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This policy is composed with reference to the Equality Act 2010 and guidance Documents

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

We aim to give all students and staff equal opportunities to develop their full potential. The latest non-statutory DfE guidance is:

The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014) which can be accessed via this web link:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

When reading this document, it is essential also refer to other Hurworth School and Swift Academy Policies as we believe that British Values underpins all of the work conducted in school and does not stand alone.

The Department for Education latest guidance is:

*Promoting Fundamental British Values as part of SMSC in Schools (October 2014)*

It can be accessed through this link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

It states:

*Schools should 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.*

The Department for Education consultation document on British Values (June 2014)

also states:

*Keeping our children safe and ensuring schools prepare them for life in modern Britain could not be more important. This change is an important step towards ensuring we have a strong legal basis for intervening in those schools where this is an issue.*

*The vast majority of schools already promote British values. This is about making sure we have the tools we need to intervene if children are being let down. The government set out its definition of British values in the 2011 Prevent Strategy.*

These values underpin our *Values Charter* which governs our daily expectations throughout the school day.

The regulations state that to meet the standard for the Social, Moral, Spiritual & Cultural SMSC development of pupils in Hurworth we must:

1) Actively 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.

2) Ensure that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and selfconfidence
- 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 local area and to our wider society
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Encourage tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act of 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

3) Prevent the promotion of partisan political views in the teaching of any subject in the school.

4) Take steps to ensure that where political issues are brought to the attention of pupils that they are offered with a balanced presentation of opposing views. This should be:

- While they are in school

- While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school

The Governors and staff at Hurworth School will:

- Ensure that fundamental British values are embedded as an integral part of the ethos and culture of the school
- Challenge opinions or behaviours in school of pupils, staff, visitors, volunteers or parents / carers that are contrary to fundamental British values, including extremist views
- Ensure that our pupils understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law
- Teach our pupils about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it
- Ensure all pupils within the school have a voice that is listened to
- Demonstrate how democracy works and help to develop an understanding of how citizens can influence decision-making by actively promoting democratic processes such as Youth Parliament, whose members are voted for by the pupils
- Reinforce fundamental British values through the SMSC programme, PSHCE curriculum, and assembly programmes
- Ensure that our pupils are taught a balanced RS curriculum, that is broadly Christian but, which also takes into account the teaching and practices of the other principal religions represented in Britain
- Ensure that our pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by visiting places of worship, inviting visiting speakers to the school and using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- Enable our pupils to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain
- Deliver a balanced programme of assemblies which promote pupils' Spiritual, Moral, Social and Cultural development
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalisation

Hurworth School is a committed promoter of the British values and actively seeks to deliver a holistic approach towards the development of young peoples under its auspices, as local, British, European and world citizens - through the promotion of these human qualities.

These are inter-woven into the fabric of our educational outlook but also can be signposted throughout the policies delivered by this institution which are available to view.

Further information on Preventing Radicalisation and Extremism is contained within Safeguarding Policy.

## **Collective Worship**

The legal framework for Collective Worship in Schools is laid down in the Circular Number 1/94 created by the Department for Education in 1994.

*All maintained schools must provide religious education and daily collective worship for all registered pupils and promote their spiritual, moral and cultural development. Local agreed RE syllabuses for county schools and equivalent grant-maintained schools must in future reflect the fact that religious traditions in the country are in the main Christian whilst taking account of the teaching and practices of other principal religions. Syllabuses must be periodically reviewed.*

Hurworth School upholds these principles and has planned a curriculum which reflects the needs and backgrounds of our students.

The notion of 'collective worship' was introduced by the 1944 Education Act, which stated that 'the school day in every county school and every voluntary school shall begin with collective worship on the part of all the pupils in attendance.'

This legislation was passed at a time when England was an overtly Christian country where the great majority of the population were regular churchgoers. By 2010, the percentage of UK citizens who attended church regularly had dropped to 6%. Over the past 60 years there has also been a significant decline in Church of England baptisms. In 1950, approximately 67% of UK babies were baptised into the Church of England. By 2010 this figure had dropped to 19%. In view of the changes to British society (and schools) that have occurred since 1944, many people hold the view that collective worship is now an outmoded concept. Many prefer the term 'spiritual reflection', which supports the requirement for schools to promote pupils' spiritual development. The notion of spiritual reflection lends itself to the 'stimulus/response' model for collective worship which is the preferred model of many institutions.

- ✓ In providing structured time for daily spiritual reflection, schools will be providing something important for the wellbeing of pupils and other participants;
- ✓ something that is unique and distinctive;
- ✓ something that is different from but complementary to 'assembly'.

Circular 1/94 and subsequent revisions state: Most acts of collective worship in any one school term must be 'wholly or mainly of a broadly Christian character'.

An act of worship is such if it 'reflects the broad traditions of Christian belief without being distinctive of any particular Christian denomination'. At Hurworth School acts of worship take the form of reflection contemplation and spiritual development.

In order to meet the legal requirements regarding the style and character of daily collective worship, schools will need to comply with the following imperatives:

1. Collective worship must always be inclusive.
2. Collective worship must usually be broadly Christian.

At Hurworth School there are also significant stand-alone opportunities for the development of these strands which focus around our morning Registration Activities. These consist of:

- Weekly Themed discussions and regular assemblies with regular guest speakers from the community
- Regular morning registration activities