



Redwood Secondary
School

**British
Values
Policy
2019-2020**

SMSC and Promoting Fundamental British Values

What are 'fundamental British values'?

Schools are required to provide for the spiritual, moral, social and cultural (SMSC) development of their pupils. As part of this requirement, schools are expected to actively promote fundamental British values.

The government defines these as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of different faiths and beliefs

What does this mean for students at Redwood?

Redwood's programmes for learning about fundamental British values are designed to prepare students and young people for life in modern Britain.

This includes helping students understand:

- The importance of combatting discrimination
- How we can influence decision-making by taking part in democratic processes like voting and petitioning
- Our freedom under British law to choose different faiths and beliefs
- That the law is there to keep us safe

What does this look like in our school?

British values are reflected throughout our school, including our ethos, policies and assemblies.

Students also engage with the values through the curriculum, in ways that are accessible, inclusive and suitable in context. For example in some subjects there are opportunities to think about traditions from different cultures and religions. In some provisions they may involve principles around sharing and taking turns; listening to one another and learning to be a good friend.

Extra-curricular activities such as games and sporting events teach students about the importance of rules. Students votes (e.g for their school council representatives / Head Boy and Girl), questionnaires and class discussions are other ways that children can have their voices heard and learn about democracy.

Our duty to actively promote fundamental British Values means that we always present political views to students in a balanced way. We are also responsible for challenging prejudiced or extreme opinions and behaviour (Prevent duty).

Redwood Secondary School is a multicultural community of students who experience a diverse range of learning difficulties. This helps our school community to be tolerant of, show mutual respect for and celebrate the similarities and differences of all ages, abilities and cultures. We actively promote the students SMSC development through our curriculum and enrichment opportunities and the fundamental British Values are an integral part of this. At Redwood we have considered how the values of our society are fundamental to a growing and vibrant school, community, country and economy. With the promotion of British Values in mind we have ensured that what we teach, and how it is taught, can best be planned to ensure our children develop into outstanding citizens of our country. Therefore, we have identified twelve key objectives and developed them across the school, linking into a range of subject areas where possible for the greatest effect.

Below is a summary of these curricular opportunities:

<u>Objective</u>	<u>Year</u>	<u>Subject</u>	<u>Learning Outcome</u>
1. To identify with different people and their cultures	11 – 14	Work Experience	Working within the local community in a variety of settings
	10 - 11	Duke of Edinburgh	Working / Volunteering in a care home for the elderly (Beech side Lodge)
	12 - 14	Princes' Trust	Working / Volunteering in a care home for the elderly (Lakeside Care Home)
	14	Leisure Day (Internship)	Interns spending 'leisure' time in diverse areas of the community.
	7 – 13	My Plan	Talking and Finding out about each other
	7 - 11	Assembly	Guest speakers form the local community
	7 – 13	Vocational options (Cooking)	Understand that many dishes and ingredients originate from other countries and cultures that have now become part of our culture.
	7 - 11	English (Poetry)	Survival (Inuits)

	7 – 11	PSHE	Use of multi-cultural texts, African / Japanese / American
	7 – 11	Geography	Looking at other cultures traditions and festivals
	7 - 11	Performing Arts / Dance	Exploring geographical locations for major World religions
		Art	Around the World music and Dance
	7 – 13	Science	Explore's cultural traditions through Art / Understand how other cultures are celebrated through studying different artistic styles and techniques form around the world
	7-14	Tutor Time SSC / SEB	Inheritance / variation looking at different features / characteristics across class/year/school
			Respect and listen to different greetings in different languages
			Investigating different cultures from around the world, through taste (cooking) smell / visitors / role play / sensory stories
2. To respect the opinions and beliefs of others	14	Leisure Day (Internship)	Working together to plan organise leisure opportunities
	7 - 13	Student council	Listening to and respecting student views
	7 - 13	English	Individual interpretations and debates
	7 – 14	PSHE	Discussions about different cultures and ethics.
	7 – 9	RE	Focus on origins of religion, their journey and beliefs
	7 – 14	SEB / ASC	To understand different religious festivals and cultures / Divali / Eid / Patron Saints Day

	7 - 13	Vocational options (Cooking)	Involvement and experience of cooking dishes from different faiths and cultures, such as 'kosher' and 'halal'.
	7 - 11	Assembly	Celebration and appreciation of other students work
	7 - 11	Performing Arts	Peer assessment / feedback and rehearsal's and improvements based upon constructive feedback from all
3. To uphold the rule of law	7 - 13	Student council	Following / initiating / deciding upon and modelling school rules
	7 - 13	KS3 / KS4 / KS5 Curriculum	Following School / Classroom rules / uniform and Redwood's Code of Conduct
	11 - 14	Work Experience	Following Company Rules and Health and Safety
	7 - 11	Science	Health & Safety - Lab rules and laws (chemicals)
	7 - 11	Tutor Time	Following school / classroom rules.
	7 - 13	PSHE	Alcohol / tobacco / drugs / sexual relationships /
	7 - 11	Careers	Employment Law / Workers rights / Trade Unions / Health and Safety / PPE
4. To appreciate the importance of equality before the law	7 - 11	PSHE	Respect for each other Equality and Human Rights
	7 - 14	KS3 / KS4 / KS5 Curriculum	Positive enforcement of Inclusion (whilst addressing individual needs)
	7 - 11	Careers	Employment Law / Workers rights / Trade Unions / Health and Safety / PPE

5. To understand the individual liberty afforded to citizens of these islands	7 - 11	English (Poetry) PSHE Careers	Slave Trade Poems Respect, Equality and Human Rights Employment Law / Workers rights / Trade Unions / Health and Safety / PPE
6. To support the principle of freedom of expression	7 - 13 9 11 - 14 7 - 13 7 - 14 7 - 14 7 - 13 7 - 11	Student Council Options Work Experience English KS3 / KS4 / KS5 Curriculum KS3 / KS4 / KS5 Curriculum PE / Dance D&T	Students express views / ideas / suggestions to SLT Students choose vocational Options Students choose work placements / work experience and vocational areas Review, thoughts, expression, discussion before formulating an individual opinion. Whole school curriculum / celebration days / fancy dress / karaoke – opportunity to express themselves as individuals. Wheelchair dancing Expression of individual liberty and freedom to perform Freedom to explore different designs, materials and equipment.
7. To have some understanding of how a democratic political system works	7-13 9 11-14	Student Council Youth Parliament Head Boy / Girl / Prefects	Students council democratically voted Students vote for Member of Youth Parliament Voted for by all members of the student body

	7 - 11	Tutor Time	Local / National elections involvement (Mock election)
	7 -11	PE / Sports Option	Acceptance of others sporting preferences
	7 - 11	Science	Communal class choice on experiment / investigation projects
8. To understand and exercise the notion of fair play	7 – 11	KS3 / KS4 / KS5 Curriculum	Taking turns / developing school / classroom rules / student voice and opinion
	7 – 11	PE / Sports option	Team Games / We can understand that to break the rules should be an accidental and not deliberate act. Learning from winning /losing
	7 - 11	English (Team Games)	Yukon Treasure Map
	7 – 14	KS3 / KS4 / KS5 Curriculum	House Points House /Competitions
	7 - 11	Science	Fair testing (experiment) use of a 'control'
9. To be committed to personal and social responsibilities	7	Redwoodian Award	To personally commit to achieve a number of set community / personal and social endeavours
	8	Redwoodian Extra Award	To personally commit to achieve a number of set community / personal and social endeavours
	7-11	PSHE	Following the rules of Society
	7-14	Independent Travel	Acting in a mature and responsible manner whilst out in the community
	14	Leisure Day (Internship)	Acting in a mature and responsible manner whilst out in the community
	7-13	My Plan / Tutor time	Promoting rights and responsibilities / that actions have consequences.
	7-13	PE	

	7 - 11	Performing Arts	<p>Responsibility to follow rules / H&S whilst swimming / trampoline. Bringing correct kit to lesson.</p> <p>All students take part in Annual performances and are responsible for their own part as well as the performance as a whole.</p>
	7 – 11	Science	Environmental Education
	7 – 14	ASC	Unit Accreditations and topics linked to Recycling
	7 - 11	Careers	Understanding responsibilities in the workplace, following instructions and responsibilities to H & S.
10. To develop a sense of community and togetherness	12-13	REEC Options (Gardening)	Working in the community to improve local gardens and amenities.
	10 - 11	Duke of Edinburgh	Working / Volunteering in a care home for the elderly (Beech side Lodge)
	12 - 14	Princes' Trust	Working / Volunteering in a care home for the elderly (Lakeside Care Home)
	7-13	Functional Maths/English	Supporting local businesses
	7-13	Enterprise	Supporting local charities and the wider school population
	9-11	English	Sharing books / WBD
	7-13	Community Projects	Redeveloping Denehurst Park Officiating and supporting community events (Greater Manchester Tennis competition)
	9 – 11	Young Leaders	
	7 – 13	My Plan	Opportunities to develop social skills whilst out in the community
	7 – 14		Encouragement of team games, turn taking, sharing stories,

	7 – 13 7 - 11	KS3 / KS4 / KS5 Curriculum Whole school curriculum / celebration days Careers	sharing resources, working across the school, community outings. Exploring and embracing significant celebrations / festivals / individuals from around the world Street Parties (Royal Wedding) World Cup / STEM Disaster Day/ House Curriculum Day / Careers Day Analysis of local businesses and career opportunities in the local area
11. To be aware of significant personalities, events and turning points in our history	7 – 11 7 - 11	Science History	Scientific Inventions / personalities in GB and the world Study of key individuals in history and their significance
12. To be conversant with examples of British creativity and/or culture	12-13 7-11 7 - 11 7 - 11	Film festival Science Curriculum Days Art	Discussing of films from British studios British inventors / pioneers We can describe how scientists like Isaac Newton developed the theory of gravity. 100 Years of Women’s Rights Study of stereotypical British images and icons from British Artists

At Redwood Secondary School 'British Values' are very much promoted through our house system and are considered in the following ways:

DEMOCRACY

“Develop an understanding of how citizens can influence decision-making through the democratic process”

Democracy is at the heart of Redwoods aims and ethos;

“The promotion of pupil voice where opinions are valued, encouraged and which can influence change”

Staff encourage students to know that their views count, to value each other's views and to talk about their feelings. This voice can be through using words, signing, objects, photographs, symbols, eye pointing, body language and assistive technology such as eye gaze.

Student Council - The election of School Council members reflects the British electoral system. Students consider the necessary characteristics for an effective student council member and vote using a secret ballot. The Student Council meet regularly to bring suggestions to the table from their peers and make decisions about ways to improve the school for the benefit of all.

Students voted in their tutor groups who they would like for their House Captain.

Students annually participate in the democratic elections for the Rochdale Borough Member of Youth Parliament, which gives students the opportunity to vote in the elections, and have their voices heard.

RULE OF LAW

“Develop an appreciation that living under the rule of law protects individuals and is essential for their wellbeing and safety”

Staff ensure that students understand their own and others' behaviour and its consequences. Students learn to distinguish right from wrong through discussions and the modelling of positive behaviour by our Redwoodian students, Young Leaders, Prefects, Head boy and Head girl. Students also abide by our Redwood Roots. These encourage pupils to work hard, and be the best. Students who are observed putting these rules into practise are rewarded by house points.

Students 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. These values are reinforced in different ways;

- Visits from outside agencies
- Religious Education, during which rules from different faiths are considered.
- Other curriculum subjects, where there is a need for respect and appreciation of different rules – e.g. P.E. > We have a clearly structured behaviour policy which all staff and students understand and follow
- Through a Code of conduct providing a clear ethos of expectations and

- responsibilities
- Through actively recording behaviour incidents which are reviewed and shared with Key Stakeholders
- Through assemblies which are delivered with a key focus on the law. These include safety awareness and e-safety
- Through Road safety / traffic laws taught during Independent Travel sessions

INDIVIDUAL LIBERTY

“Develop an understanding that the freedom to choose and hold other faiths and beliefs is protected by law”

Staff support all students to develop positive self esteem, self awareness and self confidence. Each student is supported to become as independent as possible, with our golden thread of preparing students for adulthood. We recognise that students have various learning styles and provide opportunities for student led learning. We teach students ways they can make choices and give them strategies to communicate.

Students demonstrate ‘Individual Liberty;

- Through our My Plan lesson - Personal Outcomes encourage pupils to take ownership of ways they can improve their learning and progress, giving them a sense of personal and social responsibility.
- Through making choices around vocational and leisure ‘Options’ during KS4.
- Through the ability to choose the topics of their class assemblies
- Through the ability to nominate themselves for the student council and voice their opinions through that forum

MUTUAL TOLERANCE AND RESPECT

“Develop an acceptance that other people having different faiths or beliefs (or none) should be accepted and tolerated and should not be subject to prejudice or discrimination.”

Inclusion, mutual tolerance and respect are at the heart of Redwoods aims and ethos:

“Creating an ethos where everyone values and respects themselves and each other”

“Where Every Person Matters’

We believe that each person is respected and valued equally without regard to faith, heritage, race, ability or gender. At Redwood Secondary School we are dedicated to ensuring our students develop a strong sense of social and moral responsibility, preparing them for life in Modern Britain where, in an ever changing society they understand the importance of and are able to uphold the fundamental British Values of democracy, rule of law, individual liberty and mutual tolerance and respect for others.

Staff aim to enhance students understanding and respect for different cultures, faiths and beliefs through our curriculum.

We also encourage involvement in charity events where students are made aware of the needs of people both in our own and other countries, supporting them through national fund raising events such as Children in Need, Shoe Box Appeal, Comic Relief and Sports Relief and Red Aid. This is also recognised through the 'Redwoodian Award' and 'Redwoodian Extra Programme' and through the following approaches

- Our Lifeskills curriculum embodies values of mutual respect through units of learning. These include relationships and being a good citizen.
In addition we have a full programme of assemblies for all students to ensure important messages regarding respect and relationships are given
- Our RE curriculum provides a broad and balanced education on a range of faiths, religions and cultures
- Our Redwoodian and Redwoodian extra award positively promotes mutual respect between individuals in school and the wider community
- Redwood teaches about faiths, tolerance and festivals such as Diwali, Easter and Chinese New Year through assemblies, key curriculum areas and key curriculum 'enrichment' days
- We are part of our local community and visit local shops, businesses, libraries and amenities
- Respect is central to our code of conduct – We respect all students, all adults, all property, each other
- Investigating different cultures from around the world, through taste (cooking) smell / visitors / role play / sensory stories
- Involvement and experience of cooking dishes from different faiths and cultures, such as 'kosher' and 'halal'.
- Involvement in community projects (Denehurst Park / Beechwood Lodge / Lakeside Residential Home)
- Parents coffee mornings / ASC coffee mornings
- Visits to places of worship, churches / mosque's
- Adults model respectful behaviour
- Involvement with Anti-Bullying week

How this policy was developed:-

Monitoring, evaluation and review

The School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Written by: Simon Alcock (March 2019)

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To be reviewed annually or as appropriate