

BRITISH VALUES



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At Stroud High School we want our students to take a leading role in modern Britain and therefore we promote and explicitly develop fundamental British, liberal democratic values.

These values are:

1. Democracy
2. The Rule of Law
3. Individual Liberty
4. Mutual respect and tolerance of other faiths

OPPORTUNITIES WITHIN THE CURRICULUM

Democracy

In KS3, students learn about democracy through a range of subjects such as: History, Geography, RE, English, Science, and Art. History examines the changing role of the monarchy, the emergence of parliament during the civil war period, the power of campaign and individual contribution to democracy through a study of votes for women, and child labour legislation in a historical and contemporary context. This theme is also developed in English in the Jungle campaign focusing on persuasive language. In Geography, they explore local democracy through differing debate scenarios.

An appreciation of democracy is furthered in RE by understanding the emerging voice of citizens within segregated communities worldwide. As part of their Citizenship education, students begin their understanding of democracy in Year 7 through a citizenship day where they have an introduction to politics which includes an election simulation.

In KS4, students learn about democracy principally through Citizenship lessons which all students follow. Here, they understand the concept of democracy in relation to other forms of political systems and then develop this through understanding voting systems, referendums and political parties. Students learn about democracy through an in depth practical politics day exploring the issue of climate change where students have the opportunity to meet local politicians and community leaders.

Students are explicitly taught how to raise awareness of issues that matter to them and how to access the political system. For example, Year 11s all write a letter to a local leader or MP. These principles are reinforced within the English GCSE curriculum where students explore democratic values verses totalitarian regimes through the literary study of 'Lord of the Flies'.

Students are challenged to lead a campaign on an issue of their choice within the school or local community, for example leafleting their neighbourhood to encourage support for the Stroud Food Bank.

Rule of Law

In KS3, students study rules and law in History looking at the evolution of the law from the Middle Ages onwards and in PSHE by examining issues of how the law protects the vulnerable in society. In RE, students examine concepts of right and wrong and the application of these in religion and society over time. In Year 8, RE students examine rules and laws associated with conflict, including the difference between religious and state law.

At KS4, students take part in a Citizenship Day whereby a range of legal and justice professionals and volunteers are invited to share their experiences and lead discussions with them. In English, students examine the need for law in society in their in-depth analysis of 'Lord of the Flies' and in core RE all students develop an understanding of the relationship between legal systems, justice and differing value systems.

The rule of law is also central to the ethos of the school in the way that rules are enforced. Students are regularly asked not to expect different treatment and this is built on a practical understanding of fairness in society.



Individual Liberty

At KS3 students are introduced to the concept of rights and responsibilities as part of their Citizenship programme. In RE students examine freedom of religion by examining different faith groups within the UK and the debates surrounding this, for example issues of dress code in the public arena. In History, students learn about historical threats to liberty in the UK as well as the right to education for girls, women's suffrage, civil rights and the impact of the slave trade. In PSHE, students identify how discrimination can manifest itself and be overcome in modern Britain. The Holocaust is studied from a historical and ethical perspective to understand the significance of protecting individual liberty. Students also participate in a combined Art and citizenship project which encourages students to examine their right to protest through a case study of Graffiti Art and the Colston Protests.

At KS4, in Core RE, all students reflect on the importance of freedom of speech within British Society learning about John Locke and JS Mill as influential thinkers on the topic of individual liberty. In English, Romantic poets are studied with an emphasis on how they broke away from societal expectations or norms. PSHE and the safeguarding curriculum promotes an understanding of equalities and individual rights whilst in science they explore how the allocation of NHS resources may undermine individual rights.





Mutual Respect & Tolerance of other faiths

At KS3 students are made aware of a variety of cultures and faiths and issues both historical and contemporary that these groups have faced. In History students look at the marginalisation of the Black Tudors, Jewish communities under the Nazis and the Windrush generation in the UK. In Music, throughout KS3 students are exposed to a wide variety of music from diverse cultures within their cultural context and in RE, students look at how religious groups can contribute positively to issues of discrimination, in relation to aboriginal Australians, and to segregation era USA. Through the Art and Citizenship project, students learn about Bristol in relation to slavery and the Windrush generation. PSHE lessons emphasise the importance of the Equality Act in our society in relation to families, sex, and disability amongst others.

In Core RE at KS4 students reflect upon the value of tolerance and how we can build on this as a society, as well delving more deeply into issues of Islamophobia in Western Europe. In English students study texts such as *Emigree*, *My Left Foot* & *Checking out Me History* as well as developing their spoken language skills in relation to a variety of different experiences. In Citizenship, all students do an in-depth study of diversity and migration in the UK from the Romans to modern day cases such as that of Stephen Lawrence, considering how we as a society have and should respond to them.



OPPORTUNITIES WITHIN THE WIDER CURRICULUM

Democracy

Students develop a personal understanding of democracy through elections and participation in the SHS Student Council. All students are given the opportunity to have a voice within their tutor groups and Form Leader representatives are tasked with bringing these voices to meetings at Year Council, and where appropriate, at School Council meetings. Further elections and hustings events are held within the student body for positions of leadership such as Student Leaders and House Leaders. SHS also has a number of student representative on the Stroud Youth Council body. There are regular opportunities whereby the student body is consulted on issues of school management, for example the e-safety committee has a student representative and students always participate in the recruitment process.

We actively encourage and support students in leading their own campaigns and developing their understanding of pressure groups in relation to issues of social justice that have inspired them to take action, for example through the History Society (SHSHS), Amnesty International Youth Group and Eco Council. Students are also taking part in the Young Change Makers Programme for the first time this year.

All Sixth Form students are given the opportunity to take part in the European Youth Parliament and Euroscola debates. Every student will also take part in at least one whole school mock general election in their school career, in line with parliamentary elections.

Students in the Sixth Form have worked with our Local MP hosting meetings with students, staff and Trustees. They supported the PSHE coordinator to do a comprehensive set of questionnaires on PSH and Online Sexual Harrassment. Siobhan Bailey was invited into school to hear a summary of the results. She took the data and used it as evidence as a speech she gave in Parliament re the Online Safety Bill. The group also supported the development of PSH Protocols with Marling School. We are now working with Police to launch the Flare App to support the tracking of incidents in the communities where people live

Rule of Law

In Years 8 and 9, all students are given the opportunity to take part in the national mock trial competition and our teams have seen success over the years.

In Year 10, all students can apply to visit the Crown Court in Gloucester and the 20 students chosen will then disseminate their experience and thoughts back to their own year group as well as delivering an assembly to Year 9 students.

Individual Liberty

Students are encouraged to express their conviction about the importance of specific liberties through various student led groups such as FemSoc and Amnesty International.

The school has a positive behaviour management system which respects individual rights whilst instilling the importance of responsible behaviour as a member of the wider community.

Mutual Respect & Tolerance of Other Faiths

There are two trips organised to expose our students to a wider diversity of faiths, ethnicities and social groups than our local demographic allows; the first of these in Year 8 is to two places of worship in Birmingham, and the second in Year 9 explores the concept of diversity in modern Britain by visiting either London or Birmingham for an Art and Citizenship project.

Diversity ambassadors from Year 11 have developed a Cultural Awareness week which celebrates the cultures and diversity present in the school. This culminates with events such as a cultural fashion show allowing students to profile and celebrate their own different cultures.





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Everything Is Possible.

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