



## British Values and the Prevent Agenda at Horsforth School

Horsforth School is committed to serving its community. We recognise the multi-cultural, multi faith and ever-changing nature of our local population and within the United Kingdom as a whole. Through our School ethos and curriculum, we embed the themes of tolerance, mutual respect and understanding. Through robust safeguarding procedures, we strive to ensure that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We follow equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

The Government set out their definition of British Values in the 2011 Prevent Strategy. These were reinforced in September 2014. These new regulations will sit alongside the Equalities Act, which applies to all schools.

The 5 British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs

Students will encounter these principles through our curriculum, Spiritual, Moral, Social & Cultural (SMSC) provision, Behaviour and Rewards system, assemblies, trips and visits and extra-curricular activities.

**Democracy:** The principle of democracy is consistently being reinforced at Horsforth School, with democracy processes being used for important decisions within the school community, for instance, elections for the chair and vice chair of the student council, as well as for the Student Leadership team. The principle of democracy is also explored in the History and Religious Studies curriculum as well as in form time and assemblies.

**The Rule of Law:** The importance of laws is consistently reinforced at Horsforth. Whether they be those that govern the class, the School, or the country. Students are taught the 12 expectations of the School which are within the planner. Students are taught the value and the reasons behind laws that govern and protect us, or keep us safe. We have regular input from the Safer School Police Liaison Officer where students learn about their responsibilities and consequences if laws are broken.

**Individual Liberty:** Students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. We provide boundaries for students to make informed choices and work independently. Students are

encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through e-safety.

**Mutual Respect:** Through our Positive Behaviour system, students learn that their behaviour has an effect on their own rights and those of others. Our expectations encourage respect and we ask that all members of the School community treat each other with respect. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment.

**Tolerance of those of different faiths and beliefs:** This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the School community. Students benefit from a number of visitors, including students and adults from other religions and cultures as well as visits to religious buildings. The Religious Studies curriculum, which is compulsory for all students up to the end of KS4, provides a broad and balanced education covering a range of faiths, religions and cultures. We have a mapped curriculum for SMSC which ensures all subjects promote an aspect of spiritual education, through creative or reflective learning.

The School's curriculum promotes the 5 British Values in each subject area:

## **Maths**

In the Mathematics Department we seek to promote the British values of *Democracy; The Rule of Law; Individual Liberty and Mutual Respect & Tolerance* through incorporation of Spiritual, Moral, Social and Cultural Education (SMSC) in lessons. We plan lessons to ensure the development of students' self-knowledge, self-esteem and self-confidence particularly in regards to Mathematics.

Examples of how we promote Spiritual, Moral, Social and Cultural education in the department include:

- Students conducting opinion surveys, including on moral issues where appropriate.
- Students understanding British laws which relate to Mathematics, including taxation, insurance and debt.
- Students investigating different number sequences and where they occur in the real world and in nature.
- Students considering the development of pattern in different cultures including work on tessellations
- Allowing discussion and debate on the use and abuse of statistics in the media, for example in advertising campaigns, and how statistics can at times be manipulated for a particular outcome.
- Allowing discussion on the cultural and historical roots of mathematics
- Students discussing the use of mathematics in cultural symbols and patterns
- Planning opportunities for students to work together collaboratively through experimental and investigative work, for example discovering angle rules and investigating probability.

## English

The examination and development of British values is embedded within the School's English curriculum. Texts studied across all Key Stages are carefully selected, providing students with the opportunity to explore universal themes to empathise with different characters and situations and to explore the relationship between society and the individual. Students are encouraged to consider their own attitudes and reflect on the views of others as well as methods used to promote them.

**Tolerance of those of Different Faiths and Beliefs:** English Language and English Literature cover a range of topics that develop understanding and tolerance of different beliefs and perspectives, including Faith. Units exploring cultural difference are integrated into each year's scheme of study and an understanding of these contexts are often central to students understanding of texts, be it Charles Dickens' *A Christmas Carol* in Year 10 or Annabella Pitcher's *My Sister Lives on the Mantelpiece*, a text that examines Islamophobia, in Year 8.

**Democracy and The Rule of Law:** Speaking and listening tasks frequently allow students to vote on proposals, engaging them in the democratic process and way that decisions are made, whilst debates also enable them to test the strength of their ideas and opinions in open forum. Students also develop reading skills that help them detect bias and consider how the media can influence the public. The rule of law is also considered thematically within distinct units of study, for example 'Crime and Punishment' in Year 8 that also reflects on changes to the law over time.

**Individual Liberty:** The notion of Individual Liberty is explored in many of the texts studied throughout the Key Stages, often reflecting on the consequences when these liberties are threatened. For example, in Year 9, students study John Steinbeck's *Of Mice and Men*, considering how freedom for some can be limited, whilst in Year 11 JB Priestley's *An Inspector Calls* invites pupils to examine how far our own choices can infringe on the liberties of others. The programme of study across all age groups also allows opportunities for pupils to express their own ideas and feelings in the form of poems, letters, stories, reviews, articles and play scripts.

**Mutual Respect:** Units of work actively promote the respect of other individuals, both in the classroom and within the texts that they study. Collaborative tasks including group activities, whole class discussion and team presentations, all require pupils to demonstrate active listening skills whilst encouraging sensitive enquiry. Through working with their peers, students develop skills in self-management, shared responsibility and motivation and are encouraged to adopt different roles within their groups.

## Science

**British values of democracy:** Students are given the opportunity to have their voices heard through student interviews. During class discussions they are given the opportunity to express their views / opinions of ethical /moral situations of the impact of science on society and society on science.

**The Rule of Law:** The Science Department follows the school behaviour policy which itself is a system of rules designed to ensure that all students can learn within a safe environment. Students study laws around embryology, reproduction and testing.

**Individual Liberty:** Students are taught in a supportive, safe environment and encouraged to exercise their rights and personal freedoms.

**Mutual Respect:** Students are taught to respect one another including their beliefs and respect for personal decisions, reinforced through the school behaviour policy. Encourage students to respect other people: Students respect for one another is reinforced through the use of safety rules.

## ICT

In Computing and ICT we teach laws such as the Copyright Act, Data Protection Act, Computer Misuse Act and the Freedom of Information Act consistently throughout the syllabus. These laws are taught and the upheld by the students and department and inbuilt naturally into the Computing and ICT Curriculum. We learn about E-Safety and about laws which help protect us online. We look at what the Police do to help us stay safe and what are the consequences for perpetrators and how to protect ourselves. We have the freedom to do what we like on-line to an extent however we are responsible for our actions and are held to account for our actions. Our pupils are taught about our online behaviour and how to engage in an online community positively including how to respond to and debate with others.

Students are taught about the legal implications of:

- Downloading music/film from “free” sources
- Posting offensive/slanderous material on social media
- Cyber-bullying
- Keeping safe from Hackers

We are taught how to be a respectful digital citizen using web based social media and educational tools such as Google.

## Music

**Democracy:** Our curriculum from Year 7-13 gives lots of opportunities for students to work together in groups, promoting respect and tolerance of other people's ideas. Student-led music groups such as Flute Choir are run throughout the department where they choose what music is to be played by their groups. Students in Concert Band, Choir, Boys Vocal Group and String Group also often have the option of voting for the pieces that they'd like to play.

**The Rule of Law:** Students look at conducting themselves in an appropriate manner when completing group work in lesson, equally contributing to the success of the performance. In class and in extracurricular groups students have to take responsibility for their own musical part.

**Individual Liberty:** Students are encouraged to look at practicing outside of the lessons which helps to improve the skills of self-discipline, determination and perseverance. GCSE and A level students set themselves practice logs, managing their own practice time effectively. Our Y9 Song writing Project using the 'Musical Futures' style focuses heavily on student led learning.

**Mutual Respect:** Students are encouraged to work together in extra-curricular groups, disregarding their year group and technical ability to form a solid musical performance. We look at giving students the opportunity to develop their collaboration and "learning respectfully" skills within all areas of the music curriculum. Cross-class and year group examples of work are often played in lessons and concerts and performances give students the chance to sit and listen to their peers perform.

**Tolerance of those of Different Faiths and Beliefs:** We look at using the music from various countries to give students a rounded idea of different faiths and beliefs. This includes 'Gamelan' in Y7 and 'World Music' in Y8 where we look at Chinese, Latin American, Indian and South African Music. A progressive look at the effect of Slavery on music takes us from Y7 'Worksongs' through Y8 'The Blues' into Y9 'Reggae'.

## Modern Foreign Languages (MFL)

The MFL department at Horsforth actively promotes the key values of mutual respect, diversity and plurality. By gaining an appreciation of the countries where the language the students are studying is spoken, they are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn emphasises the need for tolerance and justice, and through their studies, our students come to value the rule of law and democratic systems that European countries and countries further afield enjoy despite the varied customs, festivals and national characteristics that makes every society so unique.

## Geography

The geography department aims to uphold British values through the maintenance of classroom standards in order to show evidence of the rule of law. The curriculum naturally accommodates the teaching of tolerance of others through the global nature of the subject. Students will gain a secure understanding of global issues and the varying impacts at a range of levels (local, national and international). In some topical issues that promote debate, there is always a readiness to put forward a balanced argument based on fact. Occasionally there are opportunities to vote in class which is done in a democratic way and every student is entitled to justify their OWN opinions. Teaching in the geography department also aims to encourage effective collaboration whenever possible and peer feedback which encourages students to value each other's strengths and contributions.

## RE

**Mutual Respect and Tolerance of those with different faiths and beliefs:** At Key Stage three students are required by the Leeds Agreed Syllabus to learn about the six major world religions and to appreciate the impact of these different beliefs and life patterns on a multi-cultural society. The students are required to develop a respectful approach to their learning in order to develop a clear understanding of the different cultures and religious groups. Celebrating RE week and trips to local religious buildings with guest speakers promote tolerance and further understanding. At key Stage 4, students study two religions in more depth and explore how beliefs impact on morality and lifestyle. All students from whichever faith (including Atheism & Agnosticism) are encouraged to work collaboratively.

**The Rule of Law:** In both key stages students are introduced to ethics and morality and laws on discrimination, abortion, euthanasia and drugs are explored. Judaic laws such as the 10 Commandments are studied throughout the key stages and other biblical commandments as well as the precepts within Buddhism.

**Democracy/Individual Liberty:** In KS4/5 there is extensive study of Free Will. In our lessons freedom of speech (being respectful of others) is encouraged and a basic class expectation.

## Media

Students have the opportunity to consider a variety of media issues, debates and theories that are relevant to British values. These could include for example:

- The changing roles and power of audiences
- The notion of active and passive audiences
- Pluralist versus Marxist ideas
- The role of social media and audiences as producers
- Postmodern ideas about fragmented identities
- Globalisation
- Post-colonial theory and cultural imperialism
- Feminism and post-feminism
- Queer theory
- Celebrity and fan culture.

Students also get to consider a range of wider contexts. For example:

- Whether ideas in society about different identities and values have changed
- Are identities and values more diverse and open or is there a move back to narrower, more traditional identities and values and does the media reflect or reinforce this?
- Issues of ownership, control and choice
- What are the possible positive or negative effects on democracy and the globalisation of culture?
- How is the media used for campaigning on issues such as British values?

## Design and Technology

**Democracy:** Students have the opportunity to design and make products based on their own design ideas at all key stages. They are encouraged to work independently especially in the wide range of practical tasks that they undertake.

**The Rule of Law:** Health and Safety is of utmost importance in all areas of Design and Technology. Students are taught how to work safely with a range of hand and machine tools in food preparation, product design and textiles. Students can also apply these rules to their lives outside of school. For example in food preparation they are taught how to minimise the risk of food poisoning by handling and storing high risk product safely.

**Individual Liberty:** From year 7 students are taught the importance of leading a healthy lifestyle. Students learn what a healthy diet looks like based on The Eatwell Plate and why eating too much fat and sugar can have long term negative impacts on health.

**Mutual Respect:** Students often work as a team in practical lessons and have shared responsibility. Peer and self-assessment of projects promotes mutual respect. Product analysis is carried out in all areas to analyse the work of others.

**Tolerance of those of different faiths and beliefs:** In food technology students look at food from other cultures and make a range of dishes. In Year 9, students complete a Street Food project; this project is introduced with the food of Uganda to inspire students to try new things. Special dietary requirements based on religious beliefs are also covered at all key stages. Issues such as sustainability, recycling and food miles and are addressed in all Technology areas.

## Drama

**Democracy:** Students are given the chance to decide on how they wish to interpret the stimuli given to them. They work in groups and negotiate what their storylines and characters will be. They share and discuss in order to create performances; they make decisions through considering everyone's thoughts and opinions. Schemes of Work include *The Caucasian Chalk Circle*.

**The Rule of Law:** As Drama is a subject where students work in an open space they must be organised and have rules of how to use the space so that it benefits them and everyone in the group. Students are very clear that they must show respect to those performing by not talking themselves and to applaud performances, which also is encouraging. Schemes of Work include *Legal Weapon/Derek Bentley*.

**Individual Liberty:** Students are actively encouraged to make choices, knowing they are in a secure environment. Students are taught that everyone has the right to learn so everyone must respect that. Students are given the freedom to make choices to join after school activities such as drama club, the school production and the Shakespeare School Festival. Scheme of Work includes Year 9 Monologue.

**Mutual Respect:** In order for students to have the confidence to communicate through theatre they must trust and respect each other. All groups have activities as part of their lesson to encourage trust. Constructive feedback is always encouraged as part of the Assessment for learning.

**Tolerance of others with different faiths and beliefs:** Central to all drama lessons is consideration of the human condition. How do we as people react and respond depending on our life experiences and beliefs. Students are taught to question and find the answers. By considering the answers to these questions, tolerance and understanding emerges and an empathy for others.

## Physical Education

The PE Department aims to uphold British Values in a number of ways. Students are taught tolerance for others through teamwork, cooperation, leadership and endeavour. They respect opponents in games activities incorporating fair play and etiquette into their work. They are taught to obey rules and to work safely together.

International sporting events are recognised such as World Cups and Olympic Games and these are reflected in events such as Interform Competitions and Sports Day. The extensive extra-curricular programme enables students to develop self-esteem and confidence and allows interaction with students from a variety of other schools.

Success is recognised and celebrated through assemblies, notice boards and the Sports Awards evening



## Art & Design

We promote democracy at all key stages; students have the opportunity to create artwork based on their own ideas. They are encouraged to work independently especially in the wide range of practical tasks that they undertake.

**The Rule of Law:** Health and Safety rules are of upmost importance in all areas of Art & Design. Students are taught how to work safely with a range of Art materials. Year 9 Art projects include discussion of 'Street Art', its legality and the importance of the law in regard to the creation of Art work. Students are required to acknowledge their sources when researching and are made aware of issues with copyright.

**Individual Liberty:** As part of the commemorations for the 100 year anniversary of the Battle of the Somme, students will contribute to an exhibition of artwork related to the First World War. Some students will also contribute to the design and creation of a stage set for a play to commemorate the 'Leeds Pals' to be held at Horsforth School in summer 2016.

**Mutual Respect:** Pupils are encouraged to peer mentor and peer evaluate, demonstrating respect and tolerance for each other and each other's work, sharing their ideas and opinions respectfully.

**Tolerance of those of different faiths and beliefs:** In Year 7, students look at art from other cultures such as Islamic Art and African Art and create their own interpretations. A timeline display in the corridor provides visual resources demonstrating Art from a variety of cultures. Students are taught about the meanings behind artworks and the contexts in which they were created, forming a crossover with subjects such as Mathematics, History and Religious Education.