

Fundamental British Values at JRCS

January 2015



Vision Statement

At JRCS we have always had a commitment to strive to fully prepare our students for the challenges they face in their chosen pathway of study, training or work in modern Britain. At the heart of this preparation are the key values detailed in the ACHIEVE agenda, values that underpin our SMSC work both in and outside the classroom. Fundamental British Values form an integral part of this as well as the expectations that we want our students to value, as they represent the commitment to respect and tolerance to all faiths, ethnicities, races and cultures, an understanding and respect for the democratic process and the importance of individual liberty within our community.

Rationale and approach

JRCS believes that pupils should accept and engage with fundamental British values **of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs**. This is so that pupils can participate fully and positively to life in modern Britain and our school community. At JRCS we audit how effectively we do this both in our classrooms and through our informal curriculum. Fundamental British Values are integral to our SMSC agenda.

A selection of evidence which shows how JRCS promotes British Values

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

Learning about the Government (BTEC Level 2 Unit 1/ BTEC Level 3 Unit 1/ GCSE Business/ GCSE Economics/ A level business/ A level Economics). Business Studies Department.

Drama is used as a tool to explore a range of issues and ideas- taking on a role allows people to empathise and perhaps understand why in a safe way.

Antigone Yr8 - discussion of dictatorship vs democratic process. Drama Department.

Year 8 extended homework on the EU and how it works – Geography Department.

A mathematical structure requires logical thought processes and justification as is required in effective decision making. Maths Department.

GCSE - Students look a topic called 'Rights and Responsibilities' which covers the values of voting. There is also a specific section called 'Living in a Democracy.' Religious Studies Department.

Yr8 - Students study a topic called 'Justice' and the concept of a democratic process and the benefits against other systems is covered. Religious Studies Department.

We do group work in lessons and students often have to decide who is going to be the "creator", The "Communicator", the "Clarifier", the "Coordinator" and the "Charter"- This decision-making process teaches the students that a bad choice can sometimes have an impact on their final result for the finished product. MFL Department.

As part of the Out of School Hours Learning programme students are invited to bid for activities that they are interested in taking part in. Students also take part in a Clubs fair which takes place at the end of September. Each activity is invited to set up a stall in the school hall at lunch time to promote their activity and recruit new members. Students participate in two ways, either by running the stall for their favorite activity or by visiting stalls to collect stickers for the activities that they are thinking of joining in with. Out of School Hours Learning (OSHL)

Weekly democratic Student Action Team meetings. Student Voice

Annual student democracy elections. Student Voice

In tutor time students develop the skills to debate with grounded argument and encouraged to support individual opinion showing empathy, respect and consideration. Teachers actively promote the work of the school council, highlighting the unbiased nature of our election systems. The students make choices that impact the direction of the school, creating a fully participatory and truly representative democracy that respects every vote and every voice in

every school election. Year Teams.

Students have responsibility over the changes that occur in school through student representative meetings that encourage students to actively raise issues concerning their tutor group and establish solutions. Year Teams.

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

Employment laws (BTEC Level 3 Unit 13 / GCSE Business/ GCSE Economics/ A level business) Business Studies Department.

Food labelling legislation is law, statutory requirements. Food and Catering Department.

GCSE Unit B2 – Laws on cloning and using stem cells. Science

Safeguarding legislation- unit 11 health and social care- lesson plans in unit 11 folder and student work stored in SF3. Social Development Department

Unit 2 equality, rights & diversity- health and social care – explores discriminatory practice and its potential effects on patients/service users, the promotion of anti-discriminatory practice by, for example, legislation and codes of practice. Social Development Department.

Year 8: Democracy and Justice unit of work. PDE Department.

Anti-bullying policy and training for mentors, mediators and all Year 7. Student Voice

Law, protection, well-being and safety are addressed in assemblies to encourage critical thinking amongst the students. Students are given the platform to share their own concerns and support is provided through the Head of Year, tutors and pastoral assistant. Year Teams.

An understanding that there are separate levels of power and that some public bodies such as the police can be held to account through Parliament, others such as the courts, maintain independence

Year 8 - *Darkside* by Tom Becker. The novel deals with police corruption leading to discussions about the subject during lesson time. English Department.

Year 10 and Year 11 non-fiction newspaper articles relating to the Police. English Department.

Year 9 wider reading unit – *1984* by George Orwell, *The Color Purple*, *Memoirs of a Geisha*, *The Handmaid's Tale* (apocalyptic fiction). The English Department.

GCSE - Students look at the role of government and the power they hold on issues such as community cohesion and what they do to support it. Religious Studies Department.

KS5 A level students learn the role the government plays in organizing and funding sport in the UK and how the funding is distributed evenly. PE Department.

Community Team run tri annual Young Persons Safety group conference here with local focus from Local council/Police/Education. Student Voice

An understanding that other people having different faiths or beliefs or choosing not to have faith, should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour

The concept of 'Globalisation' for businesses. This means acting global but thinking local – thinking about the cultures and beliefs of a business and adapting practices to meet those needs. This includes in different areas of the UK as well as on a global scale as certain areas of the UK have pockets of different cultures/ religions. Business Studies Department.

Resources used in classes and for homework, including the online services we are subscribed to, tend to use a variety of names from different backgrounds and a balance of ethnicities when showing people in pictures. Maths Department.

Representation of religion Year 12 exam topic (Year 12 representation unit) Media Studies Department.

GCSE – Unit P1 – The origins of the universe discussion, The role of scientists and the church in the discovery of the structure of the solar system. Science Department.

Students look at how faith is explored through the Human Figure in Eastern Religions in Year 9. Students also explore ideas about belief in nature in Year 7 when exploring the Green Man. Students are taught to appreciate the diversity and richness belief and faith can bring to the different artwork they see around the world. Art Department.

Year 9 lessons on anti-Semitism and the Holocaust. History Department.

In year 9 students study migration, multiculturalism and diversity. PDE Department.

One of the Out of School Hours Learning activities is a Friday prayer group. There is also a Bilingual social Club provided by the Co-educator in charge of EAL. All students are welcome to any OSHL clubs or activities. All staff running OSHL uphold the school ethos in relation to tolerance of all faiths and beliefs. OSHL Programme.

Diversity Team, Pride team and Free the Children work tirelessly to encourage global, national and global awareness of relevant issues. Student Voice.

Pride Team are working with the borough advisors and local Head teachers to raise awareness of tackling homophobia. Student Voice.

Free the Children have been invited to City hall for a We are Silent Campaign in May. Student Voice.

Stonewall Posters in almost every classroom around the school. Equalities board in a prominent position in the school to highlight our commitment to equality and diversity. Student Voice.

Student made diversity and equality films have been shown in assemblies and embedded on our school website. Student Voice.

Students made aware of cultural and religious festivals throughout the year. Year Teams.

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

Year 11 - Unseen poetry unit for Y11 addresses poetic voices from other cultures. English Department.

Year 8 - Language and public speaking unit. English Department

Year 11 – Speech on individual topic of student’s choice is part of the external examination requirements. English Department.

Yr 13 Weimar Constitution and Bill of Rights. History Department.

KS5 A level students study the history of the Olympic Games and the different events that have taken place over the years regarding people’s right to fight for their rights and beliefs. PE Department.

In the MFL Department, students feel safe to express themselves in a different language.

Safe multi-faith reflection/prayer room allocated for student. Student Voice Equality Student Action Team.

An understanding of the importance of identifying and combatting discrimination

Discrimination raised through curriculum content is challenged and addressed. All Departments

BTEC Construction Unit 2 Assignment 1: Considers the benefits of the construction industry in terms of local employment, inclusion, and well-being of employees with the industry. Design Technology Department.

Yr8 – Their extended homework on Martin Luther King covers his role against discrimination. Religious Studies Department.

Government and Politics – teaching of key concepts e.g. human rights and tolerance. Psychology Department.

Year 12 Civil Rights lessons. History Department.

Year 10 lessons (The ‘Indian Problem’, Exterminators v Negotiators) investigating the beliefs and lifestyle of the Native Americans and how they were undermined by the US government and the settlers moving West. History Department.

