

## British Values

During an inspection, Ofsted will consider 'how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.' (School Inspection Handbook, Sep 2015)

To help ascertain how well the school meets this objective, inspectors will evaluate the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development. This particular aspect of SMSC development will be judged by:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; development and demonstration of skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

**The list below describes the understanding and knowledge expected of students as a result of schools promoting fundamental British values:**

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- 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;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

### **Some examples of how we actively teach British values at INA**

- having a broad and balanced curriculum which promotes preparation for and an appreciation of life in modern Britain
- developing character through our BRIDGES programme e.g. the disposition of integrity
- ensuring students social, mental, emotional and health development - across the curriculum (See SOL) and BRIDGES lessons and more widely through assemblies, tutorials, enrichment and visiting speakers
- actively teaching positive behaviour for learning and for life and underpinning this with a strong praise and recognition system
- having clear school routines communicated to all and consistently implemented
- clarifying behaviour expectations in the Code of Conduct and the Home-Academy agreement signed by staff/parents/students
- actively teaching and promoting equality of opportunity, mutual respect and tolerance and challenging discrimination
- developing student voice & an understanding of democracy through a democratically elected Student Council & Student Council steering group, involvement in Mark Your Mark (Borough Student Council elections), the prefect system, visits to the Houses of Parliament
- exploring in PSHE how democracy and the law works in Britain, the advantages and disadvantages of democracy, contrasting this with other forms of government in other countries, and exploring the difference between the law of the land and religious law
- involving students in decision-making and school evaluation through the Student Council, annual student questionnaire and subject questionnaires e.g. MFL termly evaluation
- learning about the historical context of how our constitution came to exist in humanities
- teaching about the European Union in geography
- using opportunities such as general or local elections to hold whole school mock elections
- providing students with opportunities to learn how to argue and defend points of view through all subjects and particularly during Harkness lessons and in formal debates in English
- helping students explore and understand a range of faiths in RE at KS3 and RE and Cultural Studies at KS4
- teaching the rules and expectations specific to PE
- marking key religious festivals/events
- Links with the police, Prison Me No Way
- Providing a wide range of student leadership opportunities e.g. student ambassadors, student guides, Charity Council, Youth Travel ambassadors
- providing enrichment opportunities such as BBC School report, debate club and Speak Out Challenge