

Promoting British Values at Herschel Grammar School

There is a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The government set out its definition of British values in the 2011 Prevent Strategy. At Herschel Grammar School these values are taught in the following ways:

Democracy:

One of the fundamental values at Herschel Grammar School is the right of all members of the community to be heard and the responsibility of others to allow this to happen. This is taught and reinforced through all lessons, teaching and modelling to young people, how to make their needs and wishes heard in a way that society and school life finds acceptable. This is done throughout every lesson, but also through experiences of the wider curriculum including tutor time and enrichment activities. Students have the opportunity to have their voices heard through our school and Year Councils, prefect system, focus groups, Slough Youth Parliament and student questionnaires. The elections of tutor or year group representatives are based solely on pupil votes and we also run an election campaign in parallel with the General Election. We consult with pupils on many aspects of the school for example, our school behaviour policy involves rewards which have been consulted on with pupils.

The Rule of Law:

The importance of laws or rules, whether they are those that govern the classroom, the school, or the country, are consistently reinforced throughout regular school days. During induction our students are taught the value and reasons behind the schools rules, what they mean and how they look when people are following them. The PSHCE curriculum includes discussion and debate about the rules that govern and protect us, the responsibilities that this involves and the consequences when laws and rules are broken. Visits from a range of organisations including the Police form part of our regular curriculum. The fundamental right to feel and be safe is paramount in all aspects of the school.

Individual Liberty:

Within school, young people are actively encouraged to make positive choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices appropriately, through the provision of a safe environment, staff with whom they have a positive and supportive relationship and boundaries that are secure. Young people are encouraged to know, understand and exercise their rights and personal freedoms and are advised as to how to exercise these safely. In addition, young

people are encouraged to consider their responsibility in making their choices and how these will impact on themselves and others in the immediate and long-term future.

Mutual Respect:

Part of our aim for every child is to develop a healthy respect for themselves, to build self-esteem, self-worth and confidence as a learner. This is our core purpose and is threaded through learning and teaching, behaviour, wellbeing and safeguarding policies. It is part of daily discussions in classrooms. It is modelled daily by all staff and is an expectation of the whole community.

Tolerance of Difference:

This is achieved through enhancing pupils understanding of their own and others needs and impressing upon them that they belong to the Herschel Grammar School community, to their local community and their world community. We celebrate and embrace difference through celebration of achievements, developing understanding of students' place in a culturally diverse society. We do this by giving them opportunities to experience such diversity through working with visitors from a range of cultures and belief systems. Learning about tackling prejudice and prejudice-based bullying is systematic and 1:1 work following any incidents reinforce this learning. Feedback from pupils following PSHCE modules on diversity, community cohesion, global awareness and citizenship is very positive. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within and beyond the classroom.

Examples of how British Values are embedded into the curriculum can be found in Appendix A.

Jo Rockall

Appendix A

Examples of how British Values are taught in our school include, but are not limited to, those listed below;

DT	▪ Inclusive design and designing for disabilities ▪ Liberty to explore individual design problems ▪ Health and safety ▪ Law and Legislation around safety and intellectual property ▪ Appreciation of cultural diversity in design history as well as in Food Preparation and Nutrition ▪ British and International Cuisine KS4
PE	▪ Principles of fair play and sportsmanship ▪ Olympic ethos 'it's not the winning or the losing but the taking part that counts' ▪ Learning to win and lose with good grace ▪ Equal opportunities ▪ Challenging prejudice, discrimination and stereotypes in sport ▪ Appreciation of the contribution to UK sport by people from all cultures
Geography	▪ Continental, country and regional studies aimed at examining and appreciating difference in terms of geographical study and culture. ▪ Democracy across the world and how this impacts people at different levels of development
Mathematics	▪ Emphasis on the global endeavour that has been mathematical progress ▪ Respect each other's contributions to lessons ▪ Giving pupils the freedom to find their own methods of solution ▪ Valuing the attempt as opposed to the outcome
MFL	▪ Respect for people from all cultures and backgrounds ▪ Learning how to use register to address people appropriately
Computing	▪ Laws which govern privacy, online safety and cybercrime ▪ Pupils' freedom to choose projects and methodologies ▪ Using personal freedoms in digital environment responsibly
Business & Economics	▪ Employment Legislation - including laws around employing people and what they are entitled to as employees ▪ Consumer Legislation - rights as consumers, what to expect from a business when buying products online ▪ The EU – looking at countries within Europe and how they have different laws to that of the UK ▪ The UK economy in relation to other economies ▪ Business ethics and morals are referred to across the course
Wider Curriculum (inc. PSHE)	▪ Senior Prefects elected by staff and student body annually ▪ Global Awareness channels on Year Group Teams ▪ Charity work/fundraising ▪ Diversity club and notice boards ▪ Culture Week ▪ Activities and assemblies based on citizenship calendar
Science	▪ Acceptance/rejection of scientific ideas historically based on regard for scientist based on class/nationality/gender. ▪ Health and Safety – students create risk assessments ▪ Equal opportunity in Science