



ALLESTREE WOODLANDS SCHOOL

PROMOTING BRITISH VALUES

Reviewed & Updated:
June / 2016

PROMOTING BRITISH VALUES

Promoting fundamental British values as part of social, moral, spiritual and cultural (SMSC) education in school

Introduction

All schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their students. Through ensuring students' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring students' SMSC development.

Students must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Fundamental British values

Allestree Woodlands School promotes the fundamental British values of:

- Democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

In promoting these values the school always challenges opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values are completely at odds with schools' duty to provide SMSC.

The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through the provision of SMSC at Allestree Woodlands School we will:

- 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
- 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.

The list below describes the understanding and knowledge expected of students as a result of the school promoting fundamental British values.

- an understanding of how they as 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;
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals 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.

Actions that Allestree Woodlands School takes to promote British Values:

The following is not designed to be exhaustive, but provides a list of different actions that Allestree Woodlands School takes to promote British Values:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;

- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths,
- consider the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values.

Each of these core values contains within them fundamental philosophical questions which are impossible to resolve. We therefore have to plan clearly what the Academy can do in order to promote these values. The Academy is a complex organisation which can teach aspects of these values but also promote them through a wide range of activities. At the heart of these value lies good relationships in which teachers and students work together for common goals.

Activities in Allestree Woodlands School which promote British Values:

The values and aims of Allestree Woodlands School promote individuals' rights to work in a safe and productive environment in which they feel secure and supported.

The 'Hidden curriculum'

1. All students in the school are treated equally and we do not show favouritism for any groups. Timetables, the Curriculum and the allocation of teaching staff are all done transparently in a spirit of support for all students.
2. Classrooms are run along democratic principles. Students are given equal opportunities to contribute orally. No one individual is allowed to dominate and to steal time from the majority. Rules are explained and breaches of those rules are challenged by staff. The rationale for that challenge is usually based on the argument that poor behaviour from one person has an impact on everyone. It is therefore unfair.
3. Behaviour policies promote good behaviour and challenge poor behaviour so that all students respect others and give them the opportunity to succeed. We take seriously our duty to prevent victimisation of any individual and we carefully analyse incidents where racist, homophobic or sexist actions hurt others. Incidents of this nature are logged, monitored and analysed for patterns. The implementation of behaviour policies are fully explained to all staff.
4. The school's policies and practices are challenged by Governors for compliance with equal opportunities legislation. For example, as a predominantly white school in a white suburb, we have to be sensitive to the experiences ethnic minorities may have in the school.
5. The school is inclusive with a number of disadvantaged students with physical and mental disabilities. Our students have been taught to treat all students, regardless of faith or background or disability, with respect. We use Assemblies, tutor time and Personal and Social Education (PSE) to promote good relationships between students and the vast majority take these opportunities to support disadvantaged peers or those peers who are more disadvantaged than others.

6. The hidden Curriculum, which comprises of those aspects of school life which are not overtly taught, is analysed by the Senior Leadership Team in the planning cycle so that implicit injustices can be exposed and remedied. The hidden Curriculum is how the school is managed and run; the power relationships within the school; the way language is used to students from various backgrounds; the privileges given to some students but perhaps not to others; the way staff interact and the manner in which teaching and non-teaching staff work together.
7. The School Council represents views to members of the Leadership Team. We have enjoyed the feedback from School Council representatives and have taken steps to respond to their reasonable requests. The School Council represents views from different Year Groups and there is a cycle in which feedback is given to students in Assemblies. We regard this as a democratic process.
8. The school's charity work is astounding. We support numerous local, national and international charities such as the Padley Homeless Centre; MacMillan Fund; Jeans for Genes; Children in Need; the Poppy appeal; Cancer Research UK and the Salvation Army.
9. Assemblies are invariably powerful occasions when speakers and students promote the values of respect and tolerance. The behaviour of the students on these occasions is exemplary. This in itself reflects the values we are trying to promote as it is an occasion during which the school community works together to understand conflict. We have regular assemblies taken by members of local churches.
10. In Assemblies, we promote ideas through multimedia and discussion which allow students to reflect upon the culture and practices of other religions and other ethnic groups. We have assemblies explaining black history; the reasons for migration into Derby from Europe and further abroad; the culture of different ethnic groups; festivals from other religions and the importance of existing in a multi-cultural society. We also have days when we take part in other activities such as lunches which reflect different nationalities.
11. We have an extra-ordinarily rich calendar of cultural and artistic activities which provide for our students the experience of immersing themselves in different cultures. We have enjoyed for many years annual trips to various exhibitions, theatres, galleries, sports events, concerts in this country and abroad. This exposure to cultural richness provides a sound basis for understanding peers from other backgrounds. In Art, Music and Drama, there are cross-cultural themes such as African Art; Indian drumming; Drama which deals with contemporary issues in modern society.
12. Relationships between staff and students; between staff and between staff and parents are very strong and they reflect positive understanding of differences and there is a huge willingness to listen to the views of others which is embedded in our daily practices. The doors of the Senior Leadership Team are always open. All staff are easily accessible. There is a civilised atmosphere at pressured times of the school day. These good relationships underpin the atmosphere of mutual respect in school.

The Taught Curriculum

The hidden curriculum, as illustrated above, promotes core British Values. The explicit or taught curriculum is another vehicle and approach for the promotion of these positive values. In many subjects, teachers are faced with the challenge of complex debating points are managed within the wider context of the school's values and ethos. Every subject and every teacher contributes towards these core values.

1. The core subjects of English, maths and science are opportunities when teachers can deliver the lessons using examples which illustrate core values. In much poetry and literature, complex, moral and political discussions can be developed and moral dilemmas explored. Scientific topics, such as those linked to the body and to the environment can be used as opportunities for discussing complex questions for today's citizens. All students have this entitlement as part of our democratic curriculum which reflects equal opportunities.
2. In computing, students are always reminded of aspects of E-Safety and the possibility of the denigration of different people on social media, in on-line games and on websites. There are many moral and social issues which appear in the use of ICT which are carefully managed by the teachers.
3. In PE, all students are given the opportunity to excel taking into account prior ability and confidence. We provide as much support and extension for the least able who will never get into elite teams as we do for the most confident and assured performers. All teams compete strongly against other schools in a team spirit which is conducive to maximum performance.
4. In geography and history, the interpretation of texts and the analysis of data constantly generate issues of inequality and injustice. These are explored with sensitivity in our school context and there is a strong unity of purpose amongst team members which allows for freedom of expression and the acknowledgement of a range of views on complex matters.
5. In RE and philosophy and ethics, these core values are constantly explored and mediated by teachers who are able to explain sophisticated philosophical ideas to a range of students. The philosophy and ethics scheme of work covers all of these promoted values in a sensitive way which incorporates differing views. There is a very high level of understanding of the wider regional and national agenda on a very wide range of current affairs.
6. In MFL, there is coverage of other cultures, religions and ways of life which differ from ours.
7. In Tutor time each day and in the taught Personal and Social Education (PSE). Taught each week invariably follows up ideas or narratives presented in assemblies. Within a tutor group, there is an opportunity for all students to express their views in a secure and supportive atmosphere in front of peers who have known each other since the start of school. In PSE there is a programme of study in all years which is explicitly used to promote British Values.

In summary, we prepare our students for life in a complex, contradictory and chaotic modern Britain. Our data clearly illustrates that the vast majority of our students go on to decent jobs as civilised members of society who experience a range of roles throughout their lives. We wish our students to become good employees; caring partners and parents; active citizens and engaged friends.