



| Elizabeth Woodville School | |
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| Policy Name: | British Values |
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| Owner: | Deputy Headteacher |
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The aim of EWS is for the school community to be Inspirational, Inclusive and International. In expressing these core values we are committed to ensuring that our students develop a strong sense of social and moral responsibility. Our school considers how best to prepare young people for life in modern Britain by developing an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance towards those with different faiths and beliefs and those without faith.

Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. All staff and students at EWS are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all students not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good. British Values permeate the work we do and are also promoted at various times throughout the school year through specific events. With this in mind at KS3 there is a broad and balanced curriculum with a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in modern Britain.

The school promotes tolerance of and respect for people of all faiths or no faith, and of different cultures through the effective spiritual, moral, social and cultural development of students. This is supported by a well-rounded programme of assemblies and tutor time which offer clear guidance on what is right and wrong, with opportunities for students to reflect.

Democracy

Democratic processes are consistently being used for important decisions within the school community, for example through the election of school councillors throughout Year 7 to 13. This fosters the concept of freedom of speech and group action to address need and concerns.

The principle of democracy and how dissent can help shape society is explored in the History and RE curriculum as well as in tutor groups and assemblies. The relative strengths of democratic systems in Britain and abroad are explored through the PSHE, History, Geography, RE and English curriculum at Year 7 to 11, broadening to include Sociology at Sixth form.

Various subject areas investigate the strengths of democratic systems: for example, in History and in Maths. In Maths students learn about questionnaires and their use as a sampling technique. Year 9 students study the democratic process in the UK as part of their enrichment lesson carousel



The rule of law

Students are taught the rules and expectations of the school. At a national level, students are taught the value and the reasons behind the laws that govern and protect us, the responsibilities that follow and the consequences when laws are broken.

Opportunities for students to develop British values with regard to the rule of law include the tutor and assembly programme. Activities such as those exploring healthy relationships and drugs/alcohol use, along with visits from authorities such as the police, reinforce this message.

Workshops and assemblies help students to stay safe with regard to issues such as knife crime or child sexual exploitation. Within drama lessons students discuss issues such as the change in British law regarding capital punishment which may be explored through real life events.

Individual liberty

Students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. The school provides boundaries for students to make informed choices, through a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely and responsibly.

Opportunities for students to develop British values with regard to individual liberty include assemblies when e-safety advice and guidance are offered.

The school encourages students to be aware of injustice, perceived or real, and to think about ways in which this can be challenged through school processes or in the wider world: through charity fundraising initiatives and awareness raising campaigns such as Children in Need and other charity days.

EWS has a robust anti-bullying culture and has in place a comprehensive Behaviour Policy. Anti-bullying themes, including cyber-bullying, are explored in tutor time activities and during national events such as Anti-bullying Week through tutor groups and assemblies.

Mutual Respect

Among the school's core values are inclusivity and celebrating the diversity of the international cultures represented in the school; therefore mutual respect for others who may have different beliefs or ways of living is central to school life. Students learn that their behaviour has an effect on their own rights and those of others. The aim is for all members of the school community to treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for all students to express their views in a safe environment.

Opportunities for students to develop British values with regard to mutual respect include assemblies regularly focusing on issues such as children's rights to education and respect, and their responsibilities towards each other in terms of religious and racial tolerance.



In PE, integral to the curriculum are the promotion of the concept of “fair play”, following and developing rules, celebrating and rewarding success, accepting defeat, and participating in activities that promote cooperation with others and inclusion for all.

Different cultures are celebrated by participating in national events such as International Languages Week.

Tolerance of those of different faiths and beliefs

The school promotes tolerance through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community.

Opportunities for students to develop British values with regard to tolerance of different faiths and beliefs include the RE curriculum which provides a broad and balanced education on a range of faiths, religions and cultures, and also investigates themes such as prejudice and discrimination. History and Geography throughout the key stages helps students to understand how and why Britain developed a rich diversity and heritage.

These activities also support the Prevent strategy set before Parliament in 2011 by the Home Secretary. EWS does not tolerate extremist views which will be dealt with via liaison with the appropriate bodies. Studies in History and RE such as the Black Civil Rights movement of the USA or the Holocaust help students to comprehend the dangers of extremist views and radicalisation.