

South Dartmoor

Learning Together

British Values Strategic Policy

‘A belief in freedom, tolerance of others, accepting personal and social responsibility, respecting and upholding the rule of law – are the things we should try to live by every day.’

David Cameron, Prime Minister, June 2014

Updated: September 2015



Policy: Promoting British Values

Core Aims:

- Improved Spiritual, Moral, Social and Cultural Development of Students at SDCC.
- The promotion of British Values - in order to ensure that students leave SDCC prepared for life in modern Britain.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual tolerance and respect of those with different faiths and beliefs.

Linked Government Policy: Prevent Strategy 2011.

Linked SDCC Policy: Safeguarding Policy

Objectives:

- Students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.
- Students have an understanding of and value British concepts of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.
- Students understand the importance of respect, leaving school fully prepared for life in modern Britain.

These objectives are met in the following key strategic approaches at SDCC:

- Morning Tutorials in Vertical Tutor Groups during which Citizenship is formally taught following an agreed programme devised by the Performance Leaders Team.
- A rigorous and multi-faith Religious Studies Scheme of Learning in Years 7-11. At examination level, students study a range of Faiths and Beliefs as well as concepts of respect, tolerance and value.
- Across the whole curriculum through specific topics and through Global Dimensions (SDCC is a lead school for this).
- Responsibility Card Behaviour Systems.
- Student Voice including both College Council and Learning Councils, Student Head of House Election Process, Subject councils, Environment Council; conferences to look at learning issues.
- Global Partnerships with schools in Thailand, India; Kenya; France; Spain, and Sweden.

This policy focuses on these key strategic approaches; however, significant other approaches and policies are linked:

- Intervention Policies for key groups including Pupil Premium, CAIRB, student carers, LAC, SEN and areas to raise aspiration within the key groups such as Learning Enrichment Centre and Late School.

- Student performance tracking (SPIT) in order that students are all treated with equal respect and their individual needs met.
- High Performance Policy and meta-cognition approaches including Learning Habits, Bloom's Taxonomy, Multiple and Futures Intelligences (Gardner), Academic Assertiveness and Critical Thinking (Moon).
- The Arts Subjects approaches to valuing all cultures and styles – the college is known for its diversity of styles and acceptance of all cultural concepts.
- Restorative Approaches for dealing with conflict.

Key Strategies

Morning Tutorials in Vertical Tutor Groups during which PSHE is formally taught following an agreed programme devised by the Performance Leaders Team.

See also Annual Calendar for Tutorial Programme for details about this provision.

The following are included as a part of this strategic approach:

- Autumn - What do we need to have to make our tutor family successful within our house team? Looks at expectations for learning and social behaviours necessary to develop respect and tolerance.
- Regular progress and well-being tutorials linked to individual learning goals.
- KS3 Responsibility Award.
- Body image and self-esteem linked to drugs, substances, smoking and how this impacts on self-respect and respect of others. Healthy Lifestyles, emotional and mental well-being. Stress management. Dealing with pressure.
- Anti-bullying week.
- Black Tie aspirations.
- First Aid.
- Christmas – in a multi-faith society.
- Spring - Celebrating difference and similarities. Race, Religion, Ability, Disability, Gender, SEN, Age, Sexual Orientation.
- How do we challenge prejudice and discrimination? Racist, homophobic, derogatory language use and our college.
- Performance Reviews focus on Learning Habits.
- Inter-house team challenges.
- Managing risk.
- Internet usage.
- Dealing with loss and bereavement.
- Year 11 leavers' support.
- How to contribute to groups, teams, communities. What skills are needed and how to practice these in school and the community. Why is it important to contribute?
- Employability, money and enterprise.
- The role of the media.
- Year 6 induction processes and the cycle of the tutor family.

- Sports Day activities and teams.

A rigorous and multi-faith Religious Studies Scheme of Learning in Years 7-11. At examination level, students study a range of Faiths and Beliefs as well as concepts of respect, tolerance and value.

Objective:	Examples from Scheme of Learning:
<ul style="list-style-type: none"> • Students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. 	<p>Year 8 students have a term of focused study on the Holocaust. Students are encouraged to reflect on the anti-Semitic climate and what the Jews had to preserve. WW2 Germany is used as the antithesis of a tolerant society and where things can potentially lead if we are not tolerant and respectful of each other.</p> <p>Year 8 have a focused study on Ethics. During the study of ethical frameworks such as Situation, Christian, Muslim, Buddhist and Muslim Ethics students learn the virtues of being tolerant and respectful.</p> <p>Throughout the GCSE Religion & Morality course students look at a variety of ethical issues from the perspective of both a Christian and a Muslim. Students will be encouraged to think of Britain as a Multi faith and ethnic society and this is reflected in 21st century attitudes to Euthanasia, Abortion, the elderly and Genetic engineering, which are areas of study for our GCSE students.</p>
<ul style="list-style-type: none"> • Students have an understanding of and value British concepts of democracy, the rule of law, individual liberty. 	<p>Year 7 learn about Martin Luther King, Oscar Romero and Nelson Mandela as examples of people who were politically active and endeavored to bring about equality for those who were victims of racial prejudice and discrimination. Students are encouraged to value the virtues of democracy and study those who thought for it.</p> <p>Year 9 and 10 follow the GCSE unit – ‘Crime and Punishment’. Students learn about British law and what happens to offenders who break the law. Students should gain an understanding that the law defends our liberty and allows people to freely practice faith without the fear of persecution.</p> <p>Year 8 Students focus on sexual ethics, they learn about the importance of democracy even for minority groups.</p>
<ul style="list-style-type: none"> • Mutual respect and tolerance for those with different faiths and beliefs. 	<p>Year 9, 10 and 11 students look at the teaching of both the Qur’an and the Bible that promote mutual respect through the Greatest Commandment and Muhammad’s teaching that we should value other members of society (regardless of faith) by participating in Zakat and adhering to the Hadiths and the Qur’an.</p> <p>We look at respect for the needy and those affected by poverty</p>

	as part of the Y11 GCSE course on Wealth and Poverty. Students learn that charities disregard religious and racial difference and that love and respect for one another transcend these differences.
<ul style="list-style-type: none"> Students understand the importance of respect, leaving school fully prepared for life in modern Britain. 	<p>The Year 8 study of sexual ethics in the spring term tackles the issues surrounding homosexuality and homophobia.</p> <p>In all Year groups there is an endeavor to rid students of inaccurate/negative preconceptions and prejudices concerning world faiths and ethnic minorities.</p> <p>Respect is a central theme in all world faiths. Student study Hinduism, Sikhism, Judaism, Islam, Christianity and Humanism. Students will learn from the study of these world faiths the high esteem in which respect for others is held.</p> <p>Teaching students the value of respect for others doesn't stop with the lesson content; it extends to how the teaching engages with their class. RS Teachers at South Dartmoor model the behavior we would expect in our students</p>

Across the whole curriculum through specific topics and through Global Dimensions (SDCC is a lead school for this).

See also Global Dimensions Policy and The Mission Statement below.

Objective:	Examples from Department Schemes of Learning:
<ul style="list-style-type: none"> Students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. 	<p>ENGLISH: KS3 Novel Selection includes texts from different cultures, dealing with issues such as immigration, homelessness, treatment of perceived outsiders. Study of non-fiction texts such as Malala's speech to UN. Non-fiction and British Literary Texts at GCSE.</p> <p>LEC: dedicated time for PSHE and students fostering respect and tolerance.</p> <p>SCIENCE: aspects of inheritance including genetic testing; scientific procedure and ethics for developing ideas; comparing and discussing different scientists' ideas and their different opinions with supporting evidence.</p> <p>HISTORY: Year 7 Chivalry; Year 8 Empire and Slavery, Civil Rights; Year 9 KKK/Jim Crow Laws; Year 10 Votes for Women.</p> <p>MUSIC: all work on world music (Asia in Year 7, Africa and America in Year 8, India, Caribbean and UK in GCSE); all cultural contexts; group performance, sharing and audience; enrichment clubs and concerts.</p>

	<p>MEDIA STUDIES: representation of minority groups; representation of poor people.</p> <p>EXTENDED THINKING: ethics and morality in Social Unit at KS4. Multiple-intelligence work in KS3.</p> <p>DANCE: Group Collaboration; feedback; classroom culture of respect.</p> <p>ECONOMICS/BUSINESS: Year 13 economics – costs and benefits of immigration.</p> <p>MFL: Pair and group work inherent in all lessons – students talk and listen to each other, listen and respond to others’ thoughts and opinions in a respectful way.</p> <p>ART: all years – peer critiques, discussion, assessments.</p> <p>PE: teamwork, leadership, communication in all lessons – explicitly and implicitly taught and developed. Leadership and Coaching modules in KS4. Pair and group work. Presentations in BTEC.</p> <p>D&T: fostered within class collaboration tasks; H&S; Diet and Health KS3&4; GCSE Catering – money and budget, food availability.</p> <p>SOCIOLOGY: origins of values and beliefs; importance of key themes, effective society.</p> <p>CRITICAL THINKING: principles of debate, origins of tolerance (Locke).</p> <p>CLASSICS: debate, democracy origins, anti-tyranny.</p>
<ul style="list-style-type: none"> Students have an understanding of and value British concepts of democracy, the rule of law, individual liberty. 	<p>ENGLISH: See above. Study of ‘Of Mice and Men’ in Year 9 explores impact of economic and political unrest on lives of ordinary people, exploring ideas of freedom, social responsibility.</p> <p>LEC: GROW curriculum – current affairs that impact UK, the World and their lives.</p> <p>EXTENDED THINKING: Mock General Election led by Extended Thinking KS4 groups. Coverage of Law, Human Rights, Political, Economic, Social in GCSE General Studies. Censorship Issues; individual responsibility. Year 10s run mock election.</p> <p>GEOGRAPHY: Development and Political Systems; Super Powers, Colonialism – Year 13 World Development.</p> <p>HISTORY: Year 7 King John and Magna Carta, Civil War Parliament versus King; Year 8 Votes History; Year 10/11 Votes for Women, Liberal Reforms, Russian Revolution; Year 12</p>

	<p>Fascism.</p> <p>DANCE: democratic group work, inclusive.</p> <p>MUSIC: Group collaboration work, democratic methods. How musicians make work that expresses their experiences of the world e.g. Shostakovich in Year 13.</p> <p>MEDIA STUDIES: representation in media; individual responsibility.</p> <p>ECONOMICS/BUSINESS: macroeconomics – free market versus planned economy.</p> <p>MFL: Voicing views and opinions is a high order skill; students are taught various positive and negative opinion adjectives, are taught how to justify opinion, using connectives such as ‘because’, and they must use ‘polite’ opinion starter phrases such as ‘in my opinion’. Taught how to disagree politely and respectfully using foreign language expressions such as ‘I don’t agree because...’</p> <p>ART: how artists make work that expresses their experiences of the world. Students are explored who use their art to express political opinion, subversive opinions, freedom of speech.</p> <p>PE: games rules and refereeing principles.</p> <p>D&T: AS/A2/GCSE – product design, responsibility of landfill and biomass. Healthy Eating Government Guidelines.</p> <p>SOCIOLOGY: basis of laws, policies in education, welfare, religion, criminal issues.</p> <p>CRITICAL THINKING: understanding the structure of legal debate; UN declaration of Principles of Law. Finding principles.</p>
<ul style="list-style-type: none"> • Mutual respect and tolerance for those with different faiths and beliefs. 	<p>ENGLISH: See above. Strong emphasis on being able to advocate views other than their own.</p> <p>SCIENCE: ethical considerations with regards to topics such as genetic testing, abortion, blood transfusions and transplants.</p> <p>MUSIC: see the above; examples include coverage of Asian Music, story-telling; Africa alongside slavery and discrimination; West Side Story issues; Bhangra in GCSE Music.</p> <p>DANCE: world dance – Year 7, Brazil, Africa, India dance; Year 8 – Swansong – empathy, prisoner of conscience theme.</p> <p>EXTENDED THINKING: KS4 – religious diversity and common ground.</p> <p>HISTORY: Year 7 Crusades work, religion in medieval times; Year 9 segregation issues; Year 10 Cold War, Russian Revolution,</p>

	<p>Capitalism and Communism; Year 12 Fascism, Year 13 Civil War.</p> <p>MEDIA STUDIES: nature and impact of representation in media.</p> <p>ART: India project in Year 7; Year 8 – Art with Issues, Islamic Art – KS3 explores a range of cultures that are a part of British Culture.</p> <p>D&T: Multicultural Task 2 Controlled Assessments – investigating food, staples, cooking methods, diet, vegetarianism, vegans.</p> <p>SOCIOLOGY: exploration of faiths, roles and purpose in society, encouragement of tolerance and understanding.</p> <p>CRITICAL THINKING: principles of debate – proof, provisional nature of all knowledge.</p> <p>CLASSICS: syncretistic nature of classical religion.</p>
<ul style="list-style-type: none"> Students understand the importance of respect, leaving school fully prepared for life in modern Britain. 	<p>MATHEMATICS: statistical awareness; how the media can use data to mislead (e.g. sample size, scales on graphs). Increased awareness of the need to be numerate. Personal Finance skills (including VAT, Compound Interest, Accounts).</p> <p>LEC: see above.</p> <p>GEOGRAPHY: Roots Unit Year 12; On the Move Year 12 – migration.</p> <p>MUSIC: understanding of society, social ethics; empathy; sharing work; group collaboration.</p> <p>HISTORY: respect is a core principle of all lessons.</p> <p>EXTENDED THINKING: human rights, responsibilities; journey of education; meta-cognition work; futures thinking in Year 8. Value of disabled people in Year 9. Year 7s visit Exeter Museum with a focus on a pride of local history, sense of the community in which they belong and how it has developed over time.</p> <p>DANCE: life skills – co-operation, communication, compromise, empathy, sensitivity, creativity, imagination etc.</p> <p>BUSINESS: financial awareness. Enterprise. Investigating business. Business Planning.</p> <p>MFL: see above.</p> <p>ART: all ages – students go on trips in the locality and to major cities to expand their experience of the diversity of Britain and how to behave respectfully out of school.</p> <p>PE: Sports Festivals – leaders from Years 9-13 assist, manage, officiate and coach primary school children – thus placing them</p>

	<p>in challenging and responsible positions. Behaviour expectations in all PE.</p> <p>D&T; roles within engineering – traditional or modern; face to face meetings with STEM Ambassadors; Roles of Hospitality Industry – jobs, skills.</p> <p>CRITICAL THINKING: rights and responsibilities; informed decision making; debate.</p> <p>SOCIOLOGY: Significance of respect, consequences of groups feeling a lack of respect.</p> <p>VOCATIONAL SUBJECTS: employee, work related, work ready.</p>
<ul style="list-style-type: none"> Students study cultures from across Britain and the Global Community 	<p>GLOBAL LEARNING PROGRAMME: Global Dimensions Lead School. Links British Values across KS2-3.</p> <p>ENGLISH: see above.</p> <p>LEC: learning sequences to develop understanding of other cultures and faiths.</p> <p>MATHEMATICS: India Connections Project in Year 7 alongside Art, Geography and RS. Use of Vedic numbers, Rangoli patterns and India’s contribution to Mathematics.</p> <p>GEOGRAPHY: Year 7 India, Brazil, Dartmoor; Year 8 Africa; Globalisation in Years 9 and 12. British Geography.</p> <p>INTERNATIONAL LINKS: Thailand, Kenya, India – including lessons taught by Thai visitors in RS, Geography, Languages, Dance, Catering, Music, Extended Thinking.</p> <p>MFL: looking at and learning about other cultures such as French and Spanish speaking world countries; speaking another language.</p> <p>MUSIC: see all world music above; British Pop; Rap Culture; Listening work at GCSE and KS5. Folk Ensemble.</p> <p>MEDIA STUDIES: representation of minority groups.</p> <p>DANCE: examination level, dance history, modern UK Dance styles, influence on UK dance of world dance styles.</p> <p>EXTENDED THINKING: Year 8 futures thinking – looking at world architecture; religious diversity and value KS4. Year 7 Study of Devon and Ancient Civilisations – what is being civilised? Global Celebration of differences.</p> <p>BUSINESS: Global context and economics cultures.</p> <p>HISTORY: UK History; Year 9/10 USA, Russia, Eastern Europe,</p>

	<p>Cuba, Vietnam; Year 8 C20th World; Year 13 Ireland, Scotland.</p> <p>ART: see above for KS3; KS4 – students explore European, American and World Art.</p> <p>PE: AS Level – survival of ethnic UK games; barriers to participation for women, ethnic minorities, young and elderly. Comparison of US-UK sport in society and media. A2 Level – development of sport from public schools and their existing impact on today.</p> <p>D&T: see above. Choice of Global Contexts in Catering.</p> <p>SOCIOLOGY: focus on UK Culture, integration of new cultures.</p> <p>VOCATIONAL: multi-cultural studies e.g. Afro-Caribbean Hair Styles.</p> <p>CLASSICS: origins of Western Culture and classical influences on Islam (not explicit).</p>
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Global Dimensions Mission statement, programme aims and key features

Mission statement

The GLP is a ground-breaking new programme which will create a national network of like-minded schools, committed to equipping their pupils to make a positive contribution to a globalised world by helping their teachers to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3.

Aims of the GLP

The GLP has six core aims which are to:

- help young people understand their role in a globally interdependent world and explore strategies by which they can make it more just and sustainable
- familiarise them with concepts of interdependence, development, globalisation and sustainability
- enable teachers to move pupils from a charity mentality to a social justice mentality
- stimulate critical thinking about global issues both at a whole school and at pupil level
- helps schools promote greater awareness of poverty and sustainability
- Enable schools to explore alternative models of development and sustainability in the classroom.

Key features of the GLP

These are:

- a free peer-led locally-based programme of support to enhance teaching about global issues and whole school approaches to global learning
- access to e-credits which schools can use to pay for CPD from approved providers, alongside a searchable database of CPD providers
- a specialised online audit tool for schools to highlight current global learning strengths and areas of priority for development
- an individualised action plan for schools to understand how they might enhance future global learning provision
- curriculum guidance to support global learning in key subject areas (English, geography, history, mathematics, science, RE and citizenship) at Key Stages 2 and 3
- Easily-accessible and approved resources available to support classroom teaching and whole school global learning initiatives
- an online tool to assess pupils' global learning
- Opportunities for teachers to become accredited GLP Lead Practitioners and for schools to become accredited GLP Expert Centres.

Core Skills Developed through Global Dimensions in Geography and All Subject are:

- Global Poverty Development: rights and services, global relationships, sustainability, actions of governments, actions of citizens, businesses and technology.
- Critical Thinking: multiple perspectives, challenging perceptions, enquiry and discussion, communication, co-operation, teamwork, planning, reflection and evaluation.
- Values and Attitudes: fairness, agency, care, self-esteem, diversity, respect, social justice and empathy.

Responsibility Card Behaviour Systems.

See Behaviour and Consequences Policy Documents.

The college believes in developing personal responsibility in all our students and that they are a part of our community team.

Student Voice including both College Council and Learning Councils, Student Head of House Election Process, Subject councils, Environment Council; conferences to look at learning issues.

- Student Council: this is a representative student group who are interviewed to gain posts. They support the whole college ethos and running of events such as for charity.
- Learning Council: this is a voluntary group of students who support teaching and learning across the college.
- Student Heads of House: these are Year 10-11s who are elected by the students to represent them with Performance Leaders, Leadership Team and Parents.
- Subject Councils in PE and Music: support the running of events in these departments and contribute to schemes of learning. Many students are also coaches, directors of clubs, events, and primary academies. Games makers in Year 11 support playground behaviour.
- Environment Council: volunteer students to support with the environment.

- Student Voice Conferences: have included learning debates with India, debates about questioning, debates about how boys learn etc.

Global Partnerships with schools in Thailand, India; Kenya; France; Spain, and Sweden.

- The college runs full exchange programmes with schools in Thailand, India, France, and Spain with complete sharing of cultural differences and similarities in classes, workshops, visits, assemblies and cultural festivals.
- The school has worked closely with a school in Kenya developing learning spaces.
- Annual involvement in the Swedish Gothia Cup brings our students into contact with a wide range of European Cultures.

This document outlines key strategies and gives a range of examples of how these strategies work. A significant amount of additional opportunities exist alongside Schemes of Learning and Enrichment Opportunities at SDCC.