

## **Promoting British values at Myton School**

At Myton School, we are committed to meeting the needs of our students and serving our community. We recognise the multicultural, multi-faith and ever-changing nature of our community and the country as a whole, and we understand the vital role we play in ensuring that our students are prepared for life in modern Britain. We will not tolerate groups or individuals within school being subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them.

We approach the promotion of fundamental British values in line with the Government's PREVENT agenda and we are dedicated to preparing students for their adult life beyond the formal examined curriculum. British values are set out by government, for all schools to teach students about what is important in life and how to get along in British society; they are also a fundamental part of the rules and expectations we hold dear as a school and community. They are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs, or none

These values are found throughout Myton School in our pastoral programme, assembly themes, Wellbeing and Positive Relationship Policy and Behaviour Policy, vertical tutoring system, and they are taught explicitly in RE as a core subject for Key Stage 3 and 4 and through PSHE. In addition, our broad and balanced curriculum actively promotes and ensures that all departments' curriculum planning and delivery includes suitable opportunities for exploring and reinforcing these values. Each value is defined below and placed in a school context with examples of how it is promoted. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values and that opportunities to further promote them within lesson planning and out of classroom contexts are taken.

### **Democracy**

***A state of society characterised by equality of rights and privileges and our system of government where all adults have the right to vote and voice opinions about national matters like Brexit and whom we want to run the country.***

Democracy is an important value at Myton School. Students have numerous opportunities to have their voices heard. These include voting to support a school/house charity each year and making decisions about organising fundraising events. Students are given regular opportunities, through vertical tutoring, to debate ideas and reflect on their thoughts about current events and news. We hold Myton School elections around the time of local and national elections, for instance during the Brexit vote and General Elections, with hustings and visits from the local MP or candidates. Trips are also arranged to visit the Houses of Parliament for our sixth form students and we encourage Myton students to stand as Members of Youth Parliament.

## **The rule of law**

***The principle that all people and institutions are subject to and accountable to the law and that is fairly applied and enforced.***

At Myton School we recognise the importance of this value as it protects us all by ensuring everyone is treated fairly and that all are equal in the eyes of the law. The importance of laws and rules is consistently reinforced at Myton School. Our system for behaviour is aligned to an agreed set of codes and if students are given verbal warnings this is always set against the agreed school behaviour code. Students are asked to identify which aspect of the code they have broken to ensure that this connection is made and understood. Students are taught the value of and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences of rules being broken. Visits from authorities such as the police, and assemblies led by our PCSO help to reinforce this message.

To encourage and promote good behaviour, attitude and work, we have a reward system which is consistently followed throughout the school and we are committed to praising students' efforts. We praise the student informally, individually, during group work, in front of the whole class and the whole school. Students are rewarded not only for effort and achievement in curriculum areas but for positive behaviour such as kindness, helpfulness, team work and for demonstrating initiative.

Rewards are given in the form of stickers, golden tickets, merits and certificates. Students' achievements are also recognised during weekly assemblies. Throughout the school, we have shared and consistent whole-school classroom expectations; school rules and a clear and consistent set of rewards and sanctions - using the diary system - to enforce our personal responsibility towards others and encourage students to do the right thing.

## **Individual liberty**

***Individual liberty suggests the free exercise of rights generally seen as outside of government control. It is the freedom to act as we choose or speak freely and share our opinions, whilst recognising that we must do so respectfully and without inciting hatred or hurting other people or property.***

At Myton School we recognise the importance of this value as it embraces our differences and reflects the benefits of living within a multicultural society where we can learn from each other. As a school, we provide boundaries for our students to make choices safely, through the provision of a safe environment and planned curriculum. Students are encouraged to think independently and are able to express their ideas knowing that they are valued. At the same time, they are encouraged to be sensitive to the needs of others and supportive of their peers and younger members of the school community. All departments are encouraged to contribute to students' literacy and oracy development, through discussions and class debates, where students are encouraged to express their own ideas and opinions.

This value is promoted through option choices in Year 8, allowing students to influence their curriculum; the breadth of extra-curricular activities and clubs; choices about ways to learn in lessons, or making decisions about different activities to complete; students asking questions and voicing opinions in lessons; and our Wellbeing and Positive Relationship Policy and Behaviour Policy, both of which emphasise the importance of respect towards all.

## **Mutual respect**

***The proper regard for an individual's dignity, which is reciprocated. This demands that we listen respectfully and acknowledge that others will think differently to us and where we disagree, that we disagree well.***

The ethos at Myton School is very much one of respect with a sense of responsibility for others; it is a central element of our classroom code of practice and our Wellbeing and Positive Relationship Policy and Behaviour Policy. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated in our teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for students to express their views in a safe environment. Student voice has told us that students value, amongst other things:

- being polite and well mannered: listening carefully to what others say, not talking over them and everyone waiting their turn, speaking at a reasonable volume level
- keeping each other safe and looking after each other
- treating others as they would like to be treated
- showing empathy by trying to see the world from other people's perspectives and thinking about others' feelings before speaking or acting
- being kind, for example, paying a compliment when others do well, or being supportive

## **Tolerance of those of different faiths and beliefs**

***A fair, objective and permissive attitude to those whose faith and/or beliefs might differ from one's own. Recognising that there are different beliefs in our school community, respecting and accepting that these differences enhance our community.***

RE is compulsory at Myton School for all students in Key Stages 3 & 4 as a core element of our curriculum. Through RE, we ensure all students are taught about a range of different faiths and are encouraged to consider their own beliefs in line with those of other faiths. We have a diversity within our cohorts which is reflected in all vertical tutor groups and classes, and all students are encouraged to mix freely and understand each others' backgrounds, cultures and beliefs. Tolerance is achieved through enhancing pupils' understanding of their place in a culturally diverse society. We invite parents and members of our local religious communities to visit and talk to students about their celebrations (eg Diwali), their countries and their life and work experiences.

Our extra curricular visits include opportunities for students to experience different cultures and countries and we receive a number of international visitors, including exchange students and staff. In addition, during assemblies and tutor time we emphasise the importance of values, especially tolerance, throughout the year.

## **Summary**

At Myton School we strive to ensure that our students leave with the strongest foundation of values upon which to build a successful life and a positive contribution to society.

**Appendix 1: Curriculum audit**

Examples (not exhaustive) of where British values are delivered across the school curriculum

**Key Stage 3**

Value	Comment
Respect	Slavery (History) Why study RE?; Beliefs in religions; Rights and responsibilities ; What can we learn from a multicultural society?; Can God and suffering exist? (RE) Healthy lifestyles; The life of extremes (PSHE) Group work and peer assessment where students are actively trained to give constructive feedback (Computing) Cultural differences; speaking and listening activities (MFL) Reading aloud and listening to others (Additional Literacy)
Tolerance	Slavery; Feudal System; Medieval – Cold War (History) Why study RE?; Beliefs in religions; Rights and responsibilities ; What can we learn from a multicultural society?; Can God and suffering exist? (RE) The life of extremes (PSHE) Empathy in staying safe online to consider how they would feel as victim/bully (Computing) Differences between countries, their culture and festivals (MFL) Racism, poverty, tolerance and respect for others (Additional Literacy)
Ambition	British Empire; 1066 Norman conquest; Industrial revolution (History) Rights and Responsibilities (RE) Healthy Lifestyles (PSHE) Module 29 on mountain expedition that goes wrong (Additional Literacy)
Resilience	India – Ghandi (History) What is truth?; What happens next? (RE) Life of extremes (PSHE) Programming (Computing) Problem solving (Maths) Module 29 on mountain expedition that goes wrong; reading challenging words (Additional Literacy)
Rule of law	Magna Carta (History) Rights and responsibilities (RE) Life of extremes (PSHE) Copyright, cyberbullying, storing/sharing images (Computing) <i>Macbeth</i> , module 33 Mary Seacole (Additional Literacy)
Democracy	Suffragettes (History) Rights and responsibilities (RE) Freedoms, rights and responsibilities of young people in target language country (MFL) <i>Macbeth</i> , module 33 Mary Seacole (Additional Literacy)
Individual liberty	Peasant revolt (History) Rights and responsibilities (RE) Healthy Living (PSHE) Choice of software to complete tasks; code club (Computing) Self; family; friends; relationships (MFL) <i>Macbeth</i> , module 33 Mary Seacole (Additional Literacy)

**Key Stage 4**

Value	Comment
Respect	Holocaust /WW2 and Medicine through time – Battlefield (History) Relationship and family; Peace and Justice; Dialogue (RE) The Real World (PSHE) Genetics (Science) Cultural differences; speaking and listening activities; respect for environment (MFL) <i>An Inspector Calls</i> (English Literature)
Tolerance	Satellite state – Cold War (History) Christian beliefs and practice; Islam beliefs and practices; Peace and Justice (RE) The Real World (PSHE) Compliance with the Equality Act (Computing) Genetics; gender (Science) Differences between countries, their culture and festivals (MFL) <i>An Inspector Calls &amp; A Christmas Carol</i> (English Literature)
Ambition	Medicine; Renaissance period; Exploration & Voyager (History) The Real World (PSHE) Famous computer scientists and IT inventors (Computing)
Resilience	Weimar – Cold War – Medicine (History) Islam beliefs and practices; Beliefs and teachings – Christianity (RE) History of the atom (Science)
Rule of law	Cold War – War alliances. WW2 (History) Peace and Justice (RE) Constraints and codes of practice, eg BBC guidelines; advertising standards (Computing) Stopping distance (tyres/alcohol, etc); pollutants; global warming (Science) Fairness; equality; school rules (MFL) Power and Conflict Poetry & <i>Macbeth</i> (English Literature)
Democracy	Medicine – Industrial revolution (History) Peace and Justice (RE) The Real World (PSHE) Evolution of laws/rules, eg H&S legislation and public pressure (Computing) Global warming; validity of experiments (Science) Freedoms, rights and responsibilities of young people in target language country (MFL) <i>Animal Farm</i> (English Literature)
Individual liberty	Bridging course GCSE – WW1 – Suffragettes. Elizabethan England (History) Peace and Justice; Beliefs and teachings, Christianity and Islam (RE) The Real World (PSHE) Monitoring of individuals by organisations, eg through use of cookies, mobile phone triangulation (Computing) Drug trials; IVF/Contraception (Science) Differences between education systems (MFL) Power and Conflict Poetry & <i>Macbeth</i> (English Literature)

**Post-16**

Value	Comment
Respect	NEA – American Civil Rights (History) Ethical issues; Applied ethics; religious experience; the Problem of evil (RE) Embryonic research; genetic engineering (Biology) Cultural differences; speaking and listening activities; the changing family (MFL)
Tolerance	Pilgrimage of Grace – Communism (History) Ethical issues; Applied ethics; Development of Christian thought; religious experience; the Problem of evil (RE) Unit 5 – Meeting individual care and support needs (HSC) Psychopathology and Schizophrenia (Psychology) Genetics; stem cells (Biology) Cosmology and religious views (Physics) Differences between countries, their culture and festivals ; role of religion in society (MFL)
Ambition	Stalin – 5 year plan; Tudors – Break with Rome (History) Applied ethics (RE) Visiting psychologists (Psychology)
Resilience	Russia; NEA; Tudors (History) Ethical issues; Applied ethics (RE) Research methods – esp. statistical tests (Psychology) Practical work: Experiments that don't go as planned! (Sciences)
Rule of law	Act of Supremacy etc, Tudors (History) Ethical issues; Applied ethics (RE) Forensic Psychology. Aims of custodial sentencing (Psychology) Organic synthesis – making drugs (Chemistry) Rights and responsibilities; government and politics (MFL)
Democracy	Tudors & Russia (History) Ethical issues; Applied ethics (RE) European Union; transition to democracy; trade unions (MFL)
Individual liberty	NEA – American Civil Rights (History) Ethical issues; Applied ethics (RE) Forensic Psychology (Psychology) Stem cells; manipulating genomes; biodiversity (Biology) Racism, sexism, homophobia, human rights and immigration (MFL)