

Fundamental British Values

HEWORTH GRANGE SCHOOL



1. Statement of aims

- At Heworth Grange school, we actively promote a positive and inclusive environment; one that meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. These values include those defined by OFSTED as 'Fundamental British Values' which are **democracy, the rule of law, individual liberty, and mutual respect and tolerance**. We believe such British values are those values expected of anyone living in Britain, regardless of their nationality, culture or religious belief.
- Our ethos reflects these values. We place great emphasis on building positive relationships in school, amongst the students themselves and between staff and students. We strongly believe students should not merely be taught such values but that they are embedded into school life. Our ethos makes clear that all students should have the opportunity to LEARN, the freedom to BELIEVE and the support to ACHIEVE
- At Heworth Grange we are committed to preparing students for their adult lives, teaching them how to engage with society in a positive way, giving students the qualities they need to flourish as citizens who behave with integrity.
- We strive to support our students to develop into confident, happy, successful young adults and promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. Individuals will be recognised, respected, celebrated and valued for their individual achievements by all students, staff, parents, carers and the wider community.

2. Statutory documents and further information

- The Equality Act 2010 outlaw's discrimination against any person with protected characteristic. The following characteristics are protected characteristics age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation: [Equality Act 2010](#).
- Fundamental British values are defined in the Ofsted Inspection Framework, May 2019: [Education inspection framework](#)
- If you require further information, then please explore the following link which has information for parents and carers: <http://www.educateagainsthate.com/>
- [Heworth Grange anti bullying policy](#)
- [Heworth Grange Behaviour Policy](#)
- [Heworth Grange safeguarding policy](#)
- [Heworth Grange ICT policy](#)

3. Embedding Fundamental British Values

The information below explains how Heworth Grange works to promote positive values through the ethos and life of the school, for example through a broad and balanced curriculum, and through social, moral, cultural and spiritual development.

A. Fundamental British Values: PSHE (Learning 4 Life) Curriculum road map

<u>All About Me</u> Actions and consequences <ul style="list-style-type: none">• The reasons for rules	
<u>Creation Stories from Around the World</u> <ul style="list-style-type: none">• Different ideas about creation• Christian beliefs• Differences between Sikh & Hindu creation stories• Accepting the beliefs of others when they are different from you own	<u>Drugs, Alcohol & Smoking</u> <ul style="list-style-type: none">• Legal and illegal drugs• Drugs classification & penalties• The effects of Cannabis on the body

Year 7

Comparing Judaism and Islam

- Comparing holy books and places of worship
- Comparing religious festivals
- Religious dress
- Understanding Passover and Ramadan
- Islamophobia
- Investigation: The Jewish community in Bensham, Gateshead

Prejudice, Discrimination & Stereotyping

- Understanding terms EQUALITY & DIVERSITY
- The difference between prejudice & discrimination
- Protected characteristics
- The effects on victims of prejudice and discrimination
- Investigation: Homophobia
- Bullying - The importance of tolerance and acceptance

Staying Safe

County Lines

- What is 'county lines'?
- How gangs recruit young people
- Consequences of county lines activity
- Terminology used by gangs
- How to get help

Youth Crime

- Reasons for growing rate of youth crime
- Consequences of crime
- Local issues
- Growing rate of knife crime
- Keeping yourself safe

Extremism and Radicalisation

- What happens when we see things differently?
- Extreme behaviours
- Action that can be taken by pressure groups
- How radicalisation happens
- The impact of terrorism
- Case Studies: The Suffragettes, IRA, EDL & ISIS/ISIL

Sex and Relationships

- The benefits of friendship
- Sexual orientation

Year 9

Being British

- What does 'Being British' mean?
- Perceptions of the British
- British culture
- British values: Law, Democracy, Liberty & Respect
- British Institutions
- The Royal Family
- How other countries and cultures affects our lives in Britain

Human Rights & UK Law

- What is the UDHR?
- Articles of the UDHR
- The work of Human Rights campaigners
- Female Genital Mutilation
- Criminal & Civil Law
- Crime and punishment
- Reasons why we punish
- Human rights abuse in the UK and around the world

Democracy

- Democracy v. Dictatorship
- The Democratic Process in the UK
- Your right to vote
- Political parties in the UK
- Parliament and Government
- How the Government raises and spends money
- General Elections
- Referendums
- Devolution

Multiculturalism & Freedom of Faith in the UK

- How did we become a multicultural country?
- How immigration is different today
- The impact of migration
- The variety and growth of religion in the UK
- Religion & the law in the UK
- The importance of tolerance
- Investigation: Using census information to see the change in religions in the UK over time

Year 10

B. Fundamental British Values: Wider curriculum and extra-curricular road map

In addition to the PSHE curriculum (Learning 4 Life) Heworth Grange also promotes Fundamental British Values across all areas of school the school in both the curriculum and our wider curriculum

<p>Student voice and Student council</p>	<ul style="list-style-type: none"> • Student Principals • Year 11 student leadership team • Years 7 – 10 student councils • School ambassadors for Peer mentoring, Equalities, SEND and LAC 	<p>Active student voice to promote and engage students in an understanding of respect, tolerance, mutual understanding, equality and citizenship. Key focus on</p> <ul style="list-style-type: none"> • Self-support and awareness • Rights and responsibilities • Respect for others, the school, the community and the environment • Equality and anti-discrimination
<p>Assembly and advisory schedules</p>	<ul style="list-style-type: none"> • Daily 15-minute advisories • Fortnightly whole year group assembly session 	<p>An understanding of equality, diversity, tolerance, mutual respect, the rule of law and individual liberty through a planned programme of themed assemblies and advisory topics, including:</p> <ul style="list-style-type: none"> • Remembrance Day • International Holocaust Remembrance Day • World Aids day • Diwali • Anti-bullying week • Hate crime

School policies	<ul style="list-style-type: none"> • Anti-bullying policy • Behaviour policy • Safeguarding policy • ICT policy 	Fundamental British values recognized and embedded in all key school policies
Academic curriculum	<ul style="list-style-type: none"> • History • Geography • Health and Social Care • Sociology • Criminology 	<ul style="list-style-type: none"> • The promotion of tolerance of different views and beliefs • An understanding of different cultures and faiths • An understanding of democracy, the rule of law and Parliament • An understanding of equality and diversity
Drop Down days and external visitors programme	Diversity Days	<p>A programme of external visits and drop-down days designed to support and embed Fundamental British Values, including:</p> <ul style="list-style-type: none"> • Police • The Armed Forces • The Fire Service • Holocaust survivors talk • Community representatives • Diversity day