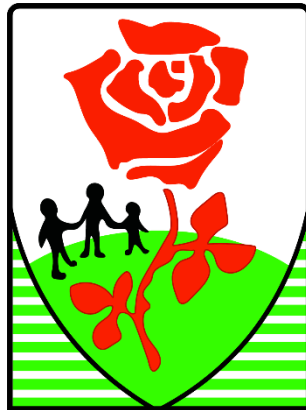


Rosehill School

Fundamental British Values Statement and Policy



Policy lead	RE, SMSC and FBV Lead
Date revised/ written	April 2026
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Statement of intent

This policy sets out the framework in which Rosehill School will ensure that it actively promotes the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are officially taught through the RE and PSHE curriculum, and are further nurtured through the school's culture and promotion of spiritual, moral, social and cultural (SMSC) understanding.

Rosehill School has an obligation, under section 78 of the Education Act (2002) to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Rosehill School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the UK. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

Rosehill School is dedicated to preparing pupils for their adult life beyond the formal curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The DfE has outlined their expectations, stating that pupils should:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish between right and wrong and to respect the civil and criminal law in 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
- Encourage respect for other people
- Encourage respect for democracy and support participation in the democratic process, including respect for the basis on which the law is made and applied in England

In order to support our learners with autism to understand these key concepts, we promote these through our school values, curriculum delivery, enrichment activities and community involvement. The purpose of our actions will ensure all pupils at Rosehill School have a voice that is listened to; through the school-based activities outlined in this policy we can identify how we embed these values.

In order to recognise the impact of these values through our work we have identified measures to allow us to judge the effectiveness of our work through our curriculum and values statement – ***Learning about caring, caring about learning.***

1. Legal framework

1.1. This policy takes into account the following legislation and guidance including, but not limited to, the:

- Equality Act (2010)
- Counter-Terrorism and Security Act (2015)
- Ofsted School Inspection Handbook

1.2. This policy will be implemented in conjunction with the school's:

- SMSC policy document - the key learning indicators which support the implementation of this area and the long-term planning established which ensure breadth, balance and relevance of all SMSC areas
- Safeguarding and Child Protection Policy
- Positive Behaviour Support & Physical Intervention Policy
- Equality Information & Objectives Policy
- RSHE Policy
- RE Policy
- ESafety Policy of the school
- The school will always consider the PREVENT Strategy and if it has any concerns will immediately refer to the local Nottingham City Safeguarding Board (CHANNEL process).

2. Roles and responsibilities

2.1. The governing board is responsible for the overall implementation of this policy and for ensuring that the British values are upheld throughout the school.

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. The headteacher is also responsible for disciplining staff who do not uphold British values, in line with the Disciplinary Policy and Procedure.

2.3. Teachers are responsible for ensuring that their lessons are inclusive of, and sensitive to, the fundamental British values. Ensuring that teaching methods are designed to

bolster pupils' self-esteem and that all pupils are given the opportunity to speak and offer their views. Ensuring that lessons discuss, pull examples from and are respectful of a diverse array of cultures.

- 2.4.** All staff will ensure they model behaviour that respects and adheres to the fundamental British values. Staff will also ensure that pupils feel as though their views count and supporting them to develop positive self-esteem. They will implement and enforcing this policy and other policies and procedures that reinforce the British values, e.g., the Behaviour Policy.
- 2.5.** Pupils are expected to treat each other and staff with respect, in line with the school's Positive Behaviour Support & Physical Intervention Policy

3. Aims and objectives

3.1. Through our policy and procedures, we aim to ensure that our pupils have:

- 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 hold other faiths and beliefs is protected in law.
- An acceptance that 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.

4. Promoting British Values at Rosehill School: Democracy

Pupils will be taught, in an age-appropriate way, the advantages and disadvantages of democracy, as well as how democracy works in the UK. Staff will ensure that pupils feel as though their views and opinions matter, and will be given opportunities to talk about their feelings, e.g., through wellbeing support, and the RSHE and PSHE curriculums.

The table below provides an overview of the numerous opportunities our pupils are provided with which promote Democracy and the impact of how this instils an understanding of democracy.

Values - Democracy	How we promote democracy	Impact
<p>Links to the school's values:</p> <ul style="list-style-type: none"> • Overcoming barriers to learning • Succeed in our aspirations • Help and care for others • Interact and communicate positively <p>Links to the school's positive behaviours:</p> <ul style="list-style-type: none"> • To be happy and healthy • To be kind and thoughtful to others • Be a good friend • To always try our best • Use our good manners • To learn how to cope when things go wrong • To look after our school • Welcome visitors and friends • Show others how good our school is • To keep ourselves and others safe <p>Links to the school's curriculum:</p> <ul style="list-style-type: none"> • Maths • English • RE/ SMSC • PSHE/ RSHE 	<ul style="list-style-type: none"> • We have an elected School Council. Sessions promote and teach about democracy (views of others) and the electoral process (data handling). • The Student Council discuss how to obtain the views of others through surveys, class visits, learning walks, and meetings with staff/visitors and SLT. • We have Class Ambassadors and a Primary Parliament who further promote democracy and work with other schools. • The outcomes of Student Council, Primary Parliament and Ambassador meetings/ projects are reported to the Governors. • Through questionnaires/feedback all pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future. • SMSC curriculum is established throughout the school; key learning indicators inform 	<ul style="list-style-type: none"> • Pupil voice is recognised and listened to – i.e., Pupil Voice comments box has led to projects and resources being devised such as picnic week in the summer term, where pupils experience new opportunities. • Student Council agenda items underpin the developments of the school improvement plan – i.e., Anti-Bullying, NSPCC, E Safety, Police and Eco School projects have been devised throughout school which promote pupil voice, health, safety and Safeguarding. • Behaviour and safety of the school further informed i.e. The Student Council completed a pupil survey on Safeguarding which led to each class implementing their own pupil friendly Safeguarding and wellbeing display to further promote pupil safety. • SMSC outcomes addressed – i.e. personalisation of learning remains at the heart of provision. All pupils at Rosehill make progress within SMSC.

<ul style="list-style-type: none"> • Student Council/ Ambassadors/ Primary Parliament <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<p>target setting and allows for personalisation within all targets.</p> <ul style="list-style-type: none"> • Democracy is also promoted through the maths curriculum with a focus upon data handling enabling the pupils to strengthen their key concepts/skills of obtaining views of others. • Our pupils are encouraged to have an input into what and how they learn to instil an understanding of democracy for their future. 	<ul style="list-style-type: none"> • Mental health and wellbeing projects planned which provide equality of opportunity for all learners. • Governance of the school further informed.
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5. Promoting British Values at Rosehill School: Law

The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. Pupils will be taught these values and the reasons behind laws that are essential for their wellbeing and safety. The school will organise visits from authorities throughout the academic year in an effort to reinforce the reality and importance of this message.

Pupils will also be taught to understand the importance of their own behaviour, the impact that their behaviour has on others, and the consequences of their behaviour, through the implementation and enforcement of the schools Positive Behaviour Support & Physical Intervention Policy

All pupils will be involved in the reviewing and updating our school rules to inspire them with this understanding.

The table below provides an overview of the numerous opportunities our pupils are provided with which promote the Law and the impact of how this instils an understanding of the Law.

Value - Law	How we promote the law	Impact
<p>Links to the school's values:</p> <ul style="list-style-type: none"> • Enjoying school, having fun and making good friendships • Learning well today, preparing for our futures • Interacting and communicating positively with others <p>Links to the school's positive behaviours:</p> <ul style="list-style-type: none"> • To be happy and healthy • To be kind and thoughtful to others • Be a good friend • To always try our best • Use our good manners • To learn how to cope when things go wrong • To look after our school 	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our culture and Positive Behaviour Policy. • Positive behaviour plans guide learners in identifying ways they can act towards others. • Good behaviour and consistent demonstration of our values is recognised through rewards i.e., 'Star of the week', 'Gold Awards'. • Diary books are sent home to parents/carers identifying pupil achievements/ successes. • Record of Achievement identify successes. • Through our positive behaviour approach pupils are taught about respect and supported to develop a strong sense of morality. 	<ul style="list-style-type: none"> • The positive behaviour policy helps identifies triggers and de-escalation techniques to assist pupils in changing their own behaviour towards others. • Pupil celebrations recognise achievements 'celebrating successes. • Parents/carers help determine targets. • Pupils celebrate achievements throughout the school – assemblies, star of the week, Gold awards. • Whole school celebration of citizenship recognises pupils' achievements.

<ul style="list-style-type: none"> • Welcome visitors and friends • Show others how good our school is • To keep ourselves and others safe <p>Links to the school's curriculum:</p> <ul style="list-style-type: none"> • PSHE/RSHE • IPLJ/ personal targets • Positive behaviour plans/ school rules • Music/ Intensive Interaction • Assemblies/ Achievements/ Rewards <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • The school understands the importance of promoting British values through a comprehensive and unprejudiced curriculum. • Through our Safeguarding policy and staff training. • The school has a high regard for the laws that govern and protect the school, the responsibilities that this involves, and the consequences when laws are broken. All pupils are involved in the creation of school rules to inspire them with this understanding. • Pupils are taught these values and the reasons behind laws, whether they govern the class, the school or the country, that are essential for their wellbeing and safety. • The school organises visits from authorities throughout the year to reinforce the reality and importance of key messages. 	<ul style="list-style-type: none"> • Governance of the school further informed leading to opportunities to scrutinise data and challenge outcomes. • Behaviour and safety within the school further strengthened through robust staff training – RPI training. • Pupils' wellbeing development recognised and informed. • The schools OT support sensory regulation opportunities.
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6. Promoting British Values at Rosehill School: Individual Liberty

A safe and supportive environment will be fostered throughout the school, where pupils are actively encouraged to make choices, e.g., regarding their curricular opportunities.

Pupils will be taught about their rights, personal freedoms and personal autonomy, and are encouraged and advised on how to exercise these safely, for instance through teaching on online safety, RSHE and PSHE.

The table below provides an overview of the numerous opportunities our pupils are provided with which promote individual liberty and the impact of how this instils an understanding of how to express themselves freely.

Value - Individual liberty	How we promote individual liberty	Impact
<p>Links to the school's values:</p> <ul style="list-style-type: none"> • Recognising our personal achievements • Reaching our potential • Overcoming our barriers • Being active citizens <p>Links to the school's positive behaviours:</p> <ul style="list-style-type: none"> • To be happy and healthy • To be kind and thoughtful to others • Be a good friend • To always try our best • Use our good manners • To learn how to cope when things go wrong • To look after our school • Welcome visitors and friends • Show others how good our school is • To keep ourselves and others safe <p>Links to the school's curriculum:</p> <ul style="list-style-type: none"> • ESafety • PSHE/RSE 	<ul style="list-style-type: none"> • Through our school values, pupils are taught about personal responsibility, choices, ambition and aspiration. • Pupil aspirations are recognised and guide aspects of our curriculum. • All classes display targets and achievements. • Self-assessment encourages pupils to determine what went well and how improvements can be made. • Through the use of outcomes identified within EHCP/Annual and Transition reviews pupil voice is obtained through the 'All about me' and 'Pupil Views' hopes and aspirations. • Pupils are encouraged to take opportunities to follow their aspirations/ interests through our curriculum. 	<ul style="list-style-type: none"> • Pupil's voice obtained to determine outcomes for transition planning. • Curriculum identifies appropriate personalisation which encourages engagement; pupils continue to make progress over time. • Learning environments are conducive to wellbeing; learning environments continue to support pupil progress over time (use of Balance Rooms). • Pupils enjoy their time at Rosehill; curriculum interests/aspirations led. • Pupil learning celebrated by whole school community. • RSHE curriculum identifies learning outcomes which are fully differentiated to support informed progress over time.

<ul style="list-style-type: none"> • Work Related Learning • EHCP outcomes <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p>	<ul style="list-style-type: none"> • Pupils' achievements are celebrated in assemblies and on our website and the school newsletters. • Children are taught how to keep themselves safe. • The school has a high-profile approach to Safeguarding – see pupil displays and pupil friendly policies. • RSE Day and events. 	<ul style="list-style-type: none"> • ESafety protocols embedded throughout the school and projects delivered throughout the school year. • A safe and supportive environment is fostered throughout the school, where pupils are actively encouraged to make choices. • Pupils are taught about their rights and personal freedoms, and are encouraged and advised on how to exercise these safely, for instance through teaching on e-safety and PSHE lessons.
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7. Promoting British Values at Rosehill School: Mutual Respect

The school will ensure that respect for all individuals, regardless of their protected characteristics and/or backgrounds, is promoted throughout the school. Pupils will be taught about the importance of diversity in British society, and will learn about different cultures, beliefs and backgrounds throughout the curriculum and extra-curricular activities.

Staff members will ensure that they always treat everyone, with respect, and will ensure that pupils learn to treat each other and all members of staff with respect as well.

This is reinforced through the school's Positive Behaviour Support & Physical Intervention Policy which will sanction disrespectful behaviour and reinforce positive and respectful behaviour.

The school acknowledges 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.

Throughout the year, assemblies will be held focussing on bullying, with reference to inclusion and equality, and discussion with pupils will be encouraged.

The table below provides an overview of the numerous opportunities our pupils are provided with which promote mutual respect and the impact of how this instils an understanding of how to treat other people with dignity and recognise their value.

Value - Mutual respect	How we promote mutual respect	Impact
<p>Links to the school's values:</p> <ul style="list-style-type: none"> • Making good friendships • Helping and caring for others • Communicating positively with others <p>Links to the school's positive behaviours:</p> <ul style="list-style-type: none"> • To be happy and healthy • To be kind and thoughtful to others • Be a good friend 	<ul style="list-style-type: none"> • We have high expectations about pupil behaviour and this is reflected in our culture and Positive Behaviour Policy. • Through our Positive Behaviour Policy pupils are taught to respect each other; to be cooperative and collaborative; to be supportive and to be understanding of differences. 	<ul style="list-style-type: none"> • Pupils are treated with respect and learn to treat others with respect. • Staff CPD further strengthened to inform all policy, protocols and strategy throughout the school. • Pupils at Rosehill remain safe; pupils equipped with strategies which help them make their needs known.

<ul style="list-style-type: none"> • To always try our best • Use our good manners • To learn how to cope when things go wrong • To look after our school • Welcome visitors and friends • Show others how good our school is • To keep ourselves and others safe <p>Links to the school's curriculum:</p> <ul style="list-style-type: none"> • RE curriculum • Social, Moral, Spiritual and cultural • Whole school fundraising / charity days • Whole school Foreign Languages approach <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> • The staff at Rosehill treat all pupils with mutual respect; staff assist all pupils on a daily basis in the development of their behaviour/ PSHE skills. • Through our whole school events we help others e.g., whole school charity days/ social action projects (Harvest Festival, Children in Need, Red Nose Day and Save the Children). • We use stories and drama to promote a wider understanding of the beliefs of others through our RE curriculum. • During our culture /foreign language sessions and events we have visiting artists who display dance, dress, food, ways to worship in accordance to their faith/belief. • Mutual and self-respect respect is also promoted through additional PSHE lessons and assemblies. • RSE day. 	<ul style="list-style-type: none"> • Staff able to guide pupils into making good choices through planned interventions. • IPLJs reflect targets identified to support respect/behaviour towards others. • Schools' community strengthened through planned opportunities throughout the academic year. • SMSC outcomes firmly embedded throughout the school leading to pupils' making good progress over time. • School meets statutory guidance on the teaching of RE and RSHE. • RE curriculum provides appropriate breadth and balance for all learners throughout the school. • School provides opportunity to pursue learning through a cross-curricular approach. • Visiting professionals underpin our school offer by creating opportunities to maintain pupils' interests and curiosity. • World Day for Cultural Diversity now an annual event at the school.
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8. Promoting British Values at Rosehill School: Tolerance of different faiths and beliefs

The school will encourage pupils of all faiths and religions to share their knowledge and experiences with their peers, as freely as they feel comfortable to, to enhance their learning.

The table below provides an overview of the numerous opportunities our pupils are provided with which promote tolerance of different faiths and beliefs and the impact of how this instils an understanding of different faiths and beliefs.

Value - Tolerance of different faiths and beliefs	How we promote tolerance of different faiths and beliefs	Impact
<p>Links to the school's values:</p> <ul style="list-style-type: none"> • Helping and caring for others • Being an active citizens • Preparing well for our futures • Communicating positively with others <p>Links to the school's positive behaviours:</p> <ul style="list-style-type: none"> • To be happy and healthy • To be kind and thoughtful to others • Be a good friend • To always try our best • Use our good manners • To learn how to cope when things go wrong • To look after our school • Welcome visitors and friends • Show others how good our school is • To keep ourselves and others safe <p>Links to school curriculum:</p> <ul style="list-style-type: none"> • RE curriculum • Spiritual, Moral, Social and Cultural • Creative Arts • DT – Food Technology 	<ul style="list-style-type: none"> • We have high expectations about pupil behaviour and this is reflected in our culture and Positive Behaviour Policy. • Through our Positive Behaviour Policy pupils are taught to respect each other; to be cooperative and collaborative; to be supportive and to be understanding of differences. • The school acknowledges 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. • Throughout the year, assemblies are held focussing on anti-bullying, and discussion is encouraged. • Children learn about different religions, their beliefs, places of worship and festivals. 	<ul style="list-style-type: none"> • Behaviour data scrutinised for potential trends over time; pupil behaviour support plans updated accordingly. • RE curriculum provides breadth and balance for all cohorts of learners. • Tolerance of those of different faiths and beliefs is supported by the RE and PSHE curriculum. • The school encourages its pupils from different faiths or religions to share their knowledge with their peers to enhance their learning. • School environment celebrates learning and pupil achievements. • Schools' community further strengthened. • Pupils continue to enjoy their learning and the opportunities it brings; pupils engage within the teaching/learning process. • Pupil progress over time and learning outcomes determined for all areas of the curriculum; school meets statutory guidance on reporting to parents.

<p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> <p>UN CRC Article 30: Every child has a right to learn and use the language, customs and religion of their family.</p>	<ul style="list-style-type: none"> • The pupils' work is often displayed in the classroom and within the school environment. • Whole school culture days/ weeks/ events are planned and promoted i.e., Black History Month. 	<ul style="list-style-type: none"> • Assemblies across school provide opportunities to learn about different faiths and festivals. • Whole school projects, including social action projects, promote equality and cultural diversity.
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9. Challenging views that go on against British values

- 9.1.** The school openly challenges opinions and behaviour, demonstrated by both staff and pupils, that goes against British values.
- 9.2.** The school adopts a zero-tolerance approach towards discriminatory and prejudicial behaviour. Any pupils displaying this behaviour will be disciplined in line with the Positive Behaviour Support and Physical Intervention Policy.
- 9.3.** Referrals regarding pupils that may be at risk of radicalisation will be made in accordance with the school's Prevent Duty Policy.

10. Staff training

- 10.1.** At Rosehill School, members of staff are made aware of their responsibilities in terms of British values during their induction and through additional training.
- 10.2.** Staff will be offered the opportunity for further training on upholding the values in this policy.

11. Policy review

- 11.1.** This policy is kept under regular review by the RE, SMSC and FBV Lead and amended as appropriate to reflect any changes to regulations.
- 11.2.** This policy is reviewed annually by the headteacher and the Governing Body.
- 11.3.** The next scheduled review date of this policy is **April 2027**.