

British Values – Whole School Audit

The social development of pupils is shown by their: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

In promoting British values we also ensure that we use a range of stimuli in lessons to cater to the wide ranging diversity within our school.

British Values	How is this promoted
<p>Democracy <i>Pupils have their voice heard through a variety of opportunities</i></p>	<p>Students have their voice heard throughout their time at Ricards. From Years 7-13 they will have an opportunity to participate in or contribute to a number of the activities below during different year groups and subject areas that are linked to democracy.</p> <p>These include; Consultation about topics and activities in lesson Differentiated tasks from which students can choose Opportunities to share their opinions through discussions Small group and paired discussions Think, pair, share activities Whiteboard activities- where they share their opinions Debating activities Feedback to their peers and the whole class within lessons Subject area councils Democratic voting during lessons and co-curricular activities Participation in school elections which mirror local and national elections (Mayor or London, General election etc). Opportunities to choose who they work with depending on year group, tasks and topics. Self and peer assessment Opportunities to share views through student voice – survey and interviews Student-run groups facilitated by staff Speaking and listening activities Lessons dedicated to how to debate appropriately and how to respond to the ideas of others Use of AfL strategies that promote choice, e.g. Traffic Lights, Big Question, ‘Tell My Neighbour’, multiple choice questioning Student leadership activities - students nominate leaders. Individual and group presentations Students choice concerning subjects to study in KS4 and KS5</p>

<p>The rule of Law <i>Pupils learn the value and reasons behind the laws that govern and protect us</i></p>	<p>How is this promoted / Activities / Resources used</p> <p>Students are given opportunities to learn about the rule of law. From Years 7-13 they will have an opportunity to understand, explore and participate in or contribute to a number of the activities below during different year groups and subject areas that are linked to the rule of law.</p> <p>These include; An exploration of laws about drugs, sex and alcohol Discussions about laws in different countries and the reason laws are made The use of school rules in all lessons - pupils know why sanctions are given. Discussion about British Laws Opportunities to learn about Scientific Laws and discussions of same Discussion relating to Stem cell research; testing embryos, abortion etc. – the associated laws are explained. Teaching of crime and punishment in the UK and in Christianity Discussions about equality within different religions groups namely Islam and Sikhism and how that is portrayed within society and school today Students involvement in making school and classroom rules Discussions and related activities about laws and controversial topics in the media linked to religion A study of Crime and Punish in the UK concerning drugs and alcohol. Discussion about the rules of different sports – students play within the rules to be successful. Chances to look at why our laws are in place and how they protect us. Specifically using crime in London and how to stay safe. Lessons that look at the law in context of illegal and legal drugs and laws relating to consent and legal ages for engaging in sexual activity. Session relating to cultural practices such as FGM and why the laws in this country protect girls from this practice. Discussions linked to the rules of connecting to the internet and how protocols work Students discuss how data is used and laws which protect us. SOW that explore the ethics of taking ideas used by others/sampling music and gaining permission. Discussions about Human Rights as part of global development Lessons about employer rights and the influence of EU laws on daily life when we talk about the EU Discussion on road signs and British laws when considering symbols used to give commands or authorise particular actions Topics on illegal activity and examples of legal, proactive community art. SOW about Health and Safety (Relating to HASAW/COSHH laws) and safe working procedures in some subject areas.</p>
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<p>Individual liberty <i>Pupils have the chance to develop and share own points of view within the framework of our codes of conduct.</i></p>	<p>How is this promoted / Activities / Resources used</p> <p>Students are given opportunities to learn about individual liberty. From Years 7-13 they will have an opportunity to understand, explore and participate in or contribute to a number of the activities below during different year groups and subject areas in order to express their personal freedom within codes of conduct.</p> <p>These include;</p> <p>Frameworks to aid constructive feedback about their opinions about their peer’s work. Opportunities for students to work collaboratively to share ideas. Session on how to listen to everybody’s suggestions – pupils are encouraged to listen. The promotion of successful female role models during lessons - students are encouraged to consider and develop an understanding of how women fit into the world of work. Discussions about women in Science such as Marie Curie; Henrietta Leavitt; Rosalind Franklin. Their important roles in discoveries are always highlighted and discussed. Representation of individual liberty in the ethos of the school – as a result this is within lessons Opportunities to study female views within different religions and how they are treated both in regards to religion but the society and culture that they are living in Chances to share their own views during meetings – an awareness is developed that they will not always changed things but they are allowed to voice their opinion Lesson in which students design their own games and create their own rules for their games and they teach other students in the groups their games and then evaluate constructively. Discussions about the liberties of the students in terms of their freedoms and rights compared to other countries Encouraging student dialogue Encouraging student debates Promoting success in subject areas leading to a worthwhile careers SoWs which are designed to promote self-expression, self-discovery and an understanding of how to develop into a successful woman of the future through students verbally articulating themselves Lessons where students are prompted to consider the social, moral, spiritual and cultural relevance of issues Discussion about job roles within subject areas. Use of successful professionals linked to subject areas are used as inspiration</p>
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<p>Mutual respect Tolerance of those with different faiths and beliefs:</p> <p><i>Respect and equality are the basis of all relationships and we instil tolerance of difference and respect for the views of others throughout our school community.</i></p>	<p>How is this promoted / Activities / Resources used</p> <p>Students are given opportunities to learn about mutual respect and tolerance. From Years 7-13 they will have an opportunity to understand, explore and participate in or contribute to a number of the activities below during different year groups and subject areas in order to show mutual respect and tolerance of those with different faiths and beliefs.</p> <p>These include;</p> <p>Discussions on how to listen to others and work in groups Opportunities for students to applaud and show appreciation and respect after presentations Discussion of different religious beliefs Freedom to express own beliefs and acceptance of others and knowing that there are differences between each religion Shared expectations with pupils about tolerances SOW on different religions Session about the importance of being a graceful winner and not being a bad loser. Lessons about equality and dealing with stereotypes and acceptance of individuals. This encompasses both faiths and beliefs but also LGBTQ+ issues and look at historical examples of oppression of minorities. Opportunities to work in groups and consequentially learn about how to be a team player and to work with others. Promoting of diversity in resources – when possible the way of life, custom, traditions, festivals, literature, songs from other cultures are explored Lessons on how to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment. Ricards’ membership and participation in the Global Learning Programme which supports the development of SMSC and skills such as critical thinking An active SMSC working party that focus on different projects which promote mutual respect and tolerance The use of literature from a range of cultural backgrounds, to instil a sense of tolerance and respect A study of life in developing countries through study of FairTrade. Use of world, texts dealing with homelessness, autism, multi-culturalism and dealing with crises Use of a range of different signs and symbols including faith symbols as stimulus during teaching Lessons on sensitive topics which are broached in an empathetic but objective manner Sessions where students are taught how to consider the beliefs and cultures of others so as not to cause offence during learning activities such as presentations, evaluations and presentations.</p>
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