

British Values at Pate's



The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The Government set out its definition of British values in the 2011 Prevent Strategy and provided further advice to schools in the DfE document '*Promoting fundamental British values as part of SMSC in schools*' November 2014

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The exploration of these values dovetails into many aspects of the PDC, TPM and wider school curriculum.

As a school we actively promote and develop strategies to empower students with the tools to build their self-knowledge, self-esteem and self-confidence. The culture at Pate's encourages students to accept responsibility for their behaviour, show initiative and to contribute positively to those in our local and wider communities. We celebrate and appreciate our own and other cultures; respect is fundamental.

KS3

Year 7

In **PDC** there are lessons on Parliament, timed to coincide with National Parliament week in November. This supports whole school events running in this week on politics and Parliament.

There are lessons on crime and the law; this covers the difference between civil and criminal law. Students learn about the key roles and processes in a Crown Court case.

There are lessons exploring what is meant by the term 'refugee' and the difficulties that refugees face leaving their home country and settling in Britain. They consider what freedom means and what we consider to be 'British values'.

There is a lesson based around the *Run, Hide, Tell* resource produced by the Government on what to do in the event of a terror attack.

In the **wider curriculum**, examples of how British Values are embedded include an exploration of the Magna Carta and the Peasant's Revolt in History (The Rule of Law), and regular student led discussions and critical thinking activities in subjects such as DT & Geography (Democracy). In PTE a Unit 'Religion in the UK' ensures the promotion of mutual respect for and tolerance of those with different faiths and beliefs.

Year 8

In **PDC** there are lessons on how we can tackle extremism in order to make our communities safer and more welcoming for all. The first lesson explores the difference between extremism and terrorism and asks students to consider what might lead someone to become radicalised. The second lesson looks at the role of the media and how our use of language can exacerbate situations. The third lesson explores how

charismatic leaders can sometimes distort people's perceptions of the value of the beliefs and ideas they promote.

There are five lessons on discrimination in the rotational curriculum. This explores racism, gender, disability, homophobia and sexuality.

In the **wider curriculum**, examples of how British Values are embedded include an exploration of 'The Development of Parliamentary Democracy' in History (The Rule of Law and Democracy), whilst strand three of our KS3 PTE curriculum (connecting and appreciating) particularly supports mutual respect for and tolerance of those with different faiths and beliefs – particularly notably in the 'Rites of Passage' unit.

Year 9

In **PDC** there are lessons developing critical thinking skills to enable students to better scrutinise the information put out in the media concerning global news.

There is a unit looking at the ritual of female genital mutilation, FGM, and the physical and mental consequences of this process. The lesson explores what can be done to raise understanding of the dangers of this practice within the communities where this is carried out in order to protect future generations of young girls.

The **wider curriculum** continues to embed this theme, e.g. with discussions around the freedom to make informed decisions (medical ethics) and the pros and cons of genetic engineering in Biology, alongside a year 9 PTE unit also focusing on Crime and Punishment.

KS4

Years 10 and 11

In the **FLD** programme there is time to revisit elements of the KS3 programme that were not in place when the new PDC curriculum was developed.

There is a workshop that considers the difficulties faced by refugees seeking asylum in Britain and that highlights the work of local support groups, *Cheltenham welcomes refugees* and *GARAS*.

As all students work through the new curriculum, there is scope to respond to global events as they arise and run workshops that explore current issues.

In the **wider curriculum**, opportunities for discussion are ongoing. One whole History GCSE unit is called 'Power and the People' - this tracks democracy, rule of law, protest and individual liberty from 1170-1989, whilst the Computing curriculum explores the rule of law through topics such as the dark web and the Criminal Misuse of Computers Act, and also individual liberty through the concepts of privacy vs investigation and personal data vs corporate data harvesting. These are just two examples from the many GCSE courses offered.

KS5

At key stage 5 all students are encouraged to engage with all 5 of the British Values through our curricular, extra-curricular and super-curricular offering, including:

- IAG and student led assemblies
- Debating competitions, European Youth Parliament, Politics Week, visiting speakers
- Pate's Baccalaureate

- Senior House Public Speaking
- 6th Form Societies including, but not limited to, Christian Union, Muslim Union, Cultural Appreciation Society, Debating Society, Politics Society and Thomas Paine Society.

A snapshot of just one A level course such as Economics, also reveals how these values are interwoven into all aspects of curriculum delivery.

Democracy:

- In understanding the role and actions of the government in the Economy, we teach the different approaches that different types of government use
- We study free market vs command economy and look at the advantages / disadvantages of capitalism and communism

The Rule of Law:

- We discuss the impact (advantages / disadvantages) of laws and regulations on business / economy

Individual Liberty:

- In sharing free market ideology, we both consider advantages / disadvantages of free markets. Friedman's ideas of liberty are discussed and criticised at times e.g. legislation of drugs

Mutual respect for and tolerance of those with different faiths and beliefs for those without faith

- Our department expectations that students agree to at the start of the course include mutual respect. We state that we will not tolerate homophobia, racism, sexism. We teach students of the need to be tolerant and thoughtful when discussing issues in class.