

Ormiston Latimer Academy

British Values Statement

Reviewed: Sept 2022

Approved by the Principal: Sept 2022

Introduction

As articulated within our Vision Statement Ormiston Latimer is committed to embedding a knowledge of British values and cultural literacy within our practice, whilst promoting social inclusion. We are committed to serving our community. The school adheres to the DfE Guidance (2014) that makes clear schools should promote pupils' spiritual, moral, social and cultural (SMSC) development and address the topic in school across the curriculum. At the same time due regard is applied to DfE guidance (2014) The Equality Act 2010 and schools.

Learners are encouraged to consider the global community from which they are drawn and practice social values in and out of the classroom.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five British values are

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

The academy uses strategies within the national curriculum and beyond to ensure learners' understanding is developed.

1. Democracy

- Pupil feedback on lessons / school activities, topics used to inform Year Councils.
- Pupil Council consulted on specific issues and feedback is acted upon.
- Activities within lessons contain democratic elements such as election of group leaders; direction the group / lesson will take.
- PSHE lessons discuss growth of democracy and issues as lobbying and pressure groups.
- Pupil Voice is used in highlighting positives and areas for improvement.

The rule of law

- PSHE, English and History all reflect on the rule of law. In the topics covered. This is considered in history through topics such as Medieval and Tudor Law and law in Nazi Germany. In Religious Studies, pupils consider how believers can follow both religious law and the law of the country they live in.
- In PSHE, All Year 9 and 10 pupils discuss the value of rules and laws, how they are arrived at and how they are enforced. Pupils consider the aims of punishment and the impact on society of crime with special reference to drug related crime, violent crime and anti-social behaviour.
- Visits from police are organised in both Key Stages.
- The Academy has a PCSO who works closely with pupils and families to support specific and individual issues.
- The LA attendance service work with the attendance team to support pupils and families that present specific concerns.
- Pupils attend assemblies where they are informed about many safeguarding issues that will relate to the law.
- Visiting professionals will discuss individual/group/community behaviour and the law

1. Individual liberty

- Anti-bullying log is kept, and incidents followed up.
- Bullying issues are a key aspect of the Y7 PSHE course.
- History lessons follow most aspects of the National Curriculum. Individual liberty is investigated via related topics.
- Part of the PSHE course is 'Human Rights and Social Justice' which looks at individual liberty and the work of charities.
- Individual liberty forms part of the Tutor Activities and assemblies produced by the Directors of Learning and is a recurring theme throughout the Academy (for example in assemblies).

1. Mutual respect

- Assemblies given by SLT are always based upon the celebration of diversity and mutual respect.
- RS / PSHE programme in both Key Stages based around these concepts. Pupils in both Key Stages will investigate and discuss Rights and Responsibilities. These will include

personal, school, wider society, work related and consumer related aspects. For example, the GCSE RE course focuses on the religions of Christianity and Islam. Pupils who follow a faith and those that do not are expected to appreciate the views of these – and other – religions and to be sensitive to the views they express.

- Both RS and PSHE curriculums foster mutual tolerance for all religions. All of the main religions are studied within Religious Studies, with an understanding that irrespective of your own beliefs we need to be respectful and empathetic to belief systems different to our own.
- The way adults within the Academy interact with each other and the pupils aims to foster mutual respect. The idea of listening to others and considering their opinions is a vital part of every lesson.

Tolerance of those of different faiths and beliefs

- The study of Christianity and Islam is a key focus of key stage 4 Religious Studies.
- For each religion, pupils study the impact of believers' religious beliefs on a person's daily life and how they interact with others. They also consider the impact of people of different faiths on British society and the beneficial changes they bring.
- GCSE RE looks in depth at beliefs' and practices of Christianity and Islam and issues of tolerance are explicitly covered. For example, pupils consider the issues faced by British Muslims when practising their faith.
- An expression of personal faith by the pupils is actively encouraged as part of a wider debate.