

BELVUE SCHOOL

POLICY AND CURRICULUM GUIDANCE ON TEACHING BRITISH VALUES

1. OVERVIEW

As a learning community in the heart of one of the most culturally diverse cities in the world our school community has decided that the focus for community cohesion and preventing radicalisation is the teaching of RESPECT. This policy and guidance acknowledges that we are working with a particularly vulnerable group of pupils who are more susceptible to grooming because of their learning disability, autism and complex needs. This combination of challenges severely impacts on their lack of employment and social opportunities which often manifests in social isolation; a feeling of helplessness and an over dependence on social media. We acknowledge that because of these difficulties our young people are more likely to suffer mental health problems and become potentially vulnerable to radical views. (See Harry Thomas/Kazi Islam, Guardian, April 2015).

We therefore believe that it is our responsibility to support young people understand and develop their relationship to the community, by developing their belief in the contribution they can make and its impact and value on their community. We want to support them in appreciating and valuing the many benefits of being part of their community.

1. APPROACH AND ETHOS

At Belvue School we have developed an acronym for teaching ‘British’ values that builds on the notion of equality and respect inherent in our modern, multi-cultural community of Greater London.

At Belvue School we don’t teach British Values we teach RESPECT, both in relation to the actual meaning of the word - that of due regard for the feelings, wishes or rights of others - and as an acronym for:

R = right to freedom of speech and individual opinion within the rule of law

E= equality regardless of gender, disability, age, sexuality, race

S = support for those in need through the NHS, the benefits system and international aid

P = parliamentary democracy and the right to vote

E = enterprise, employment and the right to a minimum wage

C = community cohesion whilst respecting the right to be different

T = tolerance of others regardless of culture, religion or belief

These principles and values are delivered throughout the structured and extended curriculum by all staff including office, lunch time supervisors and visiting practitioners. They are the principles that underpin our interactions with pupils, parents and partners of the school.

1. CONTENT and FOCUS

R = right to freedom of speech and individual opinion within the rule of law

At Belvue School we teach young people about their right to have an opinion and their right to share that opinion. However we also teach that some opinions are against the law, for example, opinions that insight racial or religious hatred. We provide structured opportunities for pupils to practice giving their opinion through for example, discussions, school council and questionnaires.

E= equality regardless of gender, disability, age, sexuality, race

At Belvue School we have an equal opportunities policy that covers all aspects of school life. Staff act as role models and practice the principles of equality in all aspects of their practice. They challenge pupils when they digress from these standards but whilst doing so, take the time to explain where pupils have transgressed. The school celebrates diversity through assemblies, whole school celebrations, special events and the structured curriculum.

S = support for those in need through the NHS, the benefits system and international aid

Pupils learn about the role of the NHS and the benefits system through the structured curriculum. They are taught how taxes are raised and pay for these support systems. They are taught how they pay taxes both through employment and indirectly through VAT etc. They are taught the value of this system in supporting less advantaged members of our community and the universal health of the nation. Pupils participate in a range of fund-raising events to support their understanding of international aid and the needs of people in other countries who may be encountering war, famine or a natural disaster. School assemblies and the structured curriculum also support this work.

P = parliamentary democracy and the right to vote

Pupils learn about the parliamentary system through the structured curriculum. Pupils participate in role play elections during national and local election. Pupils also participate in elections annually for the school council which also involves the process of hustings. Assemblies and vertical tutor time also teaches about democracy and using voting to support choice making.

E = Enterprise, employment and the right to a minimum wage

Belvue School is outcomes focused with the aim of supporting all our young people into meaningful work. Although the curriculum is extremely broad and balanced the focus in Key Stage 4 and particularly in Key Stage 5 is vocational. In Key Stage 5 much of the learning occurs within the community with external partners. The aim of this work is to instil in young people the belief that they can make a meaningful contribution to their community through paid and voluntary work. The young people also run a variety of mini-enterprises to support them in their understanding and development of the skills for employment and the variety of employment routes available to them.

C = Community cohesion whilst respecting the right to be different

Pupils learn that community cohesion is one where: there is a common vision and a sense of belonging for all communities. This is supported by the structured curriculum in particular religious education and humanities. It is also supported by our assembly programme and special events marking religious and cultural events.

T = Tolerance of others regardless of culture, religion or belief

Pupils learn about the diversity of our schools multi-cultural, multi-ethnic constitution. Through the curriculum, pastoral system of vertical tutoring and the modelling of staff behaviour and relationships they are taught to value and appreciate the diversity of people’s different backgrounds and circumstances.

Reviewed: May 2021

Review: September 2022

CURRICULUM MAPPING OF RESPECT

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| --- | --- | --- | --- | --- | --- | --- |
| ACRONYMN | FOCUS | Vertical tutor time | PSHE | EXTENDED SCHOOLS | OTHER CURRICULUM AREAS | EXTENDED CURRICULUM |
| R | right to freedom of speech and individual opinion within the rule of law |  |  |  |  |  |
| E | equality regardless of gender, disability, age, sexuality, race |  |  |  |  |  |
| S | support for those in need through the NHS, the benefits system and international aid |  |  |  |  |  |
| P | Parliamentary democracy and the right to vote |  |  |  |  |  |
| E | enterprise, employment and the right to a minimum wage |  |  |  |  |  |
| C | community cohesion whilst respecting the right to be different |  |  |  |  |  |
| T | tolerance of others regardless of culture, religion or belief |  |  |  |  |  |