



British Values

Introduction

The College actively promotes fundamental British Values, defined as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are promoted in the context of ensuring pupils' spiritual moral social and cultural development (SMSC) in line with DfE guidelines (2014). In line with our liberal Christian heritage, by the promotion of College values, and thorough our curriculum delivery, pastoral care, and community engagement, we fulfill these requirements and responsibilities. Mindful of both the Equality Act (2010) and the Prevent strategy (2011), discriminatory or extremist opinions or behaviour will be challenged as a matter of routine. Pupils are prepared for future life within and beyond British society in terms of knowledge, awareness and character attributes that will underpin success in education, society and employment, and an understanding of the importance of identifying and combatting discrimination in all contexts.

Within this document and via its delivery, the College recognizes and encourages pupils to understand that promoting and upholding these values is central to modern British society. Entirely in tune with these values, and our proudly diverse community and globally connected setting, we also ensure that they are understood to have relevance to, links with, and origins in diverse other national, socio-cultural, philosophical and historical traditions and contexts, as well as those that are geographically or historically British.

For further details of activities and opportunities related to this policy, please see our PSHEE and Skills for Life guidance, Behaviour Policy and Co-curricular provision.

Democracy

Pupils are taught to understand and value how they, and citizens in general, can influence decision-making through the democratic process. Democratic threads are addressed via the Skills for Life programme as early as Year 2 when pupils are taught to understand how they contribute to life in the classroom around them, and the groups they are part of in school and beyond. Pupils are listened to by adults and are taught to listen carefully to each other, respecting the right of every individual to have their opinions and voices heard. Pupils have the opportunity to vote for representatives on, and air their opinions through, our Junior School Council (Years 2-6) and Senior School Parliament (Years 7-13) and we are introducing a whole College Parliamentary system in 2019-20. Representation is also reflected via wider structures of including Prefecture and the House system. The consultation of pupils over aspects of College practice is common, and pupil led and organised debates and discussions (via clubs, societies and

other forums) are a strong feature of co-curricular life. Pupils participate in democratic or partly democratic processes including the Young Mayor of Lewisham. Through all these means and more, we encourage pupils to understand the value of democracy and their participation in the democratic process.

The Rule of Law

Pupils are taught an appreciation that living under the rule of law protects individual citizens and is essential for their and community well-being and safety. The importance of rules and laws whether they are those that govern the class, the school or the country, are consistently reinforced throughout our school day, through our school assemblies and also when dealing with behaviour. We encourage pupils to distinguish right from wrong. Our pupils 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. They will develop 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. The Fire Services visit Reception and civic threads are taken up within the Skills for Life programme across the College. Years 5 and 6 study the United Nations Declaration of the Rights of the Child and that there are some cultural practices which are against British law and universal human rights (such as FGM). The differences between religious and state law are explored including via, for example, the History curriculum. Respect for both civil and criminal law, and public institutions and services is fostered through the CCF and Skills for Life programs. Our restorative justice approach helps us to resolve conflicts.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for our pupils to make choices safely. We support pupils to develop self-knowledge, self-esteem and self-confidence. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our Skills for Life programme, e-safety and PSHEE guidance. Human Rights are discussed in class and assembly and there is an active pupil led Amnesty Society. Within Skills for Life pupils are taught to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, or that makes them uncomfortable, or that they believe to be wrong. We implement a strong and progressive anti-bullying culture. We encourage pupils to demonstrate and advocate respect for others' cultural traditions and non-discrimination against the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as set out by the Equality Act 2010.)

Mutual Respect

At the heart of our College ethos is a commitment to a set of core values that promote mutual respect between our pupils and their peers, staff, their families and the wider community. Our values are explored through assemblies, tutorials, PSHEE, and Skills for Life. The pupils know

and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. This is evident via creative pathways too, including a musical curriculum which actively teaches and celebrates different musical heritages. Mutual respect is embedded in the Skills for Life and PSHEE programme including in regard to relationship education, where mutual respect and healthy interactions are reflected upon in age appropriate contexts. Mutual respect is also fostered via work in relation to anti-bullying, including cyber-bullying. E-safety talks are delivered to parents as well as pupils. Senior School pupils support Junior School pupils with after school care, on Forder activities and as part of Community Service. We have an active and popular Peer Mentoring programme for senior school pupils who volunteer for this role. They receive training about how to support other students with tolerance and a valuing of them as an individual. Our school frequently participates in learning activities which promote mutual respect including visits to a residential care home for the elderly (the 'Fieldside Friends' Forder programme). School Council representatives pack Christmas hampers for children in need with Voluntary Services Lewisham each year. Children are given opportunities to learn within their community and beyond. In all contexts, including our Global Perspectives courses in the Senior School, pupils are encouraged to reflect on a diversity of perspectives and viewpoints in order to be better able to ensure exposure to a balanced presentation of views and an enhanced capacity to resist any political or other indoctrination. Our commitment to promoting mutual respect includes whilst pupils are engaged in co-curricular or other activities provided or organised by or on behalf of the school. We will ensure that in such contexts, pupils are offered a balanced presentation of opposing views, including through the distribution of promotional material.

Tolerance of Those with Different Faiths and Beliefs

Pupils are taught an understanding that the freedom to hold other faiths and beliefs is protected in law, and that people having different faiths or beliefs to oneself (or having none) should be accepted, tolerated, and supported, and should not be the cause or focus of prejudicial or discriminatory behavior. With this understanding comes a recognition of the importance of identifying and combatting discrimination. Our heritage and ethos actively promote tolerance of those who have different faiths (or none) and beliefs, including humanists, agnostics and atheists. We enhance pupil understanding of different faiths and beliefs systems, including via visits to a diversity of places of worship, through our curriculum offering across different subjects including RPE and History, PSHE, Skills for Life and SMSC work, and wider community engagement. For example, our curriculum of Religion, Philosophy, and Ethics involves the study of Abrahamic faiths alongside Eastern Philosophies, encouraging the students to develop their empathy and exploring the dialogue between worldviews, as well as devoting time to Political Philosophy, the origin of human rights, and the impact of belief on laws and government. Part of our Peer Mentoring training focuses specifically on how to promote tolerance of those with different beliefs or outlooks to their own, and how to support those students through active listening.

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Date Ratified:	Michaelmas 2019	Next Review Date:	Lent 2020
Committee:	N/A	Clerk to the Governors Signature:	N/A