



## BROCKHURST & MARLSTON HOUSE SCHOOLS

Including all of the Pre-Prep Department and Early Years Foundation Stage

### FUNDAMENTAL BRITISH VALUES & SMSC POLICY

**Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE 2025.**

**Reviewed: September 2024**

**Next Review: September 2026**

#### **Aims**

This policy sets out the ways in which Brockhurst and Marlston House Schools and Ridge House encourage pupils to develop their understanding of the four key areas defined by DfE as British values, through the curriculum, extracurricular and other opportunities. It also sets out our approach to the spiritual, moral, social and cultural development of our pupils.

Brockhurst, Marlston House, and Ridge House prohibit the promotion of partisan political views in the teaching of any subject. We take reasonable steps to ensure that, where political issues are brought to the attention of pupils—whether during school time, in extracurricular activities, or through promotional materials—a balanced presentation of opposing views is provided, in line with the Independent School Standards.

- i. While they are in attendance in school;
- ii. While they are taking part in extra-curricular activities, which are provided by or organised 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.

We recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. We aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs. We encourage a spiritual awareness, high standards of personal behaviour and a positive, caring attitude towards others.

**Spiritual Development** - School experiences can make a significant impact on spiritual development. Therefore, church services, PSHEE, assemblies and content in the lessons and subject areas aim to help pupils gain an understanding of themselves and their feelings emotionally and spiritually.



We aim to help pupils build self-esteem and self- knowledge, whilst developing a curiosity towards and respect for others' beliefs.

**Moral Development** - The school aims to help pupils gain an understanding of attitudes and behaviour and how they define what is right and wrong. Pupils will be able to talk about being considerate, and how to maintain a happy and friendly school.

**Social Development** - The PSHEE, tutorial, House and assembly programmes aim to assist pupils with functioning effectively in society. They will enable pupils to develop positive working relationships with other members of the school and the outside community. Pupils will also gain an understanding of the wider communities through PSHEE, assembly and lessons.

**Cultural Development** - Pupils will gain an insight and understanding of ethnic and cultural diversity of the world. They will learn to respect others' cultural environments, beliefs and values through PSHEE, assemblies and lesson content in some subject areas.

Important Note

**Schools play a crucial role in preventative education:**

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE & RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

**Strategy to Achieve Active Promotion of British Values**

Brockhurst, Marlston House, and Ridge House actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. This is achieved through our PSHEE curriculum, assemblies, the School Council, and other curricular and extracurricular activities, ensuring a balanced presentation of opposing views where political issues are discussed.



## **Promoting British Values**

The DfE have reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to 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.”*

### **Ethos**

At Brockhurst and Marlston House Schools, we ensure that through our aims, values, relationships and teaching we promote tolerance and respect for all cultures, faiths and lifestyles.

The school also ensures that this ethos is reflected and implemented effectively through school policy and practice and that there are safeguarding policies in place to safeguard and promote pupils' welfare.

We have a duty to prepare our pupils for life in modern Britain and to keep them safe. Everyone at Brockhurst and Marlston House Schools and Ridge House have the right to learn and work in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

### **Background**

As of November 2014, the government published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

Schools should promote the fundamental British values. This can help schools to demonstrate how they are meeting the requirements of Section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine Fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

### **British Value Aims**

At Brockhurst and Marlston House Schools, we effectively prepare pupils for opportunities, responsibilities and experiences of life in British Society.

### **Definitions**

Fundamental British values are defined by the DfE as:

- Democracy: Respect for democracy and support for participation in the democratic process
- The rule of law: Respect for the basis on which the law is made and applies in England
- Individual liberty: Support and respect for the liberties of all within the law



- Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

Some examples of ways in which we actively promote British Values at Brockhurst and Marlston House Schools and Ridge House are:

#### Democracy:

- Elect class representatives to our School Council.
- Have a school council who meet regularly and provide a 'pupil voice'.
- Allow the children's voice to be heard. We regularly ask for their views.
- Discuss democracy within assemblies and during PSHEE.
- Carry out debates in assembly in during English lessons to encourage free speech and allow children to listen to and consider others points of view.
- Mock Election during the General Election so students understand the value of democracy and the participation in the democratic process

#### The Rule of Law:

- Have a clear, consistent behaviour policy which is consistently applied throughout the school and on display.
- Provide opportunities for children to reflect about positive and negative behaviour.
- Address issues of law during whole-school assemblies as and when appropriate.
- Give considerable time to individual pupils who require additional opportunities to understand the importance of following rules.
- Encourage visits from external agencies to talk to the children in school.
- Award a weekly Behaviour Award to children in Ridge House every week during Assembly and discuss what good behaviour means
- All pupils in the Upper School have a Behaviour and Discipline guide in their planners and this is discussed during PSHEE.
- The Golden Rules are taught and discussed in Ridge House.

#### Individual Liberty:

- Pupils are actively encouraged to make choices at our school, knowing that they are living within a safe and supportive environment.
- Pupils in the Upper school choose their lunch, making decisions about which protein, carbohydrate to have.
- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching.
- Pupils are given important roles in school, such as Prefects, Librarians and School Council representatives.



- Children are encouraged to understand responsibility in school in terms of behaviour and attitude to learning. Pupils are responsible for their own prep and homework. They self-evaluate their own work and set themselves termly targets in their academic subjects.
- Justice and fairness are key principles within our school.
- Pupils are taught how to be safe and how to act safely.

#### Mutual Respect:

Respect and Responsibility are key values which permeate all aspects of school life at Brockhurst and Marlston House Schools. They determine the way in which we support and care for each other, for the community and for the environment.

At Brockhurst and Marlston House School children learn respect through;

- The promotion of positive relationships.
- The modelling of positive relationships by all adults working in school.
- The TPR curriculum which teaches that behaviour has an effect upon those around them and upon their own rights.
- All other aspects of the curriculum (as successfully working in groups requires respect for each other).
- The work of the School Council.
- The positive reward system of Stars in Brockhurst and Marlston House Schools and the Behaviour Award developed to promote respect.
- Our assemblies when all pupils show respect for the efforts of others.
- Giving responsibility to pupils (team captains, prefects).
- Participation in events organised to raise money for various charities.
- Learning to get along with their peers on educational residential visits.
- Debating issues and listening to other points of view.

#### Tolerance of Those of Different Faiths and Beliefs:

Tolerance is promoted in our school through:

- The stated aims and values of the school.
- PSHEE Curriculum.
- The TPR curriculum.
- The Modern Foreign Languages curriculum.
- Educational visits to places of religious worship.
- School assemblies.
- House Prayers.
- Festival study and celebration.
- Using world events as opportunities to positively reinforce life and culture in other countries.
- Termly World Assembly.
- Debating key issues.



## Curriculum

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are accepting of others. Our values support the development of the whole child as a reflective learner within a safe respectful learning environment. Teaching the schools' core values alongside the fundamental British values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for opportunities, responsibilities and expectations in life. All staff model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families.

Pupils are encouraged to understand the need for rules for the good of everyone. Classroom and school rules reflect and reward acceptable behaviour and celebrate work and achievements.

All curriculum areas aim to incorporate illustrations and examples from a diverse range of cultural contexts, promoting respect and appreciation for different cultures. This approach supports the SMSC development of pupils, as outlined in the DfE's guidance on promoting fundamental British values through SMSC.

Through our balanced curriculum and SMSC we aim to actively promote principles that:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- 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
- Enable pupils 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 pupils to acquire an appreciation of and respect for their own cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- 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