanding of how citizens can influence decision-making through the democratic process | Include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries  Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils |
| **Accepting Personal & Social Responsibility** | Enable students to develop their self-knowledge, self-esteem and self-confidence | An understanding of the importance of identifying and combatting discrimination |  |
| **Respect for Law and Order** | Enable students to distinguish right from wrong and to respect the civil and criminal law of England | An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety |  |
| **Effective Relationships** | Encourage respect for other people |  |  |