

Promoting fundamental British values as part of SMSC at Blackfen School

Statement of intent

Through ensuring students' SMSC development, Blackfen school demonstrates that fundamental British values are actively promoted. This is done through a strong school ethos underpinned by effective relationships throughout the school, the assembly and community time programme, the Blackfen school curriculum and the provision of relevant activities beyond the classroom.

What do students at Blackfen school do?

- regard people of all faiths, races and cultures with respect and tolerance; and
- understand that while different people may hold different views about what is 'right' and 'wrong', all people living in United Kingdom are subject to its law.

What does Blackfen school do?

- ensures the ethos and teaching, which all parents are aware of, supports the rule of English civil and criminal law and the school does not teach anything that undermines it; and
- makes students aware of the difference between the law of the land and religious law.

What are the fundamental British values which are promoted by Blackfen school?

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect and tolerance of those with different faiths.

How are fundamental British values actively promoted at Blackfen school?

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with Blackfen school's duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

A Fundamental British Values

Through the provision of SMSC Blackfen school actively promotes fundamental British values by (the examples given are not exhaustive but provide an idea of some of the things which the school does):

1 Enabling students to develop their self-knowledge, self-esteem and self-confidence.

This is done through:

The PSHE delivered through Challenge Days

Citizenship programme in PPE.

GCSE Citizenship

The development of public speaking skills e.g. Speak up – speak out Jack Petchey challenge for year 10 students; Ted Talks – year 7; Students leading assemblies.

The English curriculum – speaking and listening skill development.

RE curriculum.

Student leadership teams/programmes.

National portrait gallery project – year 9 – Black Chronicles.

2 Enabling students to distinguish right from wrong and to respect the civil and criminal law of England.

This is done through:

Specific curriculum areas – RE/Citizenship GCSE and Law Level 3, AS and A2 courses.

Challenge Days which focus on rights and responsibilities.

Anti-bullying week (last one November 2016) including presentations to students and parents. The Anti-bullying policy.

The School Behaviour Charter statement of intent and the use of sanctions.

The assembly programme including themes such as Martin Luther King, UN Human Rights Charter, Sexting.

Use of mediation to sort out any friendship issues.

Work with local police force.

3 Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

This is done through:

The School Behaviour Charter.

Carol singing at the local care home (annual event).

Citizenship Fair (Year 10 GCSE – annual event).

Careers Forum (annual event).

Years 12 and 13 Enrichment. Year 12 and 13 community service - students are encouraged to participate in community service/volunteering. If they do this they get recognised in the effort award assembly. Year 12 students have become link students where they spend one CT each with a lower school tutor group. This is overseen by tutors.

Work place programmes.

Year 9 social enterprise based around local community.

Harvest Tea.

Parent engagement programme.

Justgive programme as part of Citizenship curriculum.

National Challenge Scheme (NCS) for year 11 students.

4 Enabling students to acquire a broad general knowledge of and respect for public institutions and services in England.

This is done through:

Work experience – compulsory for year 10 students in July every year.

Careers Forum (March – annual event). All uniformed organisations are present at this event.

Contact with MPs and visits from MPs as part of KS3 and KS4 PPE.

Humanities curriculum - Geography: Yr7 - Britishness topic, Yr9 - Crime topic
RE: Yr10 - UK as a multi-ethnic society topic, Yr11 - Democracy and Human Rights unit, Crime and punishment Unit. History curriculum.

Government and Politics and Law at KS5.

KS5 Tutor programme.

5 Furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

This is done through:

KS5 PSHE – Hate on the doorstep – racism – Panorama and related activities.

Hate on the Doorstep - in tutor time year 12 students. They watch the Panorama documentary and then have discussion tasks. Run by tutors.

Europe's Border crisis - Year 12 tutor time looking at immigration.

The assembly themes e.g. Black History month, international language day

Black History Month celebration.

International evening (May each year).

International partnership – reciprocal visits to 2 schools in India (February and May each year).

Appreciation of other cultures through residential visits e.g. New York (December 2015 and December 2016), Berlin (February), Poland (October), Spain (May), Rome (November).

Teachers' Toolkits training session dedicated to EAL.

RE curriculum – KS3 and Holocaust Challenge Day.

Holocaust educational trust visit/project.

6 Encouraging respect for other people.

This is done through:

The School Behaviour Charter and sanctions. This includes the conduct card system.

Anti-bullying policy and the anti-bullying week (November every year).

Staff as role models for young people.

Display boards and associated assembly programme on homophobic abuse.

Rules for learning in every classroom.

Mediation used to sort out any issues.

The assembly programme – e.g. Martin Luther King (January every year), Holocaust memorial day (January every year).

Stonewall accreditation – 2015-2016.

Student leadership programmes.

Community assemblies – every half term.

7 Encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This is done through:

The annual elections for representatives on the elected Student Leadership Team

The election of the 6th form student leadership team annually.

Community Time – PSHE unit on the lead up to the election.

Curriculum – History, Law, PPE, RE, Citizenship and Government and Politics.

KS5 tutor programme.

Assembly – democracy.

B SMSC

Through the provision of SMSC Blackfen school actively promotes student understanding and knowledge by ensuring that students have (the examples given are not exhaustive but provide an idea of some of the things which the school does):

1 An understanding of how citizens can influence decision-making through the democratic process.

This is done through:

Elected Student Leadership Team.

Community student leadership team – head student for each community.

Digital Leaders.

Student Learning Consultants.

Sports Council.

Numeracy Leaders.

6th form leadership team.

Citizenship Fair.

2 An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

This is done through:

The PPE curriculum and GCSE Citizenship.

Law Level 3, A level and Government and Politics A level, History A level.

The School Behaviour Charter and the rules for learning.

Safeguarding policy.

Assembly programme.

KS5 L2 visits to Court and police station.

3 An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.

This is done through:

Curriculum areas.

Elections to Bexley Youth Council – understanding of Parliament

4 An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.

This is done through:

Assembly themes e.g. Holocaust memorial day.

PPE, RE and Citizenship curriculum.

RE curriculum linked to the local agreed SACRE guidance.

Conduct card which includes sanctions against anyone who does not show an understanding of this.

5 An acceptance that other 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.

This is done through:

The assembly programme

Curriculum in RE, PPE and Citizenship.

International day and evening celebration (annual event).

Links to our partner school in India.

6 An understanding of the importance of identifying and combatting discrimination.

This is done through:

The Community Time programme e.g. Unit on Stephen Lawrence.

Citizenship curriculum.

Staff as role models.

Equal opportunities policy.

Noticeboards about different forms of discrimination.

The assembly programme.

Conduct card – clear statement and sanction.

The Blackfen School Behaviour Charter.

International evening (annual event).

Philosophy for children.

Discussed and approved by Governors – January 2017

To be put on website to replace the present document

To be reviewed by the Governors curriculum committee – January 2018