

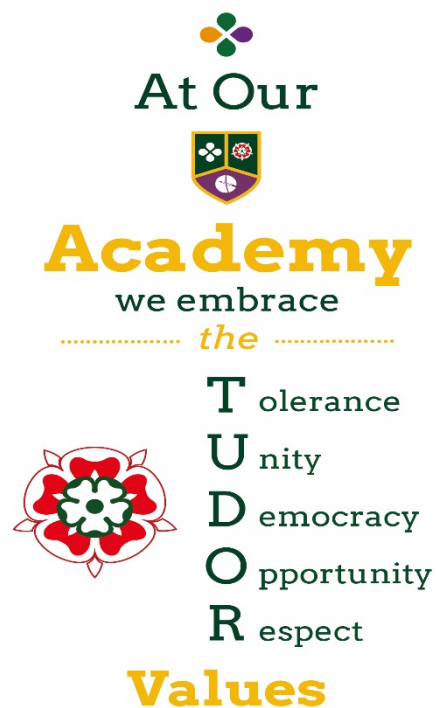
British Values at Tudor Grange Academy Redditch

What do we mean by British Values?

At TGAR we have embedded The Department for Education's published guidance on promoting British values in schools and ensure young people leave school prepared for life in modern Britain. We actively promote:

- The fundamental British values of democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.
- An understanding of how citizens can influence decision-making through the democratic process
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that 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

In order to support the teaching of British values TGAR has formulated its own values based on the above.



Examples of how we promote British Values across the curriculum via our Tudor Values?

(Please see SMSC and British values statements from all departments and year groups for how this is embedded into the curriculum)

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| <p>We achieve this in three interlinked ways:</p> <ul style="list-style-type: none"> • Through the taught curriculum- a few examples • Assemblies • Tutor time PSHE sessions | |
| Tolerance | <p>In English Students explore a range of international texts such as <i>Of Mice and Men</i> and <i>To Kill a Mockingbird</i> which promotes discussions on tolerance and allows pupils to gain respect and an understanding of people from around the world. Texts from our own country are also explored with tolerance in mind. <i>Jekyll and Hyde</i>, for example, allows the students to explore a lack of tolerance and the issues that arise in its absence.</p> <p>The first half term is focussed on Tolerance, during this time students have seven assemblies that include topics such as ‘Cultural diversity: ‘Strength lies in differences, not in similarities led by the curriculum leader for MFL.</p> <p>In student PSHE sessions via tutor time a number of tolerance themes are covered including terrorism, homophobia, and immigration.</p> |
| Unity | <p>In both Key Stage 3 and 4 Dance and Music students study different cultures and religions. In Year 9 dance students study a scheme called ‘Around the world in six weeks’ and look at a range of styles of dance and music, such as Kathakali, African, Maori and Capoeira. If dance and music is studied at Key Stage 4 some styles of are re-visited in more depth.</p> <p>During the second half term students again have assemblies connected to this theme including a celebration assembly in which students are able to come together a whole school and share in the success of the autumn term.</p> <p>During tutor time students look at the impact of poverty, how can we help each other in an emergency and staying safe online.</p> |
| Democracy | <p>In Maths, students look into the most recent national and local political votes that took place, and display this data in pie charts. Comparison of this to the pie chart representing the actual seats claimed by each of the parties will help to understand how the political system works in terms of a ‘majority’.</p> <p>In the third term students continue their focus in assemblies with a visit by the local MP who they have prepared questions for.</p> <p>In PSHE sessions students learn about the role and functionality of our democracy on both the local and national level.</p> |
| Opportunity | <p>In Science we provide many opportunities for our students to see science in action and are looking to develop this even more in the future.</p> <p>These currently include:</p> <ul style="list-style-type: none"> • A level chemistry – mining trip to Ecton Hills, Derbyshire |

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| | <ul style="list-style-type: none"> • KS4/KS5 – Visit to Think Tank, Birmingham to carry out complex procedures and use equipment we do not have in school. • KS5 Biology – Zoo trip – As part of the course, we need to study primate behaviour, this visit provides pupils with the opportunity to speak to experts in the field and see the animals within the zoo • KS5 Applied science – visits to farm to see real life dairy farming in action • KS4 Scalextric visit – teaching of the speed topic using Scalextric models <p>We also have numerous enriching opportunities in school such as visits from outside speakers, geneticists, meeting sausage the pony, science week</p> <p>In the second spring term students lead an assembly entitled ‘Opportunity: having an opportunity is great, taking that opportunity requires courage’.</p> <p>As well as having regular careers work sessions in tutor time, students are also encouraged to try something new in half term four.</p> |
| Respect | <p>In History students learn about respect for life or lack of it through the reasoning behind the decision to drop the <i>Atomic bomb</i> in 1945.</p> <p>Studying of the <i>Holocaust</i> again teaches students about the consequences of a lack of respect for different races and religions.</p> <p>At GCSE students investigate the differing political ideologies behind the <i>Origins of the Cold War</i> and how a lack of respect for each led to conflict.</p> <p>In the final term students again take the lead and give an assembly on “...respect is a lot more important, and a lot greater, than popularity.”</p> <p>Finally students think about what we mean by self-respect in particular through looking at issues such as peer pressure and the use of illegal and legal drugs.</p> |

How we prevent radicalisation & extremism - extracts from our Sex and Relationships Education policy

TGAR is fully committed to safeguarding and promoting the welfare of all our students. We recognise that safeguarding against radicalisation is no different to safeguarding against any other vulnerability. All staff at TGAR uphold and promote fundamental British Values and must report any concerns.

- Our Tudor value provision is embedded across the curriculum (see above) and directs our assemblies and underpins our school ethos. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves

- Students are taught how to stay safe when using the internet and are encouraged to recognise people who aren't always who they say they are online. They are always taught to seek adult help if they are upset or concerned about anything they read or see on the internet
- Behaviour policy- TGAR staff have a learning focus, build relationships and encourage students to take responsibility. Restorative approaches are encouraged and supported by teachers calmly explaining when students behaviour has failed to meet community expectations and community response is put in place

Further reading:

1. Governmental guidance for school on British Values- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
2. Department SMSC and British Values Statements- <http://www.redditch.tgacademy.org.uk/subjects/>
3. SRE Policy- <http://www.redditch.tgacademy.org.uk/pshe/>
4. Collective Worship Policy- <http://www.redditch.tgacademy.org.uk/pshe/>
5. Assembly and tutor time rota- <http://www.redditch.tgacademy.org.uk/pshe/>