



British Values Statement

Author:	Sophie Donohoe, Lead Teacher of PSHE	Date of last review:	January 2024
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British values statement

Our school is committed to actively promoting British values to ensure that our pupils leave school fully prepared for life in modern Britain.

The government emphasises that all schools should ensure that they teach pupils about British values of:

1. Democracy
2. The rule of law
3. Individual liberty
4. Mutual respect and tolerance of those with different faiths and beliefs

At James Calvert Spence College British Values are at the forefront of what we do on a daily basis. British Values are fundamental to our culture and ethos and are promoted through all aspects of our Be Kind, Work Hard ethos.

We take every opportunity to promote these values, and to ensure our pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand that the freedom to hold varying faiths and beliefs, including no religious faith, is protected in law, and that it is vital to accept people who have different faiths and beliefs without discriminating against them in any way.
- Value the importance of identifying and combatting extremism.

We promote British values both within and beyond the classroom and these values are at the heart of our ethos. Here are just some of the ways our school seeks to embed the teaching of British values.

The Personal Development Team meets on a weekly basis to monitor and address emerging trends in pupils' needs. Our curriculum is responsive as well as proactive in providing our students with a well-rounded education fit for life in the 21st century.

1. Democracy

We ensure our pupils understand how the democratic and voting processes work and how these systems have an impact on the government through:

PSHE- Democracy is taught through the key strand of "Living in the Wider World". As the curriculum is spiralized this strand is taught for a full half term to each year group twice in an academic year. Citizenship has also been embedded into the PSHE curriculum and aims to answer questions such as "what is the difference between democracy and dictatorship?" and "how does our government work?".

ART & DESIGN - In the art rooms, workshops and food room, students are taught to respect each other's rights to have a say.

2. The rule of law

We ensure pupils see the benefits of living in a society that has a rule of law; how it affects pupils' everyday lives; and how an absence of rule of law would shape society through:

PSHE- Our curriculum prepares students to be successful students within modern Britain. Through building resilience to radicalisation our personal development and co-curriculum offer reduces permissive environments. Our PSHE curriculum aims to answer questions such as “what is law?” and “how do our court systems work?”. We also look at promoting a positive relationship between the community and police through embedding this in our curriculum as well as school visitors/key speakers.

ART & DESIGN - Students are taught to respect each other and the workspace they are in. We instil a sense of responsibility and cost, communicating to students that the materials and equipment needs to be respectfully used and returned at the end of each lesson, without damage. Students are taught that the creative arts can be an amazing career to give them a sense of identity and that it helps them to respect other people in the world, no matter what their background.

3. Individual liberty

Pupils are taught about the importance of individual freedom and making independent choices; and how to exercise these rights safely through:

PSHE - Human rights are taught throughout healthy relationships, living in the wider world and the health and wellbeing strands of PSHE. We also embed understanding of how our laws work in this country as well as the prison service through key speakers, visitors and events. For example Prison, Me, No Way!

ART & DESIGN - students are encouraged to develop their individual creative responses, informed and inspired by the world around them. Students are actively encouraged to make creative decisions, aware that they are in a supportive environment. Students are encouraged to express their opinions on creativity, critiquing work by other practitioners as well as their peers, whilst respecting the opinions of people around them.

4. Mutual respect and tolerance of those with different faiths and beliefs

We promote mutual respect for people holding different religions and beliefs. Pupils are taught to have tolerance for people who hold different beliefs to their own; and are made aware of the dangers of radicalisation, the warning signs to look out for and the process of reporting their concerns through:

PSHE -As a school we are not as culturally diverse as others due to our demographic. Therefore we promote tolerance and respect of diversity through interleaving SMSC and Citizenship within our three PSHE key strands to ensure our students have a well-rounded understanding of others and their beliefs. An example of this is our two week Hate Crime intervention run within extended PSHE tutorial sessions.

ART & DESIGN - Students regularly discuss the work of their peers as well as other practitioners in lessons. They are taught how to talk about other students' work, demonstrating kindness and empathy, in order to build a ‘safe’ and open environment, founded on mutual respect. They are taught how to provide each other with constructive criticism to help each other to make progress, without negative judgement.