

## **Intent**

St Dunstan's School is committed to promoting fundamental British values as part of developing well rounded upstanding citizens who are able to make a valuable contribution to the community and British society.

The Department for Education defines British Values as follows:

- Democracy- Respect for democracy and support or participation in the democratic process.
- Rule of Law- Respect for the basis on which the law is made and applies in England.
- Mutual Respect- Support for equality of opportunity for all.
- Individual Liberty- Support and respect for the liberties of all within the law.
- Tolerance- Respect for and tolerance of different faiths and religious and other beliefs.

We teach these values through a wide range of educational activities and opportunities. These values are also articulated and role modelled by our staff on a daily basis.

Pupils are taught the importance of being kind, compassionate and respectful to everyone that they meet, irrespective of their faith, ethnicity, gender, sexuality, class or any other perceived differences. are encouraged to embrace all that life in modern Britain has to offer.

Our approach to promoting fundamental British values follows 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.

We aim to deliver British Values through explicit teaching of key content and exploration of themes linked to these values in our curriculum, assemblies and reading programme. Students are exposed to the language and concepts linked to British values on a daily basis and are encouraged to reflect on how these resonate with their personal values and beliefs.



## **Implementation**

The examples provided below – whilst not exhaustive – serve to demonstrate how British values permeate our curriculum, ethos and a wide range of activities, along with our commitment to providing opportunities for our pupils to develop a strong moral foundation and a drive to make a positive impact in their local community, Britain and beyond.

## **Democracy**

- All children are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of the school on matters that directly involve pupils.
- Pupils also have the opportunity to have their voices heard through pupil questionnaires and Pupil Voice sessions.
- The principle of democracy is explored in the curriculum as well as during assemblies and enrichment activities.
- Our Behaviour policy includes rewards which the pupils have suggested and valued by our student body.
- St Dunstan's school provides a wide range of opportunities to participate in roles of responsibility within the school.

## **Rule of Law**

- Our School rules and expectations are clear, fair and regularly promoted.
- A comprehensive system of rewards, recognition and sanctions are in place to install a clear sense of acceptable behaviours.
- Pupils are always supported to distinguish right from wrong, in the classroom, during assemblies and in unstructured time.
- Pupils are encouraged to respect the law, understanding that it used to protect us and keep us safe.
- Pupils are taught about religious laws through Philosophy & Belief lessons.
- Our curriculum explores ethical principles and guidance linked to specific discipline and professions such as medicine, military, child care and computing.
- The Behaviour and Anti-Bullying policies set out a zero tolerance baseline for any form of aggression, abuse or violence, which extends to pupils, staff, parents and carers.
- Our assembly programme, Personal development and enrichment opportunities teach pupils about protected characteristics under law and challenge discriminatory language and behaviour.
- St Dunstan's enjoys effective links with Somerset Police and other linked organisations which foster an understanding of the importance of the rule of law.

## **Individual Liberty**

- The school's Behaviour for Learning policy, including a clear code of conduct and expectations provides a clear framework and guidance for student action. Students learn the consequences of their actions and decisions as a consequence. These are revisited frequently in assemblies and form time.
- Within school, pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.
- Pupils are supported to develop their understanding of personal responsibility and how to exercise this without impinging on the rights and freedoms of others.
- Pupils are supported to develop their self-knowledge, self-esteem and self-confidence.

- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-safety teaching and Personal Development lessons.
- Our Personal Development, Philosophy & Beliefs provision and curriculum educates students to make choices safely, including those relating to e-safety and extremism.
- Pupils have key roles and responsibilities in school e.g. Prefects, Leadership programmes and Student voice.
- Through our curricular clubs and opportunities, students are given the freedom to make choices.

## Mutual Respect and Tolerance

- The school's Behaviour for Learning policy, including a clear code of conduct and expectations for all students.
- An outstanding system of pastoral care, guidance and support.
- Pupils are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- The Philosophy & Beliefs curriculum, which is compulsory for all students, provides a broad and balanced education on a range of faiths, religions and cultures. This is supplemented by our assembly and enrichment activities.
- Staff and pupils are encouraged to challenge prejudicial or discriminatory behaviour.
- Through the Personal Development and Beliefs & Values curriculums pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations.



## British Values Overview

Key Theme	Topic Area:
<b>Democracy</b>  Respect for democracy and support or participation in the democratic process	<p><b>Assemblies include-</b> Guy Fawkes and Parliament Children in Need D-Day</p> <p><b>Year 7</b> <b>Geography-</b> Introduction to the UK explores key aspects of a democratic society Challenges and opportunities in the UK- social issues <b>History-</b> Feudal System, Church vs the Crown the development of Democracy and Government over the middle ages <b>English-</b> Heroes &amp; Villains Malala Yousafzei- women's rights and democracy <b>Personal Development-</b> The media and freedom of speech</p> <p><b>Year 8</b> <b>Geography-</b> Our unequal world- economic development and global variations <b>History-</b> Parliament Vs Crown in Tudor/Stuart England American Civil Rights Movement Jf Kennedy assassination and his significance <b>English-</b> Power &amp; Influence- political structures, hierarchy and importance of democracy Shakespeare's rhetoric- the power of oratory</p> <p><b>Year 9</b> <b>English-</b> The art of rhetoric, great speeches <b>Key Stage Four</b> <b>Philosophy &amp; Beliefs-</b> Applied ethics, War &amp; Conflict- religious and political ideologies <b>Geography -</b> Development gap and strategies to reduce <b>History-</b> Post War USA, American depression &amp; the New deal <b>Personal Development-</b> radicalisation &amp; extremism, British Values, Community &amp; cohesion, <b>English-</b> Literature themes linked to social injustice, power tyranny, systems of government</p>



## Enrichment Opportunities & wider

Student Voice

Mock Elections

## The Rule of Law

Respect for the basis on which the law is made and applies in England

### Assemblies include-

Termly expectations and celebration assemblies

Addictive Substances

LGBTQ+ history month

### Year 7

**Philosophy & Beliefs-** Religious law and sources of authority

**History-** The power of the Crown throughout history, the crown vs the church, parliament vs the crown, how law has been applied and used through history

**Personal Development-** Prejudice and discrimination, Consent

**English-** Heroes & Villains- exploring the conflict between the law and morality

### Year 8

**Philosophy & Beliefs-** Christianity & Islamic religious laws

**History-** Consequence (Guys Fawkes, Charles I), Abolition of Slavery, society in the Industrial revolution

**Personal Development-** Illegal and legal drugs, law on sex and relationships, law and consent

**English-** Structures and hierarchy of Victorian England, challenging discrimination

### Year 9

**Philosophy & Beliefs-** Morality and ethics

**History-** Law and US Prohibition, unfair laws, perversion of law by the Nazis

**Personal Development-** Gang exploitation, relationships, sex and the law

**English-** Injustice and dystopia

### Key Stage Four

Personal Development- Employment law, extremism, gangs, ethical decision making, marriage, relationships and the law

Science - Stem cell research, genetic engineering and drug testing.



# THE RULE OF LAW

	<b>Enrichment Opportunities &amp; wider</b> Launchpad days Derogatory and Discriminatory Behaviour Session
<b>Individual Liberty</b>  Support and respect for the liberties of all within the law.	<p><b>Assemblies include-</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Thanksgiving</li> <li>LGBTQ+</li> <li>Pride Month</li> <li>Women's history month</li> <li>Women in science and STEM</li> <li>D-Day and Memorial day assemblies</li> <li>Healthy eating</li> <li>Community and inclusion</li> <li>Summer Safety</li> </ul> <p><b>Year 7</b>  <b>Philosophy &amp; Beliefs</b> - All topics encourage students to learn from religion and explore their own beliefs and perspectives on theological, philosophical and ethical topics  <b>PSHE</b>- Personal safety; managing emotions; healthy lifestyles; legal drugs use and responsibility</p> <p><b>Year 8</b>  <b>PSHE</b> - Social norms and peer pressure; growth mindset; body image; financial decision making; online safety; gambling  <b>Geography</b>- Explore topics linked to climate change and sustainability</p> <p><b>Year 9</b>  <b>PSHE</b> - Substance misuse; learning strengths; career goals; exercise; peer pressure; employability skills and online digital presence  <b>Science</b> - Health &amp; diet; drug use; climate change and environmental issues</p> <p><b>Year 10</b>  <b>PSHE</b> - Stigma and mental health; debt; ethical finances; decisions linked to sexual activity; role models; social media vs reality; impact of drugs &amp; gangs; tolerance; tackling extremism</p>



	<p><b>Year 11</b>  <b>PSHE</b> - Exploring Post 16 choices; positive relationships; assertive communication; making responsible choices about health; managing conflict  <b>Design &amp; Technology</b>- Food nutrition, healthy lifestyles; special diets; sustainable materials; health &amp; safety  <b>History</b>- Explore how civil liberties are violated and protected through topics such as the Magna Carta; English Civil war; Slave trade; Medicine through time; Holocaust; Rise of the Nazis</p> <p><b>Enrichment Opportunities &amp; wider</b>  Launchpad days  Escape Lines Presentations- reducing and informing about child exploitation  Derogatory and Discriminatory Behaviour Days</p>
<p><b>Mutual Respect</b></p> <p>Support for equality of opportunity for all.</p>	<div data-bbox="1688 608 2130 884">  <p><b>MUTUAL RESPECT</b></p> </div> <p><b>Assemblies include-</b>  LGBTQ+ History month  Celebration assemblies- recognise and celebrate individual and collective achievements  Community- its importance and what it means to be a member of a community and society</p> <p><b>Year 7</b>  <b>PSHE</b> - Gender stereotypes &amp; equality; Healthy relationships stereotypes and social media;  <b>Physical Education</b>- Students are assessed against four strands ( Physical, Thinking, Health and Social). These strands assess students ability to work collectively with one another and compete in a respectful manner upholding principles of fair play</p> <p><b>Year 8</b>  <b>English</b> - Merchant of Venice- explores the idea of prejudice and anti-semitism in Shakespeare; Power &amp; Influence-explores how to challenge inequality  <b>PSHE</b>- Social norms and peer pressure; discrimination &amp; respect</p> <p><b>Year 9</b>  <b>English</b>- Noughts and Crosses- explores the tragedy of injustice</p>



	<p><b>PSHE</b> - Being assertive; respectful relationships</p> <p><b>Year 10</b>  <b>English-</b> A Christmas Carol- explores themes of poverty &amp; injustice; Poetry Anthology explores themes of relationships and identity.  <b>PSHE</b> - Stigma; role models; tolerance; fundamental British values;</p> <p><b>Year 11</b>  <b>Modern Foreign Languages</b> - Develops a knowledge and understanding of the similarities and differences between culture, national identities and ways of life. Students are taught to learn a genuine appreciation for European culture alongside the acquisition of language.  <b>PSHE</b> - Positive relationships; assertive communication; managing conflict</p> <p><b>Enrichment Opportunities &amp; wider</b>  Launchpad days  Derogatory and Discriminatory Behaviour Days  Behaviour Policy supports and rewards mutual respect</p>
<p><b>Tolerance-</b></p> <p>Respect for and tolerance of different faiths and religious and other beliefs.</p>	<p><b>Assemblies include-</b>  Remembrance  LGBTQ+ History month  Community- its importance and what it means to be a member of a community and society  Women's history month  Women in science and STEM</p> <p><b>Philosophy &amp; Beliefs-</b> all topics encourage students to learn from religion and explore their own beliefs and perspectives on theological, philosophical and ethical topics. Students develop a tolerance of other culture and beliefs through greater knowledge and understanding alongside a greater empathy and awareness of how belief impacts on the lives of others.</p> <p><b>Year 7</b>  <b>PSHE</b> - Gender stereotypes &amp; equality; Healthy relationships stereotypes and social media</p>





**Modern Foreign Languages-** Develops a knowledge and understanding of the similarities and differences between culture, national identities and ways of life. Students are taught to learn a genuine appreciation for European culture alongside the acquisition of language.

**Music-** Explores and celebrates a range of different music from different groups and countries.

### **Year 8**

**PSHE-** Social norms and peer pressure; discrimination & respect

**English** - Merchant of Venice- explores the idea of prejudice and anti-semitism in Shakespeare; Power & Influence-explores how to challenge inequality

**History-** Conflict between Christian denominations, the slave trade and civil rights movement

### **Year 9**

**PSHE-** Respectful relationships

**English** - Noughts and Crosses- explores the tragedy of injustice

**History-** Nazi Germany, Anti semitism & causes of The Holocaust

### **Year 10**

**PSHE** - Stigma; role models; tolerance; fundamental British values; extremism and radicalisation

**Geography** - Explores different cultures and countries leading to a wider understanding of the world and differences between people and nations

### **Year 11**

**PSHE** - Positive relationships; managing conflict

**English** - A Christmas Carol- explores themes of poverty & injustice; Poetry Anthology explores themes of relationships and identity.

**History** - Post war society in USA

**Science** - Evolution, Stem cell research.

### **Enrichment Opportunities & wider**

Launchpad days

Derogatory and Discriminatory Behaviour Days

Behaviour Policy

## Impact

The impact of promoting British Values within the school include:

- Pupils demonstrate a clear understanding and respect for democracy, the rule of law, individual liberty, and mutual respect, evident in their behaviour, interactions, and contributions to school life.
- Pupils showing an appreciation for the diverse cultures and beliefs that make up British society.
- Pupils demonstrate strong values such as empathy, tolerance, and respect for others, both within the school and in the wider community.
- Pupils actively engage in opportunities for social action and community involvement, demonstrating their commitment to British society.
- A positive, inclusive school culture where all members of the school community feel valued, respected, and supported.
- An inclusive and welcoming school community where diversity is celebrated, respected and understood
- Parents expressing confidence in the school's approach to promoting British Values and feeling actively involved in their child's education.

