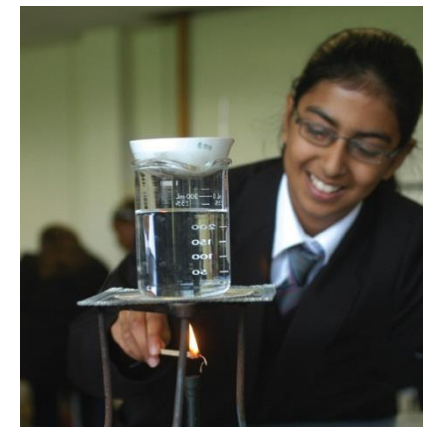


British Values



Ofsted's expectations for 'preparing pupils for life in modern Britain.'



Inspecting the curriculum



Inspectors see a range of curricula across schools. Schools may develop their own curriculum to respond to the particular needs of their pupils and ensure that they all achieve their potential.

Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural (SMSC) development, is *helping to prepare children and young people for life in modern Britain.*

Inspecting the curriculum



How well are leaders, governors and staff preparing pupils for the opportunities, responsibilities and experiences of later life?

Are pupils equipped with the skills, confidence and understanding to make a full and active contribution to society?

Inspecting the curriculum

Inspectors should consider how well leadership and management ensure that the curriculum:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain. Inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- 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.

Links with safeguarding

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour
- child sexual exploitation
- sexting
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage.

Links to the Equalities Act 2010

- Schools need to make sure that pupils of all protected characteristics are not singled out for different and less favourable treatment from that given to other pupils. Schools should check that there are no practices which could result in unfair, less favourable treatment of such pupils. The duty to have “due regard” to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.
- Schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

Links to the Teachers' Standards

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Inspecting the curriculum

Inspectors should consider how well leadership and management ensure that the curriculum:

- promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and communities through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.
- includes a balanced approach to the pupils' religious education which is broadly Christian or, where required, takes account of the teaching and practices of the other principal religions represented in Great Britain.
- includes a rounded programme of assemblies which help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong.

Inspecting governance

Inspectors should consider how well leadership and management ensure that the curriculum:

- promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and communities through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.
- includes a balanced approach to the pupils' religious education which is broadly Christian or, where required, takes account of the teaching and practices of the other principal religions represented in Great Britain.
- includes a rounded programme of assemblies which help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on what is right and what is wrong.

Inspecting governance

Inspectors should consider whether governors:

- carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain.