

Birkdale High School



Birkdale
High School

Aspire - Thrive - Succeed

Promotion of British Values Policy



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Members of staff responsible: Mrs Marshall

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The promotion of British Values through SMSC at Birkdale High School

Birkdale High School seeks to positively prepare its students for life in modern Britain and to promote the British values of democracy; the rule of law; individual liberty; and mutual respect for, and tolerance of, those with “protected characteristics”, in the ways outlined below. “protected characteristics” are defined as race, sex, age, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

PSHCE

There are five ‘PSHCE weeks’ planned throughout the school year. Each pupil will receive 5 full days of lessons and activities linked to SMSC and British Values. Each week is themed and aims to do the following:

We enable students to *develop their self-knowledge, self-esteem and self-confidence* by discussing a range of age appropriate issues affecting their emotional and social interactions and personal safety. These include dealing with bullying, healthy lifestyles, body image, coping with family issues and change and mental health issues. Pupils are also encouraged to make sensible decisions with regard to addictive substances, sexual activity, social media etc. Pupils are further prepared for life in modern Britain by learning about FGM, child sexual exploitation and radicalisation and extremism.

We help students to *distinguish right from wrong and to respect the civil and criminal law of England* by discussing topical moral issues and teaching about how and **why** laws are formed. One lesson looks at the progress of new legislation through Parliament and at the role of the House of Lords. Students are encouraged to give their own opinions on laws affecting young people. In particular they discuss the age of criminal responsibility in a range of countries to facilitate discussion on *accepting responsibility for their behaviour* and thinking through the possible consequences of it. To further this aim, outside agencies are often invited into school to give their own perspective on the consequences

of law breaking and citizenship lessons discuss the impact of anti social behavior on the individual and on society.

Students acquire a broad general knowledge of and respect for public institutions and services in England by having the opportunity to meet members of public services such as the police, fire brigade, health services etc in order to understand the work that they do. Local politicians, charity workers and magistrates are also invited into school. Other members of the community who have visited the school have included a local homeless charity and the U3A. This helps students appreciate how they can *contribute positively to society*.

One PSHCE theme is 'tolerance' and students are encouraged to meet and understand people from different social and cultural groups. These include members of different faith groups as well as representatives of LGBT organisations and people with disabilities. This promotes *respect and harmony between different cultural traditions*. Students learn that British society values tolerance and does not promote prejudice or discrimination.

Citizenship lessons encourage *respect for democracy and support for participation in the democratic processes*, by comparing systems of Government in Britain with those in countries such as North Korea. Pupils reflect on the advantages of democracy. Lessons ask pupils to consider how much their lives are influenced by the actions of local, national and European politicians in order to help them understand the importance of using their vote in adulthood. Younger pupils consider the value of democracy, rule of law and individual liberty by working together to design their own countries with national identities, systems of government, rules and values.

Religious Education

All pupils receive two religious education lessons each fortnight. At Foundation Stage, pupils study the 'big six' religions. They also look at some 'offshoots' such as B'hai and Rastafarianism. They are taught to appreciate the ideas and reasoning behind religious practice in order to *promote tolerance, respect and understanding* for the values of others. This is emphasised by looking at what religions have in common and examining the common roots of Judaism, Christianity and Islam as well as other world religions. Students evaluate the basic moral codes of each religion and look at how rules and laws help to maintain a cooperative and peaceful society.

A unit on 'Science and Religion' encourages pupils to *enjoy learning about, and reflecting on*, the creation of the universe and the development of humanity. They decide whether science and religion can coexist or are mutually exclusive.

Students discuss a range of moral and ethical questions in both Key Stages. For example Year 9 students discuss their views on different kinds of euthanasia and are taught to recognize that there might be many different religious viewpoints on this matter. They decide whether religion has a place in formulating new laws or establishing medical ethics. Year 9 pupils also look at Humanist philosophies and all Students are encouraged to *reflect on their own values and experiences* and their responsibilities within society.

At Examination Stage, pupils concentrate on Christianity and Islam and the impact that faith can have on society and on the individual. Key verses from the Qur'an and the Bible are discussed and explained and moral and ethical issues are examined from faith and non faith perspectives. During lessons on 'Religion and Conflict' Jihad is looked at in depth and pupils are taught to appreciate its true meaning. This eliminates popular misconceptions. Possible reasons for radicalisation are also examined in this topic and pupils look at how those with a political agenda can take scriptures out of context and bend them to achieve their aims.

Other

Many activities across all subject areas, including PSHCE and Religious Education are designed to encourage social interaction, cooperation, debating and reasoning skills, imagination and creativity.

The school behavior policies and practice encourage a respect for rules and consideration for others. For example restorative justice techniques are often used to resolve disputes or bullying issues by teaching pupils to appreciate the impact of their actions on others.

A range of extra curricular activities encourage pupils to explore the arts and sciences in greater depth and allows them *to participate in and respond positively to artistic, musical, sporting and cultural opportunities*. This includes for instance, residential visits abroad, Christian Club, Environmental Club, Peer Mentors, Prefects, STEM Leaders, Sports Leaders, Sports Teams, Jazz Band, theatre visits and many others.

There are also regular whole school and year group assemblies delivered by staff and external contributors that cover a wide range of related topics. Copies of all assemblies are kept in the shared drive

Evaluation

The opportunities for SMSC within Birkdale can be measured via the SMSC grid which allows teachers to record key lessons or activities. This grid allows weaknesses or gaps to be identified and improvement plans made.

Evaluating the impact of SMSC and British Values education is also done by using Pupil Voice and monitoring pastoral data.