



## Four Oaks Primary School SMSC and British Values Progression Overview

### Fundamental British Values Progression: Introduction

We believe that through embedding the promotion of fundamental British Values at the heart of our varied and rich curriculum, we are able to foster life-long qualities and skills in our pupils, ensuring that our children leave Four Oaks Primary School as well-rounded, good citizens who will enrich society. Our pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. They understand that while different people may hold different views about what is 'right' and 'wrong', all people living in Britain are subject to its law. Our school's ethos and teaching support the rule of British civil and criminal law and we do not teach anything that undermines it. Pupils are made aware of the difference between the law of the land and religious law. At Four Oaks Primary School we value SMSC. We are inclusive and diverse! We actively promote the social, spiritual, moral, cultural, mental and physical development of pupils at our school – they are at the centre of everything we do! We want our children to remember their SMSC lessons in our school, to cherish these memories and embrace the opportunities with which they are presented. Bringing SMSC alive is important at Four Oaks Primary School. Our SMSC curriculum has been carefully designed so that our children develop their Social, Moral, Spiritual and Cultural capital. We achieve this by mapping out weekly whole-school themes to be explored and celebrated. These are underpinned by our British 'Golden' Values. Each half-term is designated to a core value – with weekly themes relating to that over-arching core theme. This demonstrates how we are meeting the requirements of section 78 of the Education Act 2002, in our 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 Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.

### Fundamental British Values Progression: Knowledge and Understanding in KS1 and KS2

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values by the end of Key Stage 1:

- pupils develop their self-knowledge, self-esteem and self-confidence;
- pupils distinguish right from wrong and to respect the civil and criminal law of Britain;
- pupils 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 of the school and to society more widely;
- pupils acquire a broad general knowledge of and respect for public institutions and services in Britain;
- furthers tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- pupils have respect for other people;
- pupils show 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 Britain.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values by the end of Key Stage 2:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; The Prevent strategy 2011: <https://www.gov.uk/government/publications/prevent-strategy-2011>
- 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;
- 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;
- an understanding of the importance of identifying and combatting discrimination.

## Democracy

\*some examples of how the statements are achieved.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I begin to express my opinion <i>During circle time.</i></p> <p>I can listen to others <i>During talk to your partner time and group discussion.</i></p> <p>I begin to work in a team <i>During small group activities (Phonics and Maths)</i></p> <p>I begin to make choices <i>When choosing a story to share, choosing my snack or choosing where to explore in the classroom.</i></p> <p><b>Key Vocabulary:</b> Fair, opinion</p>	<p>I can express my opinion <i>During circle time. Curious minds.</i></p> <p>I can listen to others point of view <i>Circle time PSED</i></p> <p>I begin to work in a team <i>Continuous provision PSED Sp1</i></p> <p>I can make choices <i>Continuous provision</i></p> <p><b>Key Vocabulary:</b> Vote, opinion, fair</p>	<p>I can express and begin to justify my opinion <i>PSHE – Feelings – Resiliency and coping</i></p> <p>I can listen and begin to understand others point of view <i>PSHE – Appreciation/Empathy</i></p> <p>I can work as a team and begin to understand the importance of teamwork <i>PSHE – Appreciation/Empathy</i></p> <p><i>PE- Team games. Inter house competitions</i></p> <p>I can make choices and understand people may make different choices to me <i>PSHE – Appreciation/Empathy</i></p> <p><i>PE- Team games</i></p> <p><i>D&amp;T – voting for our favourite fruits</i></p> <p><i>Science- voting for our favourite season.</i></p> <p><b>Key Vocabulary:</b> Decision, vote, majority</p>	<p>I can express and justify my opinion <i>Science and English, reasoning, making predictions and inference questions</i></p> <p>I know mine and others' views count <i>Daily life in class</i></p> <p>I can understand the importance of teamwork <i>PE lessons games</i></p> <p>I can make choices and begin to understand and respect the democratic process <i>History - learning about parliament, voting in class</i></p> <p>I can ask and answer questions to help me form an opinion <i>Science and English, reasoning, making predictions</i></p> <p><b>Key Vocabulary:</b> Vote, opinion, equality</p>	<p>I can start to understand the terms democracy and why it is important <i>PSHE-Democracy</i></p> <p>I can say what makes a good leader <i>Pupil leaderships team - reasoning</i></p> <p>I can take part in a fair vote <i>Voting in class - pupil leaderships team, class novels</i></p> <p>I can explore different ways to express my opinions <i>PSHE- sharing thoughts and feelings. English- persuasive writing.</i></p> <p>I can take part in a Q &amp; A to help me form an informed decision <i>Book discussions - hot-seating characters.</i></p> <p><b>Key Vocabulary:</b> Election, representation, debate</p>	<p>I can start to understand the terms democracy and why it is important <i>PSHE - Democracy</i></p> <p>I can speak about my attributes to lead a democracy <i>History - Ancient Greece</i></p> <p>I can take part in a fair vote and say how a vote was made fair <i>Voting in class – pupil leadership, books for pleasure</i></p> <p>I can explore ways we can express our opinions and campaign for democratic change <i>PSHE - Democracy</i></p> <p>I can take part in a Q &amp; A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion <i>PSHE – Democracy English - Persuasive writing</i></p> <p><b>Key Vocabulary:</b> Citizenship, referendum, participation</p>	<p>I know what democracy is and why it is important <i>PSHE – democracy, grounds rules</i></p> <p>I can write and deliver a short speech about ideas to improve life <i>PSHE opportunities for writing</i></p> <p>I can take part in a fair vote <i>Voting in class- pupil leadership</i></p> <p>I can articulate ways our school community is a democracy <i>Pupil voice</i></p> <p>I can take part in a Q &amp; A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion <i>English- persuasive writing, taking part in debates</i></p> <p><b>Key Vocabulary:</b> Parliament, representation, civil liberties</p>	<p>I know what democracy is and why it is important <i>PSHE - Democracy</i></p> <p>I can write and deliver a short speech about ideas to improve life, considering others' views <i>English – Writing a Posthumous Award Speech</i></p> <p>I can take part in a fair vote <i>Voting in class – Pupil Leadership</i></p> <p>I can articulate ways our school community is a democracy <i>Pupil Voice</i></p> <p>I can take part in a Q &amp; A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion <i>Role play, PSHE, debates</i></p> <p>I can explain how democracy has changed over time <i>History, PSHE</i></p> <p><b>Key Vocabulary:</b> Suffrage, civic engagement, accountability</p>

## The Rule of Law

*\* some examples of how the statements are achieved*

<p>I know what is right/wrong <i>When I make good choices and follow the class rules.</i></p> <p>I can follow simple rules <i>Understanding and being able to talk about our class rules</i></p> <p><b>Key Vocabulary:</b> Rules, fairness</p>	<p>I know what is right/wrong <i>PSED- making the right choice.</i></p> <p>I can follow simple rules <i>Class rules/school rules.</i></p> <p>I know I am a member of my community <i>Understanding the World</i> <i>Literacy- looking at different cultures.</i></p> <p>I know who helps me in school and in the wider community <i>PSED</i> <i>NSCPCC - safe adults.</i></p> <p><b>Key Vocabulary:</b> Rules, consequences, fairness</p>	<p>I know what is right/wrong and can make right choices <i>PSHE- managing feelings, to know when to ask for help.</i></p> <p><i>Mental health week.</i></p> <p>I can follow rules and begin to explain why we have rules <i>Class/school rules and values</i></p> <p>I can name different communities <i>RE -Who is a Christian and what do they believe?</i></p> <p>I know who helps me in school and in the wider community <i>PSHE- Who can we go to for help at home/school/outside of home?</i></p> <p><b>Key Vocabulary:</b> Law, fairness, consequence</p>	<p>I know what is right/wrong and can apply this in my life <i>PSHE and resiliency – contribution dealing with conflicts</i></p> <p>I can follow rules <i>Classroom and school rules that we speak about daily in class</i></p> <p>I understand the need for rules <i>Classroom and school rules that we speak about daily in class</i></p> <p>I know everyone in a community has rights and responsibilities <i>PSHE - How we can be responsible</i></p> <p>I can say if a rule is fair <i>Class discussions, PSHE</i></p> <p><b>Key Vocabulary:</b> Laws, fairness, justice</p>	<p>I can follow and value rules <i>Class rules/charter</i></p> <p>I understand there are different rules in different places <i>Class rules/ whole school rules.</i></p> <p>I can explore and make rules, learning their value and purpose <i>Class charter completed as a class- reasons given for each rule.</i></p> <p>I know everyone in a community has rights and responsibilities and understand the important of rules in different communities <i>PSHE- Identity, Society &amp; Equality: Celebrating Difference</i></p> <p><b>Key Vocabulary:</b> Legislation, authority, fairness</p>	<p>I can follow and value rules <i>Class Charter</i></p> <p>I can explore and make their value and purpose <i>Class Charter, School rules</i></p> <p>I can think thoughtfully about why rules are needed, explaining this to someone else <i>PSHE – Identity, Society and equality, purpose of rules and laws</i></p> <p>I can say why a rule is fair <i>PSHE – ground rules</i></p> <p>I can show respect for the law and the basis on which it is made <i>PSHE – Identity, Society and equality, purpose of rules and laws</i></p> <p><b>Key Vocabulary:</b> Legality, accountability, justice</p>	<p>I can explain what Rule of Law is <i>Assemblies, PSHE, Pupil Voice</i></p> <p>I can think about why we have the ‘Rule of Law’ <i>Assemblies, PSHE, Pupil Voice</i></p> <p>I can explore different rules, learning their value and purpose – <i>Class charter, school rules</i> <i>Police visit- Cyber bullying, looking at social media laws</i></p> <p>I can say if there has been an injustice <i>Classroom ethos, class charter</i></p> <p>I understand that living under the rule of law protects individuals <i>Police visit- Cyber bullying, looking at social media laws</i></p> <p><b>Key Vocabulary:</b> Constitution, legislation, authority</p>	<p>I can explain what Rule of Law is <i>PSHE, Assemblies, Pupil Voice</i></p> <p>I can think about why we have the ‘Rule of Law’ <i>PSHE, Assemblies, Pupil Voice</i></p> <p>I can explore different rules, learning their value and purpose <i>Class charter/School Rules</i></p> <p>I can suggest new rules and explain how they will make our school community better <i>Class discussions various opportunities, PSHE, Class charter, school council</i></p> <p>I can explain why different places have different rules RE – rules and teachings of <i>Christianity, Islam and Hinduism</i></p> <p>I can say if there has been an injustice and argue my point appropriately <i>Black History Month</i></p> <p>I can understand and appreciate the role of the Police in a democratic society <i>Police assembly</i></p> <p><b>Key Vocabulary:</b> Justice system, due process, legislation</p>
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# Mutual respect and tolerance of those with different faiths and beliefs

*\*some examples of how the statements are achieved.*

I begin to understand that there are similarities and differences between people  
*When looking at books that are diverse and include a range of ethnicity, hair colour, disabilities.*

*When we learn about different celebrations e.g. Diwali/Eid*

I know that everyone is unique  
*We learn about our differences through books and songs. We create self-portraits to display in our class.*

I can say why I am special  
*Celebrating our qualities through rewards such as star of the week, busy bees and taking our class bear 'Bertie' home for the weekend.*

**Mutual Respect Key Vocabulary:** Kindness, listening, sharing  
**Tolerance Key Vocabulary:** Different, accept

I know that there are similarities and differences between people  
*Understanding the world – noticing similarities and differences.*

I know that people have things in common but everyone is unique  
*PSED- all about me*

I can say why I am special  
*PSED - all about me*

**Mutual Respect Key Vocabulary:** Kindness, listening, sharing  
**Tolerance Key Vocabulary:** Different, acceptance, diversity

I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds  
*RE -Who is a Christian and what do they believe?*

*PSHE – Appreciation/Empathy*

I know that people have things in common but everyone is unique  
*PSHE – Appreciation/Empathy*

*RE -Who is a Christian and what do they believe?*

I can identify and respect the similarities and differences between people  
*PSHE – Appreciation/Empathy*

**Mutual Respect Key Vocabulary:** Respect, politeness, empathy  
**Tolerance Key Vocabulary:** Acceptance, diversity, equality

I know what mutual respect is  
*PSHE - Managing risk keeping safe*

I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.  
*RE- Discussing different religions PSHE- Sex and relationships*

I can identify and respect the similarities and differences between people  
*RE lessons, Black History Month, Spanish Day*

I know that people have things in common but everyone is unique  
*PSHE - Mental Health and Emotional Wellbeing: Friendships I can identify and respect the similarities and differences between people*

I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays  
*RE- How and why do we celebrate special and sacred times?*

**Mutual Respect Key Vocabulary:** Respect, politeness, considerate  
**Tolerance Key Vocabulary:** Acceptance, diversity, inclusion

I can describe how to welcome people and practice being welcoming  
*Learning how to make others feel welcome and practicing being, kind, polite and inclusive in the classroom and around school as discussed in PHSE lessons.*

I can think about what different people in Britain are like  
*PHSE – discussions on his to shoe respect and disagree respectful with someone. RE – Christianity in Britain and its similarities and differences compared to other religions followed in Britain.*

I can recognise my own strengths  
*PHSE discussing how everyone has different strengths, abilities and qualities to offer. RISE assessments*

I can show respect for other people's differences  
*PSHE and RE – discussions on showing respect of differing opinions, world views, beliefs and ways of life.*

**Mutual Respect Key Vocabulary:** Courtesy, empathy, appreciation  
**Tolerance Key Vocabulary:** acceptance, inclusivity, harmony

I know what diversity is  
*RE – different religions, diversity Black History Month*  
I can describe how to welcome people and practice being welcoming  
*Daily practice of good manners*

I can think about what different people in Britain are like I can recognise my own strengths and appreciate strengths in others  
*Resiliency lessons PSHE – Respect*

I can show respect for other people's differences and understand how people's lives may be different  
*Resiliency lessons PSHE – Respect Black History month*

**Mutual Respect Key Vocabulary:** Civility, liberty, self-reliance  
**Tolerance Key Vocabulary:** Understanding, equity, open-mindedness

I understand how all people are equal and different  
*RE- looking at different religions, Black History Month, learning about Katherine Johnson in English- Hidden Figures*

I know what prejudicial or discriminatory behaviour is  
*Learning about Katherine Johnson in English- Hidden Figures PSHE- Identity, society and equality*

I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations  
*PSHE- Identity, society and equality RE- different religions*

**Mutual Respect Key Vocabulary:** Respect, consideration, courtesy  
**Tolerance Key Vocabulary:** Inclusivity, pluralism

I know what tolerance is and why it is important to understand how all people are equal and different  
*English – key vocab relating to Rose Blanche*

I can challenge prejudicial or discriminatory behaviour  
*Case studies, PSHE, role play*

I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations  
*PSHE - Discrimination*

**Mutual Respect Key Vocabulary:** Empathy, tactfulness  
**Tolerance Key Vocabulary:** Interconnectedness, admiration, reverence

## Individual Liberty

\*some examples of how the statements are achieved.

<p>I am developing an awareness of my own needs, views and feelings <i>Through our daily morning check and during circle time.</i></p> <p>I begin to talk about how I feel <i>Through our daily check in we share how we are feeling and why we are feeling this way. We also discuss strategies or activities we can do to support ourselves in the class.</i></p> <p><i>Calm corner.</i></p> <p>I begin to make decisions <i>By choosing to follow the class rule and make good choices daily.</i></p> <p><i>Choosing where and how I want to learn during continuous provision.</i></p> <p><b>Key Vocabulary:</b> Choice, freedom</p>	<p>I am developing an awareness of my own needs, views and feelings <i>PSED- Self regulation/mindfulness/resiliency lessons.</i></p> <p>I can talk about how I feel with support <i>PSED. Makaton signs, calm corner.</i></p> <p>I can make decisions <i>Dinner choice, book vote, continuous provision.</i></p> <p><b>Key Vocabulary:</b> Choice, freedom, rights</p>	<p>I am developing an awareness of my own needs, views and feelings <i>PSHE – Feelings – Resiliency and coping</i></p> <p><i>Voting in class – pupil leadership, books for pleasure.</i></p> <p><i>D&amp;T - tastes - favourite fruits</i></p> <p>I can talk about how I feel <i>PSHE – Feelings – Resiliency and coping.</i></p> <p><i>Mental health week – talking Tuesdays</i></p> <p>I am beginning to be sensitive to and respect the feelings of others <i>Resiliency lessons PSHE – Respect Black History month</i></p> <p>I can make decisions <i>PSHE – Feelings – Resiliency and coping</i></p> <p><b>Key Vocabulary:</b> Choice, rights, responsibility</p>	<p>I am developing an awareness of my own needs, views and feelings <i>Mental Health and Emotional Wellbeing: Friendships</i></p> <p>I can talk about how I feel <i>General class discussions</i></p> <p>I can be sensitive to and respect the feelings of others <i>RE – different religions</i></p> <p>I can make decisions and begin to understand the repercussions of my choices <i>PSHE -Mental Health and Emotional Wellbeing: Friendships</i></p> <p>I understand I am responsible for my choices and behaviour <i>General classroom discussions about manners and following the school rules</i></p> <p><b>Key Vocabulary:</b> Freedom, rights, independence</p>	<p>I know what freedom is - <i>PHSE - how everyone is free and how we can respectfully disagree.</i></p> <p>I am aware if my own needs, views and feelings – <i>PSHE “talk about our feelings” board game, pair work discussions etc.</i></p> <p>I can use encouragement when respecting everyone’s differences – <i>PSHE - celebrating individuality and personal identity</i></p> <p>I can explore ways I am free to be me <i>They are free to be themselves by expressing their identity e.g. through PSHE discussions and creative work in Art.</i></p> <p>I can choose words to describe my individual personality <i>Pupils demonstrate self-awareness by choosing appropriate vocabulary to express/describe their personalities (Eg in PSHE and English)</i></p> <p>I can consider the hopes and dreams we all have – <i>Pupils have opportunities to consider their own hopes and dreams, aspirations and goals e.g. creating their dream jars as displayed in the classrooms.</i></p> <p><b>Key Vocabulary:</b> Autonomy, conscience, self-expression</p>	<p>I know what freedom is <i>Resiliency lessons</i></p> <p>I am aware if my own needs, views and feelings <i>Resiliency lessons Calm corner – emotions and feelings PSHE – ground rules – respect others’ views, share your views</i></p> <p>I can use encouragement when respecting everyone’s differences <i>PSHE and RE – respecting differences Black history month</i></p> <p>I can explore ways I am free to be me <i>Resiliency lessons Playtimes Golden Values</i></p> <p>I can choose words to describe my individual personality <i>Resiliency lessons</i></p> <p>I can consider the hopes and dreams we all have <i>Resiliency lessons</i></p> <p>I can celebrate the uniqueness of each individual and the power of being different <i>Resiliency lessons RE and PSHE – lessons and ground rules Black History Month</i></p> <p>I understand ways to help others to be free to be themselves <i>Resiliency lessons</i></p> <p><b>Key Vocabulary:</b> Rights, liberty, self-reliance</p>	<p>I can explore the right to live in freedom and individual liberty <i>PSHE- Identity, society and equality</i></p> <p>I can explore the idea that we need to allow other people to have liberty <i>PSHE- Identity, society and equality</i></p> <p>I understand that individual liberty must be within the rules <i>PSHE- Identity, society and equality</i></p> <p>I can explore my own individual liberty to be who I want to be (within the rules!) <i>PSHE- control and resilience</i></p> <p>I understand that I have the right to make changes <i>PSHE- control and resilience</i></p> <p><b>Key Vocabulary:</b> Empowerment, self-determination, agency</p>	<p>I can explore the right to live in freedom and individual liberty <i>Assemblies, PSHE, Black History month</i></p> <p>I can explore ways I can support other people’s right to live in freedom and individual liberty <i>Black History Month</i></p> <p>I understand that individual liberty must be within the rules <i>PSHE, rules, right and wrong</i></p> <p>I can explore the UN Children’s Rights <i>PSHE lessons</i></p> <p>I can explore my own individual liberty to be who I want to be (within the rules!) <i>PSHE, ground rules, Black History month</i></p> <p>I understand that I have the right to make changes and can use my skills to implement change <i>PSHE lessons</i></p> <p><b>Key Vocabulary:</b> Autonomy, rights, independence</p>
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### **Aims**

The national curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

### **Subject content**

Teaching should develop pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Pupils should be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the functions and uses of money, the importance and practice of budgeting, and managing risk

### **Form Programme at NLA Covering SMSC and British Values:**

- Students are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Students have a sense of enjoyment and fascination in learning about themselves, others and the world around them
- Students use imagination and creativity in their learning
- Students reflect on their experiences
- Students know difference between right and wrong and apply this in school and in their own lives
- Students understand the consequences of their behaviour and actions
- Students develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-

economic backgrounds

- Students participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)
- Students accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.