

## **British Values at Holywell School**

In November of 2014, the Department for Education (DfE) reinforced the need to create and enforce a clear and rigorous expectation on all schools to promote the “fundamental British values” of:

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

The government set out its definition of British values in “Promoting fundamental British values as part of SMSC in schools.” the (2014). The DfE listed the understanding and knowledge expected of students as a result of schools promoting fundamental British values:

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

At Holywell School we address each value both explicitly and implicitly in our discreet and wider curriculum provision.

### Democracy

- Taught explicitly in PSHCE and History
- As a school, we value student voice and encourage them to share their ideas and thoughts in lessons and about school in general.
- Our Student Council is democratically elected and each year students are chosen to represent their class. The Student Council is led by Year 8 students with the support of Miss Butchard.

### The rule of law

- Our Behaviour for Learning Policy and Practices have been discussed and devised with the students so that they understand the need for expectations, rewards and sanctions.
- Students are taught the values that underpin the laws we abide by. They learn that laws govern and protect us. They also learn about the responsibilities that come with their rights and the consequences when laws are broken. Visits from representatives of the law (eg. Police and Fire Service) help to support the messages given in school. Recent visits have included legal information about anti-bullying and online safety.

### Individual liberty and freedom of speech

- Students are encouraged to make safe and informed decisions. As a Protective Behaviours school, we expect students to follow the two key themes of Protective Behaviours:
  - We all have the right to feel safe all the time
  - There is nothing so small or awful that we can't talk about with someone
- Elements of the curriculum allow students to reflect on their individual liberty through the lens of people in History, in Society and in Literature who have not experienced such freedom. Examples include: Year 8 History (Slave Trade)

### Mutual respect

- Our whole Behaviour for Learning Policy is based around the concept of 'treat others as you wish to be treated'. This is at the core of our Christian values and drives all of our relationships.

### Tolerance of those with different faiths and beliefs

- As a multi-faith school we are ethnically diverse and culturally rich. We treasure each difference and value each individual on their own merit. In October, our whole-school value was 'Tolerance' and Year 8 values ambassadors wrote the following:

#### **At Holywell we are TOLERANT because we:**

- Accept that everyone is different and valued
- Remember that not everyone shares our views
- Are proud to be a multi-cultural school

#### **Written by Peter and Alex, Year 8**

- RE lessons are intended to develop understanding of and appreciation for all faiths, within the loving and nurturing branches of a Christian school. The Scheme of Learning has been written in line with the local SACRE (Standing Advisory Council for Religious Education) which has representative from all faith groups to ensure that the curriculum is both age and faith appropriate. Topics taught are broadly similar to those taught in all schools, irrespective of their religious affiliation. Each year students study three units of work – one which explores an aspect of Christianity, one which explores a world religion other than Christianity and one which explores an ethical topic across a range of faith bases. Students also take part in a multi-faith tour as part of their RE curriculum.