

# Statement On the Promotion of British Values

## Background and Rationale

Though it has acquired a greater urgency in recent months, the importance of schools espousing British values is not new:

- 2008 **National Curriculum** includes the following statement:

*'The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives'.*

- The 2011 **Teachers' Standards** state, as part of teachers' personal and professional conduct:

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

- These values support the national Prevent Strategy, put before Parliament in 2011 by the Home Secretary as a response to radicalisation of British citizens.

The Prevent Strategy recognises the importance of schools in counter-terrorism activities. More recently, concerns about the inappropriate actions of some schools were highlighted in the Birmingham Trojan Horse case, where a number of OFSTED inspections revealed a failure to promote British values adequately in some schools, meaning that young people in them were vulnerable to radical and extremist ideas. Consequently, all schools need a clear statement of British values and how they are promoted through the school's curriculum.

## What is meant by "British Values"?

We believe that the following list exemplifies some of the values held dear by British citizens:

- Democracy
- Respect of the rule of law
- Appreciation of the rights of other citizens
- Individual liberty
- The promotion of opportunities for all
- Support for those who cannot, by themselves, sustain a dignified life-style
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participate in community life
- The contribution to, as well as the benefit from, cultural and economic resources

Although this list is not exhaustive, we believe it encapsulates the attitudes Stopsley High School seeks to instil in its students.

## How does Stopsley High School go about promoting these values?

At Stopsley High School we believe that our statement of vision and values, found on the school's website, make explicit our fundamental belief in many of these values. This statement is the foundation of all our work with our students.

British values are embodied in the following more specific ways:

- Our school's motto is "high expectations, high achievement and learning for life" which is underpinned by 4 core values of Friendship, Respect, Excellence and Equality. Students are encouraged to reflect collectively and individually in tutor time on their commitment to the monthly Stopsley High School value. All students are regularly spoken to about the importance of these three attributes for success in school. Explanations of the motto and core values are provided visually all around the school for the benefit of our community and for visitors and regularly in assemblies and tutor time.
- All our students study RE (also known as Philosophy and Ethics) from Year 7-11. The majority of students take the subject as a GCSE.
- The Philosophy and Ethics curriculum contains the following elements which are directly applicable to promoting British values:
  - Year 7 – Appreciation of types of religion and different beliefs
  - Year 8 – Importance of religious understanding and tolerance
  - Year 9 – Christian and Islamic beliefs and practices – respect and tolerance of beliefs and faiths
  - Year 10 – Christian and Islamic beliefs and practices – respect and tolerance of beliefs and faiths
  - Year 11 – Religion, peace and justice – respect and tolerance of contrasting beliefs and faiths, individual liberty, within the context of crime and punishment.
- Students participate in at least one lesson per fortnight of Personal, Social, Health and Citizenship Education from Years 7-11. These lessons are known in school as "Learn for Life".
- The Learn for Life curriculum has a citizenship module in each of Year 7-11 and this contains the following directly relevant elements:
  - What does it mean to be British – attributes of Britishness; immigration and diversity; stereotypes and British values
  - Local citizenship and the importance of voting in a democracy (Year 8) – The role of political parties; the election process and democracy
  - Extremism and terrorism (Year 11)
  - Human rights and responsibilities (Year 9) – Britishness; racism; human rights and freedom of speech; extremism
  - PREVENT (Year 10) – what is PREVENT; how does this link to British values; protective behaviour. (Year 11) – PREVENT revisited; PREVENT strategy; radicalisation.
- College Assemblies, held once every week and led by the Deputy Head of House or a senior member of staff, focus on many of these identified elements through their weekly themes.

- The school's system of organising students into houses encourages involvement of every pupil in school life. House Voice into a whole school student council which encourages active participation in the school community.
- Each house supports a local charity. To date in academic year 2016-2017, more than £2359.59 has been raised, with £1719.05 being raised in 2015/16.