



Hagley Catholic High School

PROMOTING BRITISH VALUES POLICY

Approved by the Full School Committee

Signature:

Chair of Committee

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Staff Responsible:

SLT

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Rationale

Maintained schools have obligations under section 78 of the Education Act (2002), which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

The DfE requires that all pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance¹. This directive conflates with the view of our faith which states that the Catholic Church recognises all goodness and truth found in other religions as "a preparation for the Gospel and given by him who enlightens all men that they may at length have life."² Therefore, as a Catholic School, we recognise, and whole-heartedly support, the need for our pupils to have instilled within them, respect for, understanding of and discernment for other cultures, religious beliefs & customs and promote equal opportunities for all, as stated in our School Mission Statement & Aims.

Furthermore, our core belief, that all humans are created with equal dignity in the image & likeness of God, asserts the equality of all, rejects discrimination of any kind, and by extension welcomes diversity of culture. This belief ensures that Hagley Catholic High School prepares its pupils for successful and productive lives, which see pupils contribute towards the common good of society.

Hagley Catholic High School is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Indeed, in 2013, Pope Francis said *"What we are called to respect in each person is first of all his life, his physical integrity, his dignity and the rights deriving from that dignity, his reputation, his property, his ethnic and cultural identity, his ideas and his political choices. We are therefore called to think, speak and write respectfully of the other, not only in his presence, but always and everywhere, avoiding unfair criticism or defamation. Families, schools, religious teaching and all forms of media have a role to play in achieving this goal."* It is this mission which the school seeks to instil within all its pupils.

Finally, 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.

¹ In *Promoting fundamental British Values as part of SMSC in Schools* (November 2014)

² *Catechism of the Catholic Church*, paragraph 843

Fundamental British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs³.

The following Fundamental British Values are identified by the DfE as what schools should be promoting as part of their SMSC development:

1. **Enable pupils to develop their self-knowledge, self-esteem and self-confidence.**
 - a. The Learning Support Department fosters an inclusive learning environment in which pupils of all abilities are encouraged to develop personal attributes;
 - b. 'The Voice,' our School Council, provides opportunities for pupils to learn more about the logistics of our community and to present new initiatives to the Senior Leadership Team, allowing them to grow in self-confidence and self-esteem;
 - c. The Community Ambassadors received training in public speaking in front of large audiences;
 - d. Regular opportunities to actively contribute in Collective Worship with their peers facilitates pupils' self-confidence;
 - e. The PSHE programme enables pupils to develop, self-assess and refine their skills in group work, public speaking, listening to others, stating their own opinions, challenging others' opinions and decision making skills;
 - f. Regular debating within General Studies lessons to enhance critical thinking skills, freedom to express one's opinions and confidence gained from doing so;
 - g. The Challenge Team present to pupils on their self-worth and self-esteem in respect to personal relationships;
 - h. All pupils reflect upon their gifts and talents and consider how they can be used for the benefit of society, within curriculum time;
 - i. Our Pastoral system, via the Tutorial Programme, is a five year programme whose principal aim is to develop the 'whole' child so that students are well equipped spiritually, morally, socially, culturally and academically to move on to the next phase of their lives. Much of this work focuses on the importance of pastoral staff really 'knowing' the students so that students, in turn, develop a self-awareness that enables them to grow in self-esteem and confidence in order to fulfil their potential.
2. **Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.**
 - a. At all stages of their education, pupils are taught the importance of following their conscience and to consider the implications of their actions. Pupils are taught that their consciences are informed by Jesus Christ, the teachings of the Church and their own human experiences;
 - b. Pupils are taught the importance of school rules, and are aware of the consistency with which the school approaches their breach;
 - c. When teaching various real-life issues, such as abortion, euthanasia and human rights, pupils are explicitly taught the English Law that governs each of these issues

³ *The Prevent Strategy (2011)*

and what they are allowed to, but also informed of the Church's teaching in these areas, enabling pupils to inform their own consciences;

- d. Our eSafety programme teaches pupils about the legality of some people's actions and the consequences of breaking the law;
 - e. In PSHE, pupils study moral issues and reflect on the nature of right and wrong behaviours;
 - f. In Citizenship, pupils study local, regional and international governance within the UK and Europe and reflect on how the law helps with complex problems within the UK's legal system;
 - g. General Studies at AS and A2 has Culture and Society Units in which students learn and are encouraged to broaden their knowledge and understanding of the system of law and law making in our Jurisdiction of England and Wales;
 - h. Regular debating within General Studies lessons enables students to express their own and get other people's opinions on legal matters such as drug taking, violent crime etc.
- 3. Encourage pupils 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.**
- a. Our Behaviour for Learning Policy states: *"Our school aims to create a community which promotes tolerance, respect and sensitivity to the needs of others so that students realise their duties and responsibilities to their neighbour as well as their personal rights and freedoms."*
 - b. Pupils are encouraged to make a positive contribution to the local community through a range of opportunities provided through voluntary work, work experience, peer mentoring, creative arts performances and sports fixtures;
 - c. Through the Tutorial System, the School Chaplain and the PSHE & RE curriculums, pupils are encouraged to use their gifts and talents for the benefit of others;
 - d. The ethos of the school actively encourages acts of selfless service, evidenced through the regular acts of fund raising and awareness raising throughout the school year.
- 4. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.**
- a. General Studies broadly looks at this and the taxation system with Culture and Society units;
 - b. All pupils, within PSHE and Citizenship, study the structure and function of the Government, the justice system, the role of the Police, different voting and election systems, human rights issues, the power of the Press, the Commonwealth and pertinent financial issues.
 - c. When teaching issues which involve human rights, pupils are referred to *Pacem in Terris*, in which Pope John XXIII explicitly stated that people have a duty to uphold rights for each other. Pupils, therefore, understand that they have a naturally-instilled respect for public institutions and should work to ensure that their brothers

& sisters equally benefit from them.

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

- a. Pupils are given the chance to explore, and show respect for, many examples of music, dance, art, drama and lines of historical enquiry across the Curriculum;
- b. The school has developed strong links with the Guru Nanak Gurdwara in West Bromwich, which all pupils are afforded the opportunity to visit in KS3;
- c. In RE, pupils explicitly study Islam & Sikhism, and are also taught the strong Jewish heritage that underpins Christianity;
- d. Respect for our own culture is demonstrated through opportunities for Collective Worship;
- e. In History, pupils are inspired by the values that permeated the British war efforts of the past;
- f. Pupils are taught that they have the right to religious freedom, as declared on the Universal Declaration on Human Rights;
- g. In PSHE, racism, prejudice and discrimination, human rights issues and Britain as a diverse society are explored with pupils;
- h. General Studies looks at the role of religion and multiculturalism on the social dynamics within Culture and Society units. E.g. radicalization and its impact on fear and terrorism in the UK is done as a bridging lesson into A2.

6. Encourage respect for other people.

- a. The ethos of this school is to treat all people as unique human beings, which requires us to show respect and equality for all. As such all of our policies, including our Behaviour for Learning Policy, are based on the concepts of forgiveness and respect for the individual;
- b. Pupils are encouraged to respect the dignity of each individual, who is uniquely created in the image & likeness of God, and to consider how this affects different types of relationships;
- c. Pupils are encouraged to share and celebrate their unique identities and recognise that differences in views can be a strength, not an issue.
- d. In PSHE, pupils reflect upon the nature of relationships and friendships, and look at behaviour related to moral issues.

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

- a. In PSHE, pupils are taught about the democratic system and their voting rights.
- b. Pupils learn how British Citizens are enabled to influence decision making through the democratic voting process.
- c. Pupils learn about the composition of the British Government and its systems, including details about the processes for passing a new law.
- d. Each year, representatives to The Voice are democratically elected to the school council.

- e. The Sixth Form democratically elects a Committee each year by partaking in a secret ballot, replicating the British voting system.
- f. Pupils' views are sought annually through questionnaires on a variety of issues (Behaviour & Safety, Catholic Life, House Points etc...), in which they are enabled to put forward their views' about the school.
- g. Within the Citizenship programme, pupils reflect upon human rights and international law.
- h. Pupils also study the legal system in the UK, different sources of law and how the law helps society deal with complex problems;
- i. Students look at how democratic process works in the political system in the UK including the structure in Parliament, voting etc. with the Culture and Society units in General Studies.
- j. The Voice provides an opportunity for school leaders to ensure that pupils' views are taken into account when decision-making.

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