

South Dartmoor

British Values Strategic Policy

Be the very best you can be.

Believe in yourself: you can achieve it.

‘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: 1 February 2019

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:

- Future Horizons – a full PSHE timetable in Years 7-11 covering all aspects of PSHE, Careers, RSE, Citizenship using Your Life (Collins) as a framework upon which SDCC has developed a full curriculum scheme of learning.
- Health and Well-being lessons as a part of PE.
- 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 the 4 methods of learning and specific topics (see examples below).
- Behaviour for Progress policy.
- Student Voice including both College Council and Learning Councils, Student Head of House Election Process, Subject councils; conferences to look at learning issues.
- Global Partnerships with schools in France; Spain, and Sweden.
- Special Events such as Mock General Elections, Visits, Lectures by visiting university staff, Languages Day etc.

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, CAIRB and The Place.
- 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) – see High Performance Policy.
- 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:

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

The following are an example of what is included as a part of this strategic approach:

- 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.
- Student accolades for attendance and contribution.
- 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.
- 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.
- 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.

Within RS – here are some examples of how British Values are integrated into whole college learning approaches:

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| <p>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.</p> <p>Objective:</p> | <p>Examples from Scheme of Learning:</p> |
| <p>Students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.</p> | <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. 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. 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> |
| <p>Students have an understanding of and value British concepts of democracy, the rule of law, individual liberty.</p> | <p>Year 7 learn about Martin Luther King, Oscar Romero and Nelson Mandela as examples of people who were politically active and endeavoured 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 fought for it. 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. Year 8 Students focus on sexual ethics, they learn about the importance of democracy even for minority groups.</p> |

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| <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. We look at respect for the needy and those affected by poverty</p> |
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Examples from across the whole curriculum through specific topics:

- Students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

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.

LEC: dedicated time for PSHE and students fostering respect and tolerance.

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.

HISTORY: Year 7 Chivalry; Year 8 Empire and Slavery, Civil Rights; Year 9 KKK/Jim Crow Laws; Year 10 Votes for Women.

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.

EXTENDED THINKING: ethics and morality in Social Units at KS4. Multiple-intelligence work in KS3.

DANCE: Group Collaboration; feedback; classroom culture of respect.

ECONOMICS/BUSINESS: Year 13 economics – costs and benefits of immigration.

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.

ART: all years – peer critiques, discussion, assessments.

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.

D&T: fostered within class collaboration tasks; H&S; Diet and Health KS3&4; GCSE Catering – money and budget, food availability.

SOCIOLOGY: origins of values and beliefs; importance of key themes, effective society.

CLASSICS: debate, democracy origins, anti-tyranny.

- Students have an understanding of and value British concepts of democracy, the rule of law, individual liberty.

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.

LEC: GROW curriculum – current affairs that impact UK, the World and their lives.

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.

GEOGRAPHY: Development and Political Systems; Super Powers, Colonialism – Year 13 World Development.

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 Fascism.

DANCE: democratic group work, inclusive.

MUSIC: Group collaboration work, democratic methods. How musicians make work that expresses their experiences of the world e.g. Shostakovich in Year 13.

ECONOMICS/BUSINESS: macroeconomics – free market versus planned economy.

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...'

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.

PE: games rules and refereeing principles.

D&T: AS/A2/GCSE – product design, responsibility of landfill and biomass. Healthy Eating Government Guidelines.

SOCIOLOGY: basis of laws, policies in education, welfare, religion, criminal issues.

- Mutual respect and tolerance for those with different faiths and beliefs.

ENGLISH: See above. Strong emphasis on being able to advocate views other than their own.

SCIENCE: ethical considerations with regards to topics such as genetic testing, abortion, blood transfusions and transplants.

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.

DANCE: world dance – Year 7, Brazil, Africa, India dance; Year 8 – Swansong – empathy, prisoner of conscience theme.

EXTENDED THINKING: KS4 – religious diversity and common ground.

HISTORY: Year 7 Crusades work, religion in medieval times; Year 9 segregation issues; Year 10 Cold War, Russian Revolution, Capitalism and Communism; Year 12 Fascism, Year 13 Civil War.

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.

D&T: Multicultural Task 2 Controlled Assessments – investigating food, staples, cooking methods, diet, vegetarianism, vegans.

SOCIOLOGY: exploration of faiths, roles and purpose in society, encouragement of tolerance and understanding.

CLASSICS: syncretistic nature of classical religion.

- Students understand the importance of respect, leaving school fully prepared for life in modern Britain.

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).

LEC: see above.

GEOGRAPHY: Roots Unit Year 12; On the Move Year 12 – migration.

MUSIC: understanding of society, social ethics; empathy; sharing work; group collaboration.

HISTORY: respect is a core principle of all lessons.

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.

DANCE: life skills – co-operation, communication, compromise, empathy, sensitivity, creativity, imagination etc.

BUSINESS: financial awareness. Enterprise. Investigating business. Business Planning.

MFL: see above.

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.

PE: Sports Festivals – leaders from Years 9-13 assist, manage, officiate and coach primary school children – thus placing them in challenging and responsible positions. Behaviour expectations in all PE.

D&T; roles engineering – traditional or modern; face to face meetings with STEM Ambassadors; Roles of Hospitality Industry – jobs, skills.

SOCIOLOGY: Significance of respect, consequences of groups feeling a lack of respect.

VOCATIONAL SUBJECTS: employee, work related, work ready.

- Students study cultures from across Britain and the Global Community

ENGLISH: see above.

LEC: learning sequences to develop understanding of other cultures and faiths.

MATHEMATICS: India Connections Project in Year 7 alongside Art, Geography and RS. Use of Vedic numbers, Rangoli patterns and India's contribution to Mathematics.

GEOGRAPHY: Year 7 India, Brazil, Dartmoor; Year 8 Africa; Globalisation in Years 9 and 12. British Geography.

MFL: looking at and learning about other cultures such as French and Spanish speaking world countries; speaking another language.

MUSIC: see all world music above; British Pop; Rap Culture; Listening work at GCSE and KS5. Folk Ensemble.

DANCE: examination level, dance history, modern UK Dance styles, influence on UK dance of world dance styles.

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.

BUSINESS: Global context and economics cultures.

HISTORY: UK History; Year 9/10 USA, Russia, Eastern Europe, Cuba, Vietnam; Year 8 C20th World; Year 13 Ireland, Scotland.

ART: see above for KS3; KS4 – students explore European, American and World Art.

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.

D&T: see above. Choice of Global Contexts in Catering.

SOCIOLOGY: focus on UK Culture, integration of new cultures.

VOCATIONAL: multi-cultural studies e.g. Afro-Caribbean Hair Styles.

CLASSICS: origins of Western Culture and classical influences on Islam (not explicit).

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.
- The college believes in developing personal responsibility in all our students and that they are a part of our community team.
- The college runs full exchange programmes with schools in France, and Spain with complete sharing of cultural differences and similarities in classes, workshops, visits, assemblies and cultural festivals.
- Annual involvement in the Swedish Gothia Cup brings our students into contact with a wide range of European Cultures.

See Behaviour and Consequences Policy Documents.

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.