

## **British Values in the Curriculum**

At James Brindley School, we actively promote positive, inclusive values as we know that most of our young people have experienced challenges in their previous education setting. These values include democracy, the rule of law, individual liberty and mutual respect for and tolerance of those of different faiths and beliefs. We believe 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 pupils themselves and between staff and pupils. We strongly believe pupils should not merely be taught such values but that they are embedded into school life and how we do things.

We strive to support our pupils to develop into confident, happy, successful young adults who have empathy towards and an understanding of those less fortunate than themselves.

The information below reflects how James Brindley School 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.

If you require additional information about promoting British values and preventing extremism or radicalisation please explore the following link which has a section specifically for parents: <http://www.educateagainsthate.com/>

### **Democracy**

Democracy is embedded at our school. Each pupil has a key worker whose role is to always “hear” the child. Pupils are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We empower our pupils by giving them opportunities to make choices about the things that they believe to be important.

By valuing each ‘voice’ and by listening and responding to that voice we demonstrate that we support democracy and liberty. This is mainly facilitated by an active School Council at our teaching centres, but also via termly pupil surveys for all pupils. The elections of the School Council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

### **Rule of Law:**

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced throughout our school day, through our school assemblies and also when dealing with behaviour in school. We involve pupils in setting codes of behaviour; helping pupils to make decisions and choices that are acceptable to the school community and society at large.

We encourage our pupils to distinguish right from wrong and help pupils to understand that living under the rule of law protects individuals. Pupils are helped to learn to manage their behaviour and take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. We can help most pupils to understand the connection between actions and consequences.

Our pupils 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 the Police, Fire Service etc. also help to reinforce our messages. Our restorative justice approach helps us to resolve conflicts.

This type of environment enables pupils to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place.

#### Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Pupils are encouraged to become good and valued citizens. We do this by supporting each pupil to become as independent as possible. We support pupils to develop their self-knowledge, self-esteem and self-confidence.

We endeavour to demonstrate that everyone has rights; this includes the right to say 'Yes' or 'No' to ideas or activities. Some pupils will be able to take responsibility for particular roles e.g. running breakfast clubs or a tuck shop and to understand that with certain rights comes a level of responsibility.

Learning to do things independently is an important part of learning to understand yourself. We support others by participating in charitable events such as, Red Nose Day/Comic Relief and Children in Need. We believe that engendering a caring and helpful environment and to be independent can boost and nurture a healthy self-esteem.

#### Mutual Respect:

We promote each pupil's inclusion in activities, settings and locations that are appropriate to them individually to meet their needs. Within school, pupils work with a range of people and interactions with others are always positively promoted on a personalised basis for each individual. This may include working with pupils across sectors, or other professionals e.g. coaches, theatre groups etc. The curriculum is personalised and planned for pupils and may include transitioning between other providers and going into the community to meet with a range of people in a variety of situations which include: sports events, community events and shared participation with other schools/colleges.

We believe it is important to facilitate opportunities to be part of the community as the pupils, families and staff have much to offer in the development of community cohesion.

#### Tolerance of different faiths and beliefs:

We are part of a school and local community where each person is respected and valued equally without regard to ability, gender, faith, heritage or race.

Cultural appreciation and development forms part of our curriculum. We place great emphasis on providing encounters and participation in events and celebrations to broaden all pupils' experiences and awareness of others.

Our Assemblies help all pupils to find out about themselves and others linking their lives to the communities in which they belong. The themes cover areas such as: friendships, helping others and celebrations from a range of faiths and world events.

Pupils are encouraged to experience British Culture through our curriculum themes. For example, pupils have visited many local attractions and places of worship. As a school, we try to encourage opportunities to take part in sporting activities which helps to instil 'fair play' and engender a 'team spirit'.

Although some of our pupils may find it difficult to articulate their feelings and concerns; staff are attuned to changes in demeanour and well-being that may indicate anxiety. If they are concerned about a pupil our accepted practice links to our Safeguarding Policy which entrusts a duty of care to all staff to actively protect and promote the welfare of children.

The staff work closely with parents, carers and other professionals to ensure that all pupils are happy, well cared for and enabled to learn the skills they need to live a fulfilling life as part of their community.

### School Council

Each teaching centre has a school council which is elected each year and contributes to the decision making processes in the school. We have a display board in school so all staff and pupils know who our school council members are and the issues we will be addressing.

Some agenda items covered by the school council include,

- Anti Bullying
- E-safety
- appropriate interactions
- Creating pupil friendly policies.

School council members are elected by their peers.

### Spiritual, Moral, Social and Cultural (SMSC)

James Brindley School School has a strong commitment to the personal and social development of all pupils. The school vision and values, put together by all the staff, supports spiritual, moral, social and cultural characteristics in all pupils.

#### **What is SMSC – Spiritual, Moral, Social and Cultural development?**

Here is a summary to explain SMSC – it is personalised for all our pupils.

#### ***Spiritual development is when we:***

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

***Moral development is when we:***

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

***Social development is when we:***

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

***Cultural development is when we:***

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

In our school pupil's SMSC development is seen for example in:

- Taking part in a range of activities regarding social skills
- Developing an awareness and respect for diversity
- Developing and appreciation of theatre
- Developing an understanding of right and wrong.
- Developing the communication skills to make choices about likes/dislikes in school then in wider community visits.
- Taking part in sporting opportunities.
- Taking part in cultural opportunities.
- Taking part in artistic opportunities.

SMSC is embedded throughout the curriculum at James Brindley School. This integrated approach ensures that aspects of SMSC are considered in all subject areas. The Senior Leadership Team audits SMSC and Governors monitor it across school.

**Beyond the Curriculum**

We are also committed as a school to developing SMSC beyond the curriculum. This is done through:

- Arts, Music and Cultural Specialists visits to school over the year
- Assemblies give pupils an opportunity to explore aspects of SMSC
- Our Arts Department have forged strong links with Birmingham Open Media and facilitate a wide range of projects and opportunities within the local community.
- We are a UNICEF Rights Respecting School. More information on this can be found on [www.unicef.org.uk/rights-respecting-schools](http://www.unicef.org.uk/rights-respecting-schools)

**Impact**

In order to reflect further on the impact of all our work on SMSC:

- We engage governors, families and community

- Hear our pupil voice
- Observe staff and pupil interactions
- Support Social Behaviour
- Complete learning walks reflecting on resources and practices.