

## **British Values at Roundhay School**

### **Democracy:**

- Democracy is core to our school. Children have the opportunity to have their voices heard through our Pupil Forum and pupil questionnaire.
- Elections for Pupil Forum representative are undertaken in each form group.
- Governors have the opportunity to question pupils and to learn their views on their many visits to the school. They regularly interview pupils to ensure that they learn directly how pupils view our school.
- Children are always able to voice their opinions and we foster an environment where children are safe to disagree with each other.
- When there is a General Election, we hold a 'mock' election in school ... with all that it entails in terms of hustings, manifestos etc.

### **The Rule of Law:**

- The importance of Laws, whether they be those that govern the class, the school or the country, are consistently reinforced in our expectations through every school day, as well as when dealing with behaviour and through school assemblies.
- Children are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, the Fire Service and Magistrates are regular parts of our calendar and help reinforce this message. Examples can be seen in our PSHE policy and the student planners.

### **Individual Liberty:**

- Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Our PSHE policy underpins and supports this decision making and enables children to make the right choice. It also gives them the vocabulary to enter into a dialogue with others in their decision making.
- As a school we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and empowering education. Children are encouraged to know, understand and exercise their rights and personal freedom and advised how to exercise these safely, for example through our E-Safety and PSHE lesson. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

### **Mutual Respect:**

- At Roundhay School we pride ourselves on our positive relationships. We treat each other with mutual respect and work in a climate where openness, trust and inclusion lay the foundations for future life. (Core Values, page 28 of pupil planner).
- Our values of tolerance and care underpin all aspects of school life and gives staff and children the opportunity to discuss and reflect on the values in life that they believe in. It is our values that determine our thinking and behaviour and the way in which we interpret the world about us.
- We aim to help children learn the art of reflection and questioning to enable them to make sense of the world around them. We teach them to be understanding and solution focused rather than judging others. As young adults may understand that values are important if people in our society are going to live happily together, in peace and harmony. Refer also to appendix 1.

### **Tolerance of those of different Faiths and Beliefs:**

- This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.
- Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

(Further details in the individual subject sections which follow).

### **From the DFE:**

Every school should promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

This ensures that young people understand the importance of respect and leave school fully prepared for life in modern Britain.

**Examples of the understanding and knowledge pupils are expected to learn include:**

- an understanding of how citizens can influence decision-making through the democratic process
  - an understanding that the freedom to hold other faiths and beliefs is protected in law
  - an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
  - an understanding of the importance of identifying and combatting discrimination
- \* Please see appendix 1 for individual subject responses and appendix 2 for PSHE policy.

**Examples of actions schools can take to promote British values are to:**

- include in suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
  - ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
  - use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
  - consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values
- \* Please see appendix 1 for individual subject responses.

**Key Points of Britishness:**

- In the UK unprecedented levels of diversity are lined with social disharmony and a lack of affiliation with "Britishness".
  - An inspirational concept of Britishness will not focus on narrow ideas but rather on relations that foster social harmony.
  - Schools must foster inclusive understandings of Britishness that embrace diversity and acknowledge multiple ways of connecting with British society,
  - Positive citizenship in schools must be recognised as forms of Britishness that will lead to social cohesion.
- \* Please see appendix 1 for individual subject responses and appendix 2 for PSHE policy.

**Politicians' views on "Britishness"**

- Mr Clegg said: "There's some basic things everyone can agree on: Democracy, Gender Equality, Equality before the law."
- The Department for Education named the "fundamental" values as democracy, rule of law, individual liberty, and "mutual respect and tolerance of those with different faiths and beliefs".
- Gordon Brown proposed Britain have a day to celebrate its national identity in order to reclaim the Union Jack from the far-right and to foster integration in the wake of the 7 July terrorist attacks. British values include inventiveness, fairness, charity, resilience and a "mustn't grumble" attitude, Mr Brown said.
- Tony Blair, in a speech attacking opponents of devolution and nationalists seeking to break up Britain, defined British values as "creativity built on tolerance" and "work and self-improvement".
- Brian Lightman, general secretary of the Association of School and College Leaders said: "Nobody would dispute the importance of promoting values such as the ones they describe - democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. They are universal values." He added: "These values are embedded in the ethos of any good school - from the way teachers speak to pupils, pupils speak to teachers, people relate to each other in the community, school assemblies, celebrations and different festivals. All of these things are embedded in every school."

## **How 'Britishness' is taught and reinforced in subject areas at Roundhay School**

### **Art:**

**KS3** – We use mutual respect as a "Home Learning" project presentation and listening to pupils speak/present their work. Pupils have the freedom to choose the direction of their Home Learning projects. Artist of the Month – voting by pupil.

**KS4 & KS5** – Peer and self-assessment in all projects and respecting differences are celebrate/shared/encouraged to develop in personal art works. Diversity is encouraged in free expression or individually chosen themes.

### **Business Studies:**

**KS4** – Study democracy in Business. Individual decision making in Business paying taxes – looking at how the system works.

**KS5** – Re-distribution of income and wealth budget and how it's important to contribute to those less well off than you.

### **Computing**

**KS3** – As part of the history of computing we look at computing during the war (Bletchley Park and the work of Alan Turing).

**KS4** – We consider life as a global citizen and look at computing and the law. E-safety is high on our agenda at all times. We look at computing and the law and the use of computers in society.

**KS5** We again look at computers and the law, Digital divide V Digital world, computer intelligence on society life as a digital citizen, threats to data and national security.

### **DT**

**KS3** – Democracy (collaborative design) pupils give opinions on other design work, needs mutual respect. Risk taking in design (Liberty) cultural influences in design.

**KS4** – Law – copyright, patent and how they affect designers, manufacturer's obligations, taking design risks, cultural influences.

**KS5** – Risk taking through design, cultural influences/designing for diverse markets. Anti-discriminative design/design for political purpose.

### **English**

**KS3** – We promote British values through texts such as 'Animal Farm' (the rule of the law) and texts such as "Of Mice and Men" (mutual respect, diversity etc). We teach a Scheme of Work called Crime & Punishment which also focusses on the rule of law and individual liberty. We study World War One poetry which is at the core of "Britishness".

#### **KS4**

We teach "An Inspector Calls" which promotes mutual respect and tolerance. It also deals with the importance of democracy. We study a range of poetry which covers many of these themes. The English language papers often have extracts which deal with some of these themes.

**KS5** – Texts such as 'Hamlet' and 'The Handmaid's Tale' writing encourage pupils to consider democracy and mutual respect.

### **Geography**

**KS3** – Energy production and environmental problems/solutions, Crime – British legal system, also in an international context. Migration/Inequality of global citizenship responsibility in relation to charity, Fairtrade and individual choices.

**KS4** – UK Migration, multiculturalism, planning issues and sustainability, development, inequality and the role British play within this.

**KS5** – Post colonial population change, multiculturalism and its impact on Britain, Britain as part of the EU, regional differences and identities.

### **History & Politics**

**KS3** - In Year 8 we teach the development of democracy from the 19<sup>th</sup> to 20<sup>th</sup> Century. Also, immigration nation with a focus on why Britain is so diverse in terms of culture and religion. In Years 7, 8 and 9 we promote tolerance through units on the Crusades, Native Americans and the Holocaust. We study the Empire, positives and negatives in Year 8 also.

**KS4** – Our units in KS4 don't promote "brutishness" specifically but we do explore jingoism in the pre-war period. The coursework, depending on the focus. Looks at Britain at war.

**KS5** – Politics – The British Political System and parties is studied at AS level.

History – Unit 2, Britain and Ireland. Reasons for Home Rule is explored and 19<sup>th</sup> Century values surrounding Empire and its importance.

### **Health & Social Care**

**KS4** – We study the Health Care system of the UK, NHS, and the values this underpins. Care for a diverse and ageing population, including issues on immigration. Teamwork promotes democracy.

**KS5** – Principles of care (including tolerance, understanding, diversity, prejudice etc...), Acts & the Law (e.g. equal ops, Health & Safety at Work Act, Gender Equality), public health campaigns.

### **Mathematics**

#### **In all Key Stages**

- all pupils are given a fair chance to contribute to the lessons
- staff have high expectations regarding pupils showing respect to others when they make contributions during lessons
- Textbooks, worksheets and assessment questions include a variety of names and images which reflect the multi-cultural nature of Britain today.
- Staff treat all pupils fairly and set a good example to pupils at all times.
- Pupils are encouraged to work together and support each other when solving mathematical problems
- British values of tolerance and resilience are promoted on a daily basis through problem solving and understanding of complex concepts, encouraging students to persevere and try different methods to arrive at a correct solution.
- Pupils are often given a choice regarding which tasks they complete e.g. pupils may be able to choose from three different levels of questions depending on how they feel about a particular topic.
- Students are allowed to make mistakes and learn from them in all maths lessons. This fosters confidence and builds self-esteem, it encourages students to take risks and become lifelong learners whilst using their mathematical skills in all aspects of life.
- Pupils are regularly given the opportunity to share their feelings regarding the teaching of maths at Roundhay through the use of pupil voice. Pupils opinions are valued and we often make changes to our practice based on pupil opinion e.g. recently Year 12 pupils suggested that would like some extra resources to help enhance their revision, these have now been provided and are been used regularly by staff and students.

#### **Specific info for each key stage**

##### **KS3**

- Schemes of work contain references to problem solving tasks for all topic areas. These tasks enable pupils to work together to solve problems and help to build up their resilience. Pupils are encouraged to reflect on and question solutions rather than just accepting that they are correct.
- Students learn the origins of mathematics and that it comes from different cultures. Students are taught various methods of multiplication that stem from different cultures including Russian, Egyptian, Chinese and English. Students also study Indian Rangoli Patterns, Pythagoras and Fibonacci which all originate from various different countries.
- As part of the numeracy trip to Paris pupils visit a Science and Maths museum where they have an opportunity to investigate the origins of mathematical ideas and the cultural influences that have promoted the developments of these ideas.

##### **KS4**

- When studying fractions and percentages examples will make reference to the results of votes. Pupils will be encouraged to compare different outcomes.
- During data handling topics pupils look at how the media report statistical data and how the use of misleading graphs and the interpretation of data can be used to support or refute a claim. When developing questionnaires pupils are taught about the importance of avoiding stereotypical bias in order to ensure that everyone is able to respond to questions fairly without feeling pressurised to choose one particular option.

##### **KS5**

- Students are encouraged to support KS3 pupils during lessons. This enables them to act as role models for younger pupils and helps them to develop patience and tolerance when working with others.

## **Modern Foreign Languages**

### **KS3, 4 and 5**

Throughout MFL listening and speaking skills are developed to enable students to express and explain points of view and challenge each other and offer alternative viewpoints.

MFL introduces pupils to a range of new cultures, often represented within our own school, through which an acceptance of different cultures and people is fostered. Extra-curricular activities and trips abroad are organised, where pupils have opportunities to meet others from different cultures. We have FLAs in French, German and Spanish who work with pupils regularly and provide personal insights into their backgrounds and culture.

We encourage different views and opinions on a range of issues and topics to be discussed (e.g. group talk) in a supportive yet challenging way.

Strategic seating and interaction plans are developed and employed to allow pupils to foster relationships and develop a deeper understanding of pupils from a range of backgrounds and abilities, and encourages support and empathy within the classroom. Rewards and sanctions are used to encourage fairness and promote opportunities for all.

We offer pupils from other language backgrounds the opportunity to continue to develop their own home language: we are one of the few schools to offer Urdu to such a large proportion of the cohort. We facilitate the examinations in a range of languages other than those taught in school (e.g. Arabic, Chinese, Czech, Polish, Italian, and Greek). As part of the KS5 enrichment curriculum, the MFL department is offering Welsh as a taster session.

The new curriculum in languages fosters the use of a greater range of authentic materials, which has been made easier through the use of modern technology.

A range of topics include:- Environment, social issues, single parent families, marriage, poverty, gender equality, racism, rights and responsibilities and pocket money.

## **Media Studies**

**KS3** – At Key Stage 4, Media is taught through representation in the media, representation of Britishness film/TV/news.

**KS4** – Looking at stereotypes and the importance of challenging/identifying discrimination. Considering positive/negative representations of Britain/Britishness.

**KS5** - Media is taught through representation of national identity. Media coverage of National events etc. Again, we identify stereotypes and how these are used/manipulated in the media.

## **Music**

**KS3** – Copyright taught as part of Year 9 Curriculum. Range of diversity and musical examples used to show/learn understanding of different cultures. Support them to provide their options in a responsible and respectful way. Music we use reflect our school community – creates opportunity for sharing and understanding.

**KS4 & 5** – Lots to promote working together. Bringing together pupils of different cultures and experiences.

## **Physical Education**

**KS3** – Activities always involve cooperation, teamwork and competition. Fair play is delivered through all these activities. Rules for each activity explained and enforced by staff and pupils.

**KS4** – A continuation from above, exploration of different sports and cultures – GCSE includes History of Sports and cultures.

**KS5** – Self-reflection, awareness and challenge throughout all key stages and activities.

## **Religious Education**

**KS3** – The overall ethos of RE at Roundhay supports democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs – it is intrinsic within Schemes of Work at each Key Stage. The Schemes of Work specifically cover: human rights and responsibilities, beliefs and concepts, religious authority, alternative world view and the six world faiths.

**KS4** - The Schemes of Work specifically cover: religion and community cohesion, debate of ultimate questions and moral dilemmas. The Full course students also look at: religious rights and responsibilities, peace and conflict linked to forgiveness and reconciliation and Law and Justice.

**KS5** – Particular focus is given to democracy, the rule of law and individual liberty through the ethics lesson provided for Year 12 and 13 enrichment. Each of these includes the opportunity for debate and discussion safely. Subjects cover criminal age of responsibility, women and equality in the 21<sup>st</sup> century and animal testing.

## **Science**

**KS3** – We study a forensics unit which looks at how the justice system in the UK uses forensic evidence. We also have a disaster relief project day which looks at human needs and the work of the Red Cross. In Year 9 “Solutions for the Planet” workshop explores creativity with British businesses.

**KS4** – We study the ethical and legal issues around cloning and embryo research, including different religious viewpoints. DNA fingerprinting – discussion on individual rights, local, national and global environmental issues and sustainable development.

**KS5** – In Applied Science we look at: local and national recycling policies using data from Leeds City Council and also look at local conservation projects and their funding and legislation relating to them.

In Biology there is further development of ethical issues surrounding genetic research, vaccination and health programmes, a project with the Natural History Museum and involvement in “Citizen Science”.