



British Values Policy

Empathy, Respect, Forgiveness and Responsibility

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| Committee Responsible: | Curriculum Committee |
| Approved Date: | 24 th May 2021 |
| Review Date: | May 2022 |

Mission Statement

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

'Be joyful. Grow to Maturity. Encourage each other. Live in harmony and peace. Then the God of love and peace will be with you' 2 Corinthians 13 v 11.

'Aspire, Believe and Achieve Together'

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

What are British values?

The five British values are:

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

Aims

The King's CE School is committed to celebrating the diversity within our school, the local community and within the UK. We aim to prepare pupils for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. See appendix (1).

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society, in which individual members can feel safe, valued and can contribute to and for the good of themselves and others.

We recognise that British values do not give total liberty to individuals or tolerance of all views. Their declared aim is to combat extremism, and so they do not condone attitudes that are discriminatory and not inclusive or loving. See appendix (2).

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it.

Opportunities we provide for pupils to understand British values

We take opportunities for pupils to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past e.g. Remembrance Sunday/VE day celebration/Holocaust memorial day
- support a number of charities that are selected by the pupils themselves and arrange fundraising events e.g. Macmillan/Toilet Twinning/ local foodbanks/SOS Children's Villages/ local residential/care homes/Christian Aid
- make connections between British values and other curriculum subjects. See appendix (3)
- make connections between British values and worship themes. See appendix (4)
- explore British values through spiritual, moral, social and cultural (SMSC) opportunities. See appendix (5).
- explore British values through the personal, social and health education (PSHE) programme of study

Below we include more details about how each British value is embedded in our school

| British value & Biblical links | Links with our Christian values | Some examples in practice |
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| <p>Democracy Democracy as we know it was not a feature of the autocratic Roman rule of Jesus' time on Earth. However the rule of democracy is dependent on a belief that each person is important, valued and worthy of respect. Jesus himself made a point of spending time with those who wouldn't have normally been valued by the wider society e.g. children Matthew 19:14 Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."</p> | <p>Our school vision recognises that everyone is unique and created in God's image – therefore everyone is valued as a child of God. All are encouraged to participate in the transformation of both their own lives and the lives of others – part of which takes place within the school community and part of which is expressed in our charity work and our desire to transform the community we live in.</p> | <p>Many of our school routines are built upon the concept of democracy. All pupils have opportunity as an individual, as a member of a form group and within subject departments, to influence decision making and to have a voice. They understand that they must use this voice responsibly. Pupils are regularly consulted both formally and informally about how their school might be improved. They see the example that is set with staff working cooperatively with each other to make the school the best it can be.</p> |
| <p>The rule of law St Paul wrote 'Remind the people to be subject to rulers and authorities, to be obedient, to be ready to do whatever is good, to slander no one, to be peaceable and considerate, and always to be gentle towards everyone.' [Titus 3:1] and in Romans 13 wrote at length about the place of the authorities in maintaining order and community living, building on the simple reminder: 'What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God' [Micah 6:8]</p> | <p>Our rules are based on our respect for all members of the school community as children of God and on a desire to provide a harmonious environment in which each individual can flourish and become the person God created them to be. Distinctive to our school is that in encouraging pupils to take responsibility for their choices, we also make provision for restoration where there is a recognition that relationships have broken down between members of our community.</p> | <p>Pupils in our school understand the need for rules to make ours a happy and secure environment. Our behaviour policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply. Ground rules are established in all areas of the curriculum and pupils are encouraged to see the reasons for them</p> |
| <p>Individual liberty Christians believe that every individual is a unique and valued creation, made in the 'image of God', [Genesis 1:27]. Moreover God loves every person he has made, has a plan and purpose for them and wants a relationship with each one. Everyone is included, special and loved. The Bible states that God says 'I have called you by name, you are mine' [Isaiah 43:1] and, 'I know the plans I have for you, they are plans for good and not for disaster, to give you a future and a hope.' [Jeremiah 29:11] For Christians each individual has spiritual potential.</p> | <p>We recognise that God's call is invitational: 'God invites everyone, but forces no-one' and that members of our school community will each have their own response to God and their own faith journey during their time with us. In our worship and our life as a school community we aim to give each pupil the space and opportunity to explore and discover what God might be saying to them personally.</p> | <p>The rights of every pupil are at the centre of our ethos. Independent thinking and learning are encouraged and there are frequent opportunities for pupils to grow in maturity and independence as they move towards the sixth form. We place an emphasis on respecting difference and valuing creativity.</p> |
| <p>Mutual respect</p> | <p>Mutual respect must be at the basis of all the other values: it is</p> | <p>Through our Christian values we encourage our pupils to show mutual</p> |

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| <p>Christian love is to be lived out to all those around as, ‘anyone who loves God must also love their brother and sister’. [1 John 4:21] The parable of the Good Samaritan [Luke 10:25-37] was told by Jesus to demonstrate that everyone, however different, could, and should, be loved as a neighbour. Jesus spoke with and befriended many who were seen as outsiders in his culture and faith – not only Samaritans but Romans, the sick, outcasts and those who had failed to meet religious standards. He was actively inclusive, teaching ‘I have other sheep, too, that are not in this sheepfold.’ [John 10:16] and ‘If you love only those who love you, what reward is there for that? ... If you are kind only to your friends how are you different from anyone else?’ [Matthew 5:46] The Bible adds: ‘Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it’. [Hebrews 13:1-2]</p> | <p>behind our belief in everyone’s voice being heard and valued (democracy), in the creation of a just and fair community (the rule of law), in the desire to see each person flourish and grow as an individual (individual liberty) and in our tolerance (or even appreciation) of those with different beliefs to our own... mutual respect is the least that we can do if we are to attempt to start following Jesus’ command to ‘love one another’.</p> | <p>respect. We recognise the importance of not only respecting one another but also of self-respect. We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued. Our welcome for visitors is part of the school ethos as is the focus on each pupil as an ‘ambassador’ when they are out in the community. Every individual is respected in our school and our actions towards one another reflect this. Respect is modelled in interactions between members of staff and in the way that members of staff talk to pupils. It is also at the heart of the restorative process.</p> |
| <p>The tolerance of those with different faiths and beliefs Christian love is to be lived out to all those around as, ‘anyone who loves God must also love their brother and sister’. [1 John 4:21] The parable of the Good Samaritan [Luke 10:25-37] was told by Jesus to demonstrate that everyone, however different, could, and should, be loved as a neighbour. Jesus spoke with and befriended many who were seen as outsiders in his culture and faith – not only Samaritans but Romans, the sick, outcasts and those who had failed to meet religious standards. He was actively inclusive, teaching ‘I have other sheep, too, that are not in this sheepfold.’ [John 10:16] and ‘If you love only those who love you, what reward is there for that? ... If you are kind only to your friends how are you different from anyone else?’ [Matthew 5:46] The Bible adds: ‘Do not forget to show hospitality to strangers, for by so doing some people have shown hospitality to angels without knowing it’. [Hebrews 13:1-2]</p> | <p>As a Christian school within a multi-faith context we recognise and value the understanding of God brought by members of non-Christian communities. Our recognition that ‘there is one God and that we are all his children’ and that God is beyond our understanding (Job 36:26), together with the many examples Jesus set of engaging with people of other cultures and faiths, lead us to seek God in one another and to allow God to speak to us and grow our own faith through open and honest discussion with people of other faiths and none.</p> | <p>We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community. We aim to do more than ‘tolerate’ those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring. We believe that exploring and understanding other people’s faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.</p> |

Appendix

(1) British values since 2014

Since November 2014 all schools and academies in England, whether state or independent, have a duty to actively promote British values as part of their spiritual, moral, social and cultural education (SMSC). All schools must now have a clear strategy for embedding these values across the life of the school and show the effectiveness of this work.

See the full recommendation through the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

(2) Ofsted

Ofsted inspects and comments on this area. The clear aim of promoting these values is stated as being to “tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism”. It is believed that promotion of these values will ensure pupils become valued and rounded members of society who treat others with respect and tolerance, regardless of background, and so leave school better prepared for life in modern Britain.

(3)

| British Values | Curriculum examples |
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| Democracy | <p>English An Inspector Calls- teaching of politics, including socialism and capitalism; the lack of democracy in some places through poetry from different cultures; dictatorships through poetry at KS4 eg Ozymandias</p> <p>World Zone Geog Through the teaching of globalisation and superpowers; the differences with capitalism, communism and democracy. Case studies focus on the dictatorship rule of the 1970's Ugandan Government and the Cold War between USSR and the US. MFL - Enabling your voice to be heard and enabling you to participate in a French/German speaking country</p> |
| The rule of Law | <p>English Discussed through texts such as Heroes by looking at the consequences of characters' actions; An Inspector Calls at KS4 the difference between what is morally right and wrong and legally right and wrong.</p> <p>World Zone History - Rise of Hitler and the Nazi Party in Year 9: exploring how the Nazis manipulated the German Reichstag and law to seize control as a one party dictatorship. RE - secularisation in Britain and the role of religion in British Law Bishops in the House of Lords, religious exemption laws. Y8+10 - The differences in how Zakah is paid in the UK and Islamic countries Geography - teach pupils about agreed working conditions and fair pay. Discuss the injustice some workers may feel in developing nations through long hours and low wages. This is covered within development and globalisation but specifically at Key Stage 4 with the Health and Human Rights/Migration and Sovereignty topics.</p> |
| Individual Liberty | <p>English Questioning liberty through poetry at KS4 eg London; what liberty means in different places through texts such as Noughts and crosses and Refugee Boy; non-fiction texts such as Martin Luther King's and Malala's speeches.</p> <p>Creative Zone</p> |

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| | <p>Music look at the slave trade in a unit on Blues music and have focused on protest music. In Drama there are units that celebrate the freedom that promote individual liberty such as, the Harriet Tubman unit.</p> <p>World Zone</p> <p>The Slave Trade in Year 8: exploring the exploitation of Africans by the British.</p> <p>Geog - Pupils learn about equality through the case study of development in year 9. The case study Uganda is used to explain 'The Girl Effect' where though provoking videos are watched and class work is completed based around the injustice some women may feel living in developing nations.</p> |
| Mutual Respect | <p>Creative Zone</p> <p>Mutual respect is covered within most lessons as pupils perform to each other, in Physical Education, Drama and Music, but also during peer assessment tasks in Tech and Art. This is all about being respectful, developing analysing and improving skills, and understanding how to praise people in the correct ways.</p> <p>World</p> <p>Y8 Why should religious people care for the environment? Focus on Fair trade</p> <p>Y9 sources of wisdom and authority in religion</p> <p>MFL - Talents, skills and pastimes; Likes and dislikes ; describing self and others</p> <p>respectful forms of language (eg vous/Sie forms, please/thank you etc)</p> <p>Geog Pupils are exposed to the challenges migration can bring to individuals and the countries involved. Pupils are also delivered content around development issues and best to close the gap between the 'have and have nots'.</p> |
| Tolerance of those with different faiths and beliefs | <p>English</p> <p>Different influences on 20th century literature discussed widely at KS5, including the representation of different religions; different religious perspectives discussed in relation to Macbeth at KS4; understanding shown between pupils when discussing their own experiences in all year groups.</p> <p>Creative Zone</p> <p>Music - Different faiths are celebrated through our Key Stage 3 worship schemes and culture units such as Rastafarianism. In</p> <p>Drama - opportunities for pupils to write monologues or produce small scripts based on their faith, beliefs or feelings within today's society.</p> <p>Science - talk about how different scientist have different theories and they are accepted or rejected. Different views and beliefs when debating/discussing issues like genetic engineering, animal testing, big bang theory and cloning</p> <p>World Zone</p> <p>History - Holocaust in Year 9: exploring the persecution of a specific group, its impact, and why it is wrong.</p> <p>RE</p> <p>Y11 - How is equality promoted in Christianity? Is Christianity fully inclusive?</p> <p>Y8 - religion in 21st century Britain including Britain as a multi cultural and faith society, Philosophical arguments for and against the existence of God, What does it mean to a Buddhist, The importance of Prophets in Islam</p> <p>Y7 - sacred spaces, What it means to be a Sikh, Why is Jesus important to Jesus, Understanding God through 3 religious perspectives</p> <p>Y9 - The importance of Advent and Christmas, Ethics in the modern world, including religious and world views on Abortion, suicide, fertility treatment, capital punishment and euthanasia, Life after death</p> |

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| | <p>MFL - Cultural norms considered across France and German. Descriptions of feast days and festivals</p> <p>Geog Cultural heritage is discussed within all key stages and the importance of beliefs and individuality. The issues of Brain Drain is delivered at Key Stage with respect to India and and other BRIC's Nations and how a loss of people may lead to a loss in culture for some nations. However Globalisation may counter act this with the spread of cultures globally.</p> |
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(4) Examples from the worship calendar:

Empathy – Good Samaritan, empathising with people of other religions and cultures, being good citizens **Mutual respect**

Respect – how we will respect others within the school community **Mutual respect**

Responsibility – taking responsibility in society **Democracy**

All made in God's image – therefore the need to look after one another (and launch of harvest appeal for food banks locally) **Mutual respect**

Social justice (contributing to a fairer society) **Mutual respect and democracy**

Remembrance (and how and where we want to see peace)

Christ the King (qualities of a good leader) **Democracy**

Moses – fighting injustice - **Mutual respect and democracy**

Ten plagues – where we would like to see suffering in the world today **ALL**

The escape from Egypt: the nature of freedom, our rights and freedoms, where people are still not free today **Liberty**

Temptations of Jesus – struggles with temptations and links to Muslim Jihad Religious **tolerance and respect**

Last Supper/Holy Communion – being part of a community) **Mutual respect and democracy**

Assemblies throughout the year by PCSO (e.g. social media) **Rule of Law**

(5) British values and Christian values

Some schools / academies choose to make a connection between British values and the schools identified Christian values. Here at The King's CE School we have chosen to make this connection. However, we recognise that care should be taken to ensure that pupils do not come confused or blurred in their understanding between secular and explicitly religious values.