

STATEMENT ON THE PROMOTION OF BRITISH VALUES

Background and Rationale

Though it has acquired a greater urgency in recent months, the importance of schools espousing British values is not new:

The 2008 National Curriculum includes the following statement:

The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives

The 2011 Teachers' Standards state, as part of teachers' personal and professional conduct:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- These values support the national Prevent Strategy, put before Parliament in 2011 by the Home Secretary as a response to radicalisation of British citizens.

The Prevent Strategy recognises the importance of schools in counter-terrorism activities. More recently, concerns about the inappropriate actions of some schools were highlighted in the Birmingham Trojan Horse case, where a number of OFSTED inspections revealed a failure to promote British values adequately in some schools, meaning that young people in them were vulnerable to radical and extremist ideas. Consequently, all schools need a clear statement of British values and how they are promoted through the school's curriculum.

What is meant by "British Values"?

We believe that the following list exemplifies some of the values held dear by British citizens:

- Democracy
- Respect of the rule of law
- Appreciation of the rights of other citizens
- Individual liberty
- The promotion of opportunities for all
- Support for those who cannot, by themselves, sustain a dignified life-style
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participation in community life
- The contribution to, as well as the benefit from, cultural and economic resources

Although this list is not exhaustive, we believe it encapsulates the attitudes Parkside values and seeks to inculcate in its young people.

How does Parkside go about promoting these values? Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

In school we promote the importance of democracy through such things as:

- The free and fair electoral process for student positions of responsibility.
- Students being encouraged to consider alternative pathways in lessons.
- Student Voice on key school decisions.
- Students also elect peers to represent them.

Individual liberty suggests the free exercise of rights generally seen as outside Government control.

In school we promote the importance of individual liberty through such things as:

- The increasing liberty afforded to students as they move up through the years.
- The provision of extra-curricular activities and clubs, including intervention opportunities.
- Students encouraged to voice views in lessons in a formative manner.
- Students offered autonomy over choices regarding academic pathways.
- Elements of choice in the school canteen within healthy boundaries.

Rule of Law All people and institutions are subject to and accountable to law that is fairly applied and enforced.

In school we promote the importance of the rule of law through such things as:

- There is a shared classroom code of practice.
- Marking and feedback, as well as homework, policies set clear boundaries which are explained clearly to students.
- Accountability is stressed to all stakeholders including staff [teacher's Standards], students [Student Code of Conduct], and Governors.

Mutual Respect The proper regard for an individual's dignity, which is reciprocated.

In school we promote the importance of mutual respect through such things as:

- Classroom code of practice.
- School ethos statement
- Clear guidance on acceptable behaviour throughout school.
- The publishing and enforcement of a smart dress code for students and staff

- Wellbeing promotes mutual respect through the skills developed in assemblies and the repetition of related content across the curriculum.

Tolerance of Those with Different Faiths and Beliefs A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

In school we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Christmas Carol Service.
- Acceptance of faith symbolism.
- Religious Studies taught to all students across KS3 & 4 through PD.
- Faith assemblies.

British values are embodied in the following more specific ways:

Students participate in PD the lessons are taught on a carousel basis in order for students to experience a range of approaches. The PD curriculum contains the following elements which are directly applicable to promoting British values:

- Belonging and community
- World Religions
- Multicultural Britain
- Is Religion the reason for war
- Local Democracy
- Human rights and responsibilities – Racism and Prejudice
- Elections

School Assemblies, held once every week led by the Key Stage leader or a senior member of staff and focus on many of these identified elements through their weekly themes.

- The Parkside's system of organising students in Colleges with the involvement of every student in school life and supports them in interacting with their peers across the age and ability range.
- Parkside supports a range of local, national and international charities.

No school ever stands still and Parkside is no exception. The school will continue to strive to ensure that its students leave with the strongest foundation of values upon which to build a successful life and make a positive contribution to society.