



William Brookes Academy Trust

British Values Statement & Policy

Updated September 2017



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This policy is due for review in two years

The Department for Education has introduced a statutory duty for schools to promote British Values more actively from September 2014, and to ensure they are taught in schools.

William Brookes School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. 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. William Brookes School is dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

William Brookes School uses strategies within the national curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways the School seeks to instil British Values.

Democracy

- We have actively promoted the Shropshire Youth Parliament for many years and have had students stand every year for the last five years.
- We have an effective House system with students from KS3 and KS4 actively encouraged to stand for roles of responsibility. They then canvas their peers who then vote for those standing for election.
- We have a School Council which meets regularly and ensures that students are given a voice to raise concerns or awareness about issues important to them.
- We hold fortnightly student voice exercises and involve groups of students in the development of key policies.
- Our Local MP has made visits to school talking to our A Level Government and Politics group.
- In English lessons, *Animal Farm* is studied with the top sets in Y9 – Totalitarianism and Democracy and *An Inspector Calls* is studied in Y10 - disenfranchisement
- In Drama lessons we create a fictional society and discuss the citizen's roles within this society.
- In Maths lessons we undertake statistical analysis of elections and mock elections.
- In DT lessons we gather information from student voice exercises about what they like/dislike about the subject/topic and how they can be better supported.
- In RS lessons, KS3 students investigate the Nazi party and the Holocaust. KS4 students study religious leaders and how they gain authority/power. KS5 students study ethics (equality).
- In MFL lessons we gather information from student voice exercises which feed into lesson planning. Political events are regularly covered in KS3 and KS4 lessons and the topic of Politics is covered in more detail at KS5.
- In PSCH lessons we cover a series of topics including Democracy, Politics and Participation. We also run a unit entitled Principles and Values in British Society.
- In History lessons, KS3 students are introduced to the Suffragettes, the Great Reform Act and the English Civil War. KS4 students cover Peterloo, the Luddites and Trade Unions. KS5 students cover British elections held between 1954 and 2007 and the development of Party Politics.
- In Geography KS3 and KS4 students participate in DME activities with debates and voting. KS5 students investigate capitalist societies versus communist societies.
- In Science lessons students cover the Kyoto/Montreal Agreement, the '67 Agreement and the supply of crude oil. They investigate renewable versus fossil fuels and devise an energy policy for the future. Students are regularly asked to vote on scientific issues and engage in ethical discussions such as the use of stem cells.

The Rule of Law

- School assemblies pick up on key issues of expectations linked to behaviour, tone and ethos.
- We engage with external organisations like the Police and CEOP to deliver key messages such as e-safety.
- Students are made aware of our expectations with many displays and messages around the school. Our Behaviour Codes are regularly re iterated in lessons and student planners and we work hard to explain behaviours in terms of consequences in and out of school.
- Students are made aware of the possible sanctions should any extreme behaviours be repeated in the local community. A section of work in PSHCE works on the law and its role in society, providing the foundations for a fair and just community. It describes the effects and consequences of actions that occur outside of our laws.
- In English lessons, Y8 study Macbeth – regicide.
- In Drama lessons, KS3 students will often cover aspects of rule of law in society as well as personal responsibility, eg, Y9 students create a drama based on a hit and run incident and explore the legal and moral responsibilities involved.
- In Dance lessons, KS5 students study a professional work by Jasmin Vardimon entitled Justita. This unit encourages students to investigate a crime story, becoming a witness, in order to agree on a verdict.
- In DT lessons, students are taught the importance of Health & Safety rules.
- In ICT lessons, students are taught the importance of E-Safety and the school's assigned police officer delivers CEOP. Students are introduced to the laws of Copyright, Data Protection and Computer Misuse.
- In RS lessons, KS3 students explore religious rules and how they compare to laws. Y8 students complete a topic on morality, what is right and wrong and who are our role models. Y9 students investigate families and gender roles. KS4 topics include social justice, relationships and crime and punishment. KS5 students explore capital punishment, abortion and euthanasia.
- In MFL lessons, KS3 and KS4 students complete a Behaviour Think sheet if removed from lessons. KS5 students translate our school rules and cover the topic of Crime and Punishment.
- In PSHCE lessons, a series of "Rule of Law" lessons from The Bingham Centre are taught at KS3 and KS4. In Y7, 9 and 11, students are taught Road Safety and Laws. In GCSE Citizenship lessons, students cover Rights and Responsibilities – Laws/Justice System/Change in the Legal System. In KS5 Psychology lessons, students explore forensic psychology, profiling, consequences and rehabilitation.
- In History lessons, KS4 students explore crime and punishment and KS5 students cover judiciary, constitution, rights and responsibilities as well as trades unions in the 1970s and 80s, the miners' strike and the Profumo Affair.
- In Geography lessons, Y9 students study regional crime statistics.
- In Science lessons, students follow lesson specific risk assessments and are required to abide by Health & Safety rules. Topics covered include MOTs, catalytic convertors, congestion zones, PAT testing and EU/International rules on energy use.

Individual Liberty

- We make sure students are supported to make good choices. This includes working with them throughout the subject preferences (options) process in Y9 and again in Y11 when discussing further education options and careers. It is at this time where we look to ensure that choices link to future aspirations through individual interviews with staff and/or a Careers Advisor from the LA.
- We have lots of systems in place for students to report any concerns or share information they feel an adult should be aware of. This ensures that they feel supported, safe and happy, confident that they will be listened to and the information they share, acted upon.
- Student voice exercises tell us that students feel safe and know what to do if they have any worries / concerns and seek views via a worry box in school.
- A series of lessons on "Rights" and "Civil Liberties" are taught through PSHCE at KS3 and KS4.
- In English lessons, Y9 study *Of Mice and Men* – lack of liberty in the time of the Great American Depression. Some Y8 classes study *Stone Cold* – homelessness as well as *War Poetry*. At GCSE, students explore individuals constrained by societies in conflict as well as *An Inspector Calls* – privilege and privation
- In Drama lessons, a variety of topics across all years consider individual liberty. For example, a Y7 unit practically explores the plight of displaced people to eventually realise they are learning about refugees and their challenges. In Y9 we have studied a play 'Slow Time' which is set in a young offender's institute. Students consider the reasons for and effects of this lack of liberty.
- In DT lessons, students are encouraged to make general individual choices to design and make unique products. We do this by allowing them to take controlled risks when designing and making.
- In ICT lessons, students are encouraged to actively participate in self-managed projects, group work and regular discussions, all providing the opportunity to express individual opinions.
- In RS lessons, KS3 students look at "freedom" in the Holocaust topic and then explore racism and discrimination. Y11 lessons cover freedom of expression, speech and issues of religious identity. Across all key stages, students are expected to listen to and express points of view.
- In MFL lessons, this is topic in the guise of options and future plans is discussed in Y9 and Y11. We focus on aspirations and outside speakers are invited into school to deliver presentations. We also arrange mock interviews as part of oral exams.
- In GCSE Citizenship lessons, students are asked to explore human rights, equality and how rights are protected.
- In History lessons, KS3 students are introduced to civil liberties, the suffragettes, women's rights and the Great Reform Act. KS5 students explore the history of human rights, equality and disability acts.
- In Geography lessons, students look at how to create a safe working environment.
- In Art lessons, students are set projects that encourage them to consider a creative career, for example, Y9 students are taken to the Harry Potter studios.
- In Science lessons, students are encouraged to consider the rights of individuals to make informed choices and consent from a position of knowledge. Careers in the Sciences are discussed and students are encouraged and helped to explore work experience and summer course opportunities.

Mutual Respect

- We treat respect as a central element of our work at school. It is a term regularly used throughout our Behaviour Policy and is included in posters and in planners.
- Students and staff show mutual respect with high standards of behaviour in and out of the classroom.
- Respect is reinforced in the classroom during activities such as class discussions where listening to one another is positively managed.
- Our House system was developed to encourage respect across all ages using the vertical tutoring system. This has established positive relationships between peers from different year groups with older students acting as role models mentoring, supporting and coaching younger students.
- In English lessons, some Y8 classes study *Coram Boy* – acceptance. Y7 study *Noughts and Crosses* – racism. At GCSE, we study *Jekyll and Hyde* – tragic clash of philosophies
- In all the Performing Arts lessons, students are encouraged to respect each other and their teachers in all lessons and extra-curricular activities.
- In DT lessons, students are encouraged to appreciate and tolerate the needs of others within a practical environment and be aware of the health and safety of themselves and others.
- In ICT lessons, class rules are reinforced regularly. Through e-safety projects, KS3 students are encouraged to respect others and the consequences if they don't and be aware of their individual rights.
- In RS lessons, this is a theme throughout all lessons at KS3, 4 and 5 and an important skill which is developed over time. All students are encouraged to listen to other people's opinions.
- In MFL lessons, students are encouraged to respect other cultures through the learning of a foreign language.
- In PSHCE lessons, the topics of "Respect Yourself" and "Consent" are taught at KS3. In GCSE Citizenship lessons, students cover Life in Modern Britain and Community Cohesion. In KS5 Psychology, students cover gender, Schizophrenia (symptoms), OCD and Depressions and treatments available.
- In History lessons, KS3 students cover the crusades, Muslims and Christians and terrorism, the legacy of an empire and multi-culturalism. KS4 students cover Poor Laws with Elizabeth I and the Welfare State. KS5 students cover Beveridge and the Irish Question.
- In Art lessons, students are encouraged to review and critique the work of famous artists as well as their fellow students and express their appreciation and respect of different styles, art forms and viewpoints.

Tolerance of those of different faiths and beliefs

- We undertake lots of work in PSHCE and RE about diversity, tolerance and cultural and religious barriers, engaging in cross-faith workshops and activities in special timetabled activities. Students gain the benefit of meeting people who discuss their faith openly and they have the opportunity to discuss how all beliefs are linked to treating each other with care, tolerance and respect. Students of different faiths have also been used in lessons to discuss and explain their own beliefs, for example, Jehovah's Witnesses and Christmas and blood transfusion as well as Muslim students on deciding whether or not to wear the burka.
- Our RE/RS curriculum places emphasis on challenging social and religious stereotypes; learning about and from religion in modern day Britain as well as learning to understanding religious beliefs and teachings.
- Students develop critical thinking and analytical skills as well as gaining a deeper understanding of religious and social context of the area they are living in.
- Students study modern perceptions of different religious groups and we have responded to the medias portrayal of religion - with emphasis on the facts and opinions surrounding terrorism.
- In English lesson, Y7 study *Stories from Other Cultures* – beliefs, culture and society. Y8 study Travel Writing – perspective, tolerance and generosity of spirit. Some Y8 classes also study *Private Peaceful* – attitudes towards mental disability
- In Performing Arts lessons, students cover culture, faith and social contexts through Dance, Drama and Music.
- In DT lessons, students learn about different religious beliefs that affect what food people of different cultures are able to eat. In Product Design and Textiles, students research cultures to inspire and influence their creative design ideas.
- In RS lessons, students cover a number of topics that explore the differences within and between religions. They are given the tools to discuss what they don't believe in or agree with. Specific topics include respect and tolerance in their titles. Tolerance is a continual thread throughout all key stages.
- In MFL lessons, Y9 and Y13 students cover the topic of religion, including Christmas in France and Spain, Easter and St. Valentine.
- In PSHCE lessons, students follow a series of lessons entitled "Prevent". In GCSE Citizenship, students cover British Values, Pressure Groups and Making a Difference in Society. In KS5 Psychology, students cover gender differences, cultural differences, and individual differences.
- In History lessons, KS3 students explore the crusades and the differences between Protestants and Catholics. KS4 students cover the topics of the Irish Question and the Race Relations Act. KS5 students cover multi-culturalism in the 1960s and 70s, pressure groups, liberalism, identity, Islamism and Islamic fundamentalism.
- In Geography lessons, Y7 students explore Africa and Y8 students explore Asia and China.
- In Art lessons, KS4 and KS5 students are asked to look at symbolism in art work. They are asked to explore and develop their understanding of western and eastern perspectives and the development of visual forms.
- In Science lessons, students explore evolution of atmosphere and the link to biblical beliefs.