

## **Plymouth Studio School**

### **Statement on the promotion of British Values**

The importance of schools espousing British values is not new:

- The 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
- Participation 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 Plymouth Studio School values and seeks to inculcate in its young people.

### How does Plymouth Studio School go about promoting these values?

At Plymouth Studio School we believe that our statement of vision and values makes explicit our fundamental belief in many of these values. This statement is the foundation of all our work with our students.

Our vision is of a small school that fosters a culture of high expectation and high achievement based on a personalised approach to learning, supported by a range of influential and dynamic partnerships with a variety of stakeholders.

British values are embodied in the following more specific ways:

- All students are regularly spoken to about our vision which is underpinned by our values and reward system, provided visually all around the school for the benefit of our community and for visitors.
- Tutorial periods contain directly relevant elements.
- School assemblies, held twice a week led by the Principal or a member of staff, focus on many of these identified elements through their weekly themes.

- English – books chosen for study have themes covering tolerance, mutual respect and democracy. Lessons take the opportunity to focus on how these themes are presented and how characters embody these values. All English literature texts are by British authors. We look to break stereotypes of SEN, dyslexia, autism. Jekyll and Hyde – themes of Darwinism/Creationism stimulate debate.. Power and conflict poetry – examples taken from British war poetry, in addition to British poems taken from a range of cultures
- Geography – pupils look at how different cultures live and work throughout the world
- Business – law, legislation, individual liberty, enterprise, participation in community life, corporate social responsibility, Human Rights, equal opportunities
- BTEC – opportunities for students to be able to identify multiple concerns within sports. Representation of all sports people through a variety of able bodied and non-able bodied sports. Challenging stereotypes when using sports examples and case studies
- We are developing our mechanisms for pupil voice and pupil councils.
- The school supports local, national and international charities.
- Students are encouraged to be empathetic to the needs of others

| Questions                                                                            | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How do we promote the values of democracy in lessons and wider school life?</p>   | <p>Student led discussions.<br/> Presentations – presenting and listening to others<br/> Peer teaching<br/> Respect for all<br/> Every child matters agenda. Students are pushed to achieve their full potential by differentiated objectives and tasks.<br/> Their voice is listened to by attentive staff who go the extra mile for our students. Students are encouraged to be independent learners and thinkers.<br/> Speaking and listening debates<br/> Rule of law/democracy in tutorial booklet<br/> Starter tasks focused on PLCs<br/> School council being developed</p> |
| <p>How do we promote the importance of identifying and combating discrimination?</p> | <p>Challenging discriminating behaviour.<br/> Presentations inclusive of all religions, ages, genders.<br/> A minority of our students sometimes say things which are inappropriate. Time is spent counselling students with linked consequences as required.<br/> Through conflict poetry<br/> Inclusive lessons planned for<br/> Challenging all inappropriate behaviour<br/> Follow behaviour policy</p>                                                                                                                                                                        |

|                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Do pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law?</p>                                           | <p>This is constantly reinforced if students make a comment. This often evokes discussion in the class where students are encouraged to respect one-another's beliefs.</p>                                                                                                                                                                                                                                                                                                                        |
| <p>How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?</p> | <p>Looking at multinational companies – how they operate in different countries.<br/> Students are actively encouraged to follow their beliefs.<br/> Learning what is 'fundamentally British' in tutor time, and in English through 'Jekyll and Hyde', and a range of cultures through poetry.<br/> Ethic teaching through sports performance specification<br/> Use international sporting examples.<br/> Highlighting the students and individuals who display tolerance and understanding.</p> |
| <p>Do pupils understand that there is a separation of power between the executive (the government) and the judiciary (the courts)?</p>                  | <p>Yes (KS5) – covered in business law<br/> English PLC uses 'judicious' as a skill descriptor.</p>                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?</p>                      | <p>Legislation lessons/human rights</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>How do we challenge opinions or behaviours that are contrary to fundamental British values?</p>                                                      | <p>Challenge and support students if contrary opinions are voiced<br/> Clear and direct conversation, follow the clear behavioural policy.</p>                                                                                                                                                                                                                                                                                                                                                    |