

Fundamental British Values

1. The definition of fundamental British values is set out in the 2011 anti-radicalisation Prevent Strategy. Those values are:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs.

2. Through its obligation under Section 78 of the Education Act 2002 for the provision of spiritual, moral, social and cultural development (SMSC), Long Marton School promotes fundamental British values to:
 - enable students to develop their self-knowledge, self-esteem and self-confidence;
 - enable students to distinguish right from wrong and to respect the civil and criminal law of England;
 - 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;
 - enable students 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 students to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people; and
 - 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.

3. It is expected that as a result of the school's promotion of fundamental British values, pupils should have the following understanding and knowledge:-
 - 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;
 - 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; and
 - an understanding of the importance of identifying and combatting discrimination.
4. It is not required of schools to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.