British Values and SMSC

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What are 'fundamental British values'?

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, schools are expected to actively promote fundamental British values.

The government defines these as:

- Democracy
- The rule of law
- Individual liberty

- Mutual respect and tolerance of different faiths and beliefs

Statement of Intent

This policy sets out the framework in which Physis Academy will ensure that it 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.

These values are officially taught through the Religious Studies and Personal, Social and Health Education (PSHE) curriculum and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding. Tutor time is also devoted to the understanding of British Values and SMSC.

Equality and Inclusion Statement

Physis Academy is committed to promoting equality and eliminating discrimination for all students and staff, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

In promoting British values, we ensure that:

- All students see themselves reflected in our curriculum and resources
- We actively challenge stereotypes and prejudice related to any protected characteristic
- We celebrate diversity in all its forms, including diverse families, cultures, religions, and identities
- Our teaching about relationships and families is inclusive of all family structures, including same-sex parents and LGBT+ families

- We provide a safe environment where students can explore and express their identity
- We make reasonable adjustments to ensure all activities promoting British values are accessible to students with different disabilities and learning needs
- We take a zero-tolerance approach to discrimination, including racist, sexist, homophobic, biphobic, and transphobic language or bullying
- We promote gender equality and challenge gender stereotypes in all aspects of school life, including subject choices, career guidance, and extracurricular activities

1. Legal Framework

1.1. This policy will have consideration for the following legislation and guidance:

- Equality Act 2010
- Public Sector Equality Duty 2011
- Ofsted, School Inspection Handbook, 2015
- DfE, Improving the Spiritual, Moral, Social and Cultural (SMSC) development of pupils, 2013
- DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, 2019

1.2. This policy is carried out in conjunction with our following other policies:

- Positive Behaviour Policy
- Safeguarding Policy
- SMSC Policy
- Prevent Policy

- Equality Policy
- Anti-Bullying Policy
- PSHE/RSE Policy

What does this look like in our school?

British values are reflected throughout our school, including our ethos, policies and assemblies.

Students also engage with the values through the curriculum, in ways that are accessible, inclusive and suitable in context. For example, in some subjects there are opportunities to think about traditions from different cultures and religions, diverse families and relationships, and the contributions of people from all backgrounds to British society. In some provisions they may involve principles around sharing and taking turns; listening to one another and learning to be a good friend.

Extra-curricular activities such as games and sporting events teach students about the importance of rules. Students vote (e.g. for their school council representatives), questionnaires and class discussions are other ways that children can have their voices heard and learn about democracy.

Our duty to actively promote fundamental British Values means that we always present political views to students in a balanced way. We are also responsible for challenging prejudiced or extreme opinions and behaviour (Prevent duty), including all forms of discrimination based on protected characteristics.

2. Roles and Responsibilities

2.1. Physis Academy understands the importance of promoting British values through a comprehensive and unprejudiced curriculum that represents and includes all students.

2.2. The Headteacher will ensure that all teachers and staff are aware of the requirement to uphold British values through the methods outlined in this policy and will ensure that the appropriate procedures are in place to carry out these methods. This includes ensuring staff receive appropriate training on equality, diversity, and inclusion, including LGBT+ awareness.

2.3. Teachers and support staff will ensure that their lessons are inclusive of, and sensitive to, the fundamental British values and actively promote equality and challenge discrimination.

2.4. Pupils are expected to treat each other and staff with respect, in line with the school's Behaviour Policy. This includes respecting differences related to all protected characteristics.

3. Objectives and Learning Outcomes

Physis Academy is a multicultural community of students who experience a diverse range of learning difficulties.

This helps our school community to be tolerant of, show mutual respect for and celebrate the similarities and differences of all ages, abilities and cultures. We actively promote the students' SMSC development through our curriculum and enrichment opportunities and the fundamental British Values are an integral part of this.

At Physis Academy we have considered how the values of our society are fundamental to a growing and vibrant school, community, country and economy. With the promotion of British Values in mind we have ensured that what we teach, and how it is taught, can best be planned to ensure our children develop into outstanding citizens of our country.

Therefore, we have identified thirteen key objectives and developed them across the school, linking into a range of

subject areas where possible for the greatest effect. Below is a summary of these curricular opportunities:

Objective	Subject	Learning Outcome
1. To identify with different people and their cultures	Work Experience, Duke of Edinburgh, My Plan, Assembly, Vocational, PSHE, English, Geography, Performing Arts/Dance, Art, Science, Tutor Time	Working within the local community in a variety of settings; Working/Volunteering in cat rescue; Talking and finding out about each other; Guest speakers from the local community; Understand that many dishes and ingredients originate from other countries and cultures that have now become part of our culture; Use of multi-cultural texts, African/Japanese/American; Looking at other cultures traditions and festivals; Exploring geographical locations for major World religions; Around the World music and Dance; Explores cultural traditions through Art/Understand how other cultures are celebrated through studying different artistic styles and techniques from around the world; Inheritance/variation looking at different features/characteristics

		across class/year/school; Investigating different cultures from around the world, through taste (cooking) smell/visitors/role play/sensory stories
2. To respect the opinions and beliefs of others	Student council, English, PSHE, RE, Vocational options (Cooking), Assembly, Performing Arts	Working together to plan organise leisure opportunities; Listening to and respecting student views; Individual interpretations and debates; Discussions about different cultures and ethics; Focus on origins of religion, their journey and beliefs including non-religious worldviews such as humanism; Involvement and experience of cooking dishes from different faiths and cultures, such as 'kosher' and 'halal'; Celebration and appreciation of other students' work; Peer assessment/feedback and rehearsals and improvements based upon constructive feedback from all
3. To uphold the rule of law	Student council, KS3/KS4/KS5 Curriculum, Work	Following/initiating/deciding upon and modelling school rules; Following

	Experience, Science, Tutor Time, PSHE, Careers	School/Classroom rules/uniform and Heathgates Academy Code of Conduct; Following Company Rules and Health and Safety; Health & Safety - Lab rules and laws (chemicals); Following school/classroom rules; Alcohol/tobacco/drugs/sexual relationships; Employment Law/Workers rights/Trade Unions/Health and Safety/PPE
4. To appreciate the importance of equality before the law	PSHE, KS3/KS4/KS5 Curriculum	Respect for each other; Equality and Human Rights including all protected characteristics under the Equality Act 2010; Positive enforcement of Inclusion (whilst addressing individual needs); Employment Law/Workers rights/Trade Unions/Health and Safety/PPE
5. To understand the individual liberty afforded to citizens of	Careers, PSHE, Careers	Respect, Equality and Human Rights including the right to express one's identity safely; Employment Law/Workers rights/Trade Unions/Health and Safety/PPE

these islands		
6. To support the principle of freedom of expression	Student Council, Options, Work Experience, English, KS3/KS4/KS5 Curriculum, PE/Dance, D&T	Students express views/ideas/suggestions to SLT; Students choose vocational Options; Students choose work placements/work experience and vocational areas; Review, thoughts, expression, discussion before formulating an individual opinion; Whole school curriculum/celebration days/fancy dress/karaoke – opportunity to express themselves as individuals; Expression of individual liberty and freedom to perform; Freedom to explore different designs, materials and equipment
7. To have some understanding of how a democratic political system works	Student Council, Tutor Time, PE/Sports Option, Science	Local/National elections involvement (Mock election); Acceptance of others' sporting preferences; Communal class choice on experiment/investigation projects
8. To understand and exercise the	KS3/KS4/KS5 Curriculum, PE/Sports option, English (Team Games), Science	Taking turns/developing school/classroom rules/student voice and opinion; Team Games/We can understand that to break the rules should be

notion of fair play		an accidental and not deliberate act. Learning from winning/losing; House Points House/Competitions; Fair testing (experiment) use of a 'control'
9. To be committed to personal and social responsibilities	PSHE, Independent Travel, PE, Science, committee, Careers	Following the rules of Society; Acting in a mature and responsible manner whilst out in the community; Responsibility to follow rules/H&S whilst swimming/trampoline. Bringing correct kit to lesson; Environmental Education; Unit Accreditations and topics linked to Recycling; Understanding responsibilities in the workplace, following instructions and responsibilities to H & S
10. To develop a sense of community and togetherness	Duke of Edinburgh, Functional Maths/English, Enterprise, English, Community Projects, Young Leaders, KS3/KS4/KS5 Curriculum, Whole school	Working/Volunteering; Supporting local businesses; Supporting local charities and the wider school population; Sharing books; Opportunities to develop social skills whilst out in the community; sharing resources, working across the school, community outings. Exploring and

	curriculum/celebration days, Careers	embracing significant celebrations/festivals/individuals from around the world; Street Parties/World Cup/Curriculum Day/Careers Day; Analysis of local businesses and career opportunities in the local area
11. To be aware of significant personalities, events and turning points in our history	Science, History	Scientific Inventions/personalities in GB and the world; Study of key individuals in history and their significance **including those from diverse backgrounds and protected characteristics**
12. To be conversant with examples of British creativity and/or culture	Science, Curriculum Days, Art	British inventors/pioneers; We can describe how scientists like Isaac Newton developed the theory of gravity; 100 Years of Women's Rights; Study of stereotypical British images and icons from British Artists **and diverse British creators**
13. To promote equality and challenge	PSHE, RE, English, History, Careers, Tutor Time, Assembly	Exploring diverse families including same-sex parents and LGBT+ families; Challenging gender stereotypes in

discrimination		subject choices and careers; Learning about the protected characteristics under the Equality Act 2010; Understanding the history of equality movements including women's rights, civil rights, and LGBT+ rights; Celebrating diversity through representation in curriculum materials and resources; Age-appropriate education about different types of relationships; Challenging all forms of prejudice-based language and bullying

4. Democracy

"Develop an understanding of how citizens can influence decision-making through the democratic process"

4.1. At Physis Academy, students have numerous opportunities to have their views heard through pupil questionnaires and the pupil-elected school council.

4.2. Our students are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future.

4.3. Staff encourage students to know that their views count, to value each other's views and to talk about their feelings. This voice can be through using words, signing, objects, photographs, symbols, eye pointing, body language and assistive technology such as eye gaze.

5. The Rule of Law

"Develop an appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety"

5.1. Physis Academy has a high regard for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our students are involved in the creation of school rules to inspire them with this understanding.

5.2. At Physis Academy, students are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their well-being and safety. Students are allowed healthy debate in class on the matter to encourage recognition of the importance of the law. This includes understanding laws that protect people from discrimination, such as the Equality Act 2010.

5.3. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Visits from outside agencies
- Religious Education, during which rules from different faiths are considered
- Other curriculum subjects, where there is a need for respect and appreciation of different rules – e.g. P.E.
- We have a clearly structured behaviour policy which all staff and students understand and follow
- Through actively recording behaviour incidents which are reviewed and shared with Key Stakeholders and analysed for patterns related to discrimination

- Through assemblies which are delivered with a key focus on the law. These include safety awareness and e-safety

6. Individual Liberty

"Develop an understanding that the freedom to choose and hold other faiths and beliefs is protected by law"

6.1. At Physis Academy we foster a safe and supportive environment where students are actively encouraged to make choices. Whether it is choosing a challenging task, focussing on a vocational option or an extra-curricular club at lunchtime, students have the freedom to base their choices on their interests.

6.2. Students are taught about their rights and personal freedoms and are encouraged and advised on how to exercise these safely, for instance through our teaching on e-safety and PSHE lessons. This includes the freedom to express their identity and be themselves.

6.3. We ensure that all students, regardless of their background or characteristics, have equal access to opportunities and are supported to make choices free from stereotypes or discrimination.

7. Mutual Respect

"Develop mutual respect for all members of our school community"

7.1. Respect forms an important part of the school's ethos. Students are treated with respect and learn to treat each other and staff with respect regardless of differences.

7.2. This is reinforced through our Behaviour Policy and posters throughout the school promoting mutual respect for all.

7.3. We actively promote respect for all protected characteristics and challenge any language or behaviour that is discriminatory, including racist, sexist, homophobic, biphobic, transphobic, or disablist language.

8. Tolerance and Respect for All

"Develop an acceptance that other people having different faiths, beliefs, backgrounds, identities, or characteristics should be accepted, respected, and celebrated, and should not be subject to prejudice or discrimination."

8.1. Physis Academy acknowledges that tolerance and respect extend to all protected characteristics under the Equality Act 2010, including race, religion or belief, sex, sexual orientation, gender identity, disability, age, pregnancy and maternity, and marriage and civil partnership. We recognise that tolerance is achieved through pupils' knowledge and understanding of their place in a culturally diverse society and the opportunity for pupils to experience such diversity.

8.2. Throughout the year, opportunities are in place to focus on bullying, with reference to prejudice-based bullying related to all protected characteristics, and discussion is encouraged.

8.3. Tolerance and respect for all is supported by the RS and PSHE curriculum, tutor time and assembly. This includes age-appropriate education about diverse families and relationships, including same-sex parents and LGBT+ families, to prepare students for life in modern Britain.

8.4. We encourage our pupils from different faiths or religions and those with no faith to share their knowledge with their peers to enhance their learning.

8.5. We ensure age-appropriate, inclusive education about relationships that reflects the diversity of families in modern Britain, including single-parent families, LGBT+ families, families headed by grandparents, adoptive parents, and foster parents.

8.6. We actively challenge all forms of prejudice and discrimination, including racism, sexism, homophobia, biphobia, transphobia, and disablism. This is embedded across our curriculum, behaviour management, and school culture.

8.7. We celebrate diversity through our curriculum, assemblies, and school events, ensuring all students see positive representations of people like themselves and learn about the contributions of people from all backgrounds to British society.

8.8. We provide a safe and supportive environment for students who are questioning or exploring their identity, including those who are transgender or non-binary. We respect students' chosen names and pronouns and challenge any transphobic language or behaviour.

We also encourage involvement in charity events where students are made aware of the needs of people both in our own and other countries, supporting them through national fund-raising events such as Children in Need, Shoe Box Appeal, Comic Relief and Sports Relief. This is also recognised through the following approaches:

- Our Lifeskills curriculum embodies values of mutual respect through units of learning. These include relationships and being a good citizen
- In addition we have a full programme of assemblies for all students to ensure important messages regarding respect and relationships are given

- Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures as well as non-religious worldviews
- We are part of our local community and visit local shops, businesses, libraries and amenities
- Respect is central to our code of conduct – We respect all students, all adults, all property, each other
- Investigating different cultures from around the world, through taste (cooking) smell/visitors/role play/sensory stories
- Involvement and experience of cooking dishes from different faiths and cultures, such as 'kosher' and 'halal'
- Involvement in community projects
- Visits to places of worship, churches/mosques and other places of significance to different belief systems
- Adults model respectful behaviour and challenge discriminatory language and behaviour
- Involvement with Anti-Bullying week with specific focus on prejudice-based bullying including homophobic, biphobic, and transphobic bullying
- Curriculum resources and displays that represent diversity across all protected characteristics, including diverse families, people of different races and religions, disabled people, and LGBT+ individuals
- Promotion of gender equality and active challenging of gender stereotypes in subject choices, career guidance, PE, STEM subjects, and all areas of school life

9. Staff Training

9.1. At Physis Academy staff are made aware of their responsibilities in terms of British values during their thorough

induction. They also have to complete a termly curriculum audit of SMSC/British Values on a termly basis.

9.2. Staff will be offered the opportunity for further training on upholding the British Values Policy. This includes specific training on:

- Equality, diversity, and inclusion
- LGBT+ awareness and inclusive language
- Challenging discrimination and prejudice-based bullying
- Supporting transgender and non-binary students
- Promoting gender equality and challenging gender stereotypes
- Making reasonable adjustments for students with disabilities
- Delivering inclusive relationships education

10. Monitoring and Evaluation

10.1. We will monitor the impact of this policy through:

- Student voice surveys (conducted sensitively and appropriately for different groups)
- Analysis of behaviour incident data for patterns related to discrimination
- Monitoring participation rates in activities by different groups
- Regular curriculum audits to ensure representation across all protected characteristics
- Review of resources and displays to ensure diversity is reflected

10.2. We will ask ourselves:

- Do all students feel represented in what we teach?
- Are there any groups who participate less in certain activities?
- Do we have any patterns of discriminatory incidents?
- Are our resources and displays representative of all our students?
- Are we effectively challenging stereotypes and promoting equality?

10.3. We will conduct a mid-year equality review to assess the ongoing impact of this policy and make adjustments as needed.

11. Review

11.1. This policy will be kept under regular review by the Safeguarding team and amended as appropriate to reflect any changes to regulations and to ensure it continues to promote