

PROMOTING BRITISH VALUES AT CLARENDON

SUMMER 2015.

The non-statutory DfE guidance issued in November 2014 states that :

“All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils’ SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils’ SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is ‘right’ and ‘wrong’, all people living in England are subject to its law. The school’s ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.”

Clarendon Academy Audit :

Based on this document, the Academy has conducted an audit to outline the extent of current knowledge and awareness of these issues, particularly in relation to OFSTED criteria, and to highlight evidence which indicates to what extent these values are embedded.

Clarendon Academy Demographics :

On roll : 962 Ethnic diversity : 112 students from 18 ethnic backgrounds (12%)

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Audit Summary

Key : BV Beliefs and Values

UoW understanding our World

RS Religious Studies

OFSTED Criteria <i>DfE Suggestions</i>	Clarendon Evidence	RAG Status
<p>Democracy and Individual Liberty Politics of British Values Mutual respect</p> <ul style="list-style-type: none"> include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries; 	<ul style="list-style-type: none"> Y8 UoW Power and Lifelines units Y12 and Y13 Government & Politics GCSE History Russia, USA, International Relations & Cold War units A Level History Units 1,2 &4. Multiculturalism, Politics and Rights as part of BV. Option RS groups study Rights and Responsibilities. Specific lesson in BV on democracy, voting and participation, legal system. Y11 sessions on Politics as part of BV enrichment curriculum. World war One day commemorated with guest speakers and participation in local Govt visit to Ypres 	<p>High</p>
<p>Democracy and Individual Liberty</p> <ul style="list-style-type: none"> ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils; <p>Accepting Personal and social responsibility</p> <ul style="list-style-type: none"> consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values. 	<ul style="list-style-type: none"> The Clarendon Forum Tutor Group circle time Frequent subject and themed student voice panels; use of student panels when interviewing new staff Participation in Trowbridge Youth Parliament and the Wiltshire Assembly meeting of Nov 2014; students have been successful in representing Wilts in UK Youth Parliament in 2012 and 2013 BV modules in Y9 and 10 on Human Rights Young Voice of Trowbridge Public Speaking competition, 2013, 2014, 2015 Leadership (Prefects) within the pastoral system at KS4 and KS5. Sixth Form Social Committee Students in BV look at protest, pressure groups and participate in research projects about faith groups, charities and amnesty international. PSHE, areas of SMSC, collective worship, tutor time etc, all deliver messages of mutual respect Y7 UoW community and charity module on citizenship and the environment. Tutor competitions raising money for homeless shelter and Dorothy house. Promotion of values in Specific assemblies eg ARC week. Ten Tors training and participation Yr 7 Camp promotes team building and cohesion within the community School Productions encourage team building and sense of collective responsibility, Roles allocated through a democratic process Peer Mentoring and Vertical House System promoting pastoral responsibility Community Action Programme within Sixth Form South West Ypres commemorative visit , Feb 2015 	<p>High</p>

<p>Respect for Law and Order Mutual Respect Democracy</p> <ul style="list-style-type: none"> • <i>use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;</i> 	<ul style="list-style-type: none"> • General Election, May 2015 PHSE activity • Use of debate in Y8 and Y9 UoW lessons, especially Y8 Big Questions and War & Conflict • Use of debate in History, RE, Sociology and Government & Politics lessons • Young Voice of Trowbridge, 2013, 2014 and 2015 • Specific lesson in BV on democracy, voting and participation, legal system. • Y11 sessions on Politics as part of BV enrichment curriculum. • BV modules in Y9 and 10 on Human Rights. • English curriculum at KS4 teaches debating skills and persuasive writing 	<p>High</p>
<p>Teaching about different Faiths</p> <ul style="list-style-type: none"> • <i>use teaching resources from a wide variety of sources to help pupils understand a range of faiths</i> 	<ul style="list-style-type: none"> • Main faiths covered in RS lessons, • UoW Tribes module teaches about the 6 major world religions. (Y7) • Students also take RE modules in Y8- "Big Questions" looks at prejudice and discrimination as well as extremism and identity. • RS in Yrs 9-10 follows a course on Islam and Christianity. Visits to churches / mosques • Years 9-11 All students study Islam and Christianity as well as other faiths as part of BV • Humanities subjects use a very wide variety of sources – both texts and contemporary sources, especially when looking at case studies eg Geography development units. 	<p>High</p>
<p>Effective Relationships</p>	<ul style="list-style-type: none"> • Vertical tutoring system promotes "family" ethos within Houses • House and Full School Assemblies conducted with mutual respect for all. Competitions are encouraged within this supportive ethos • Students receive a 'relationships' session with the school nurse in KS3/4 • Yr 9 students study healthy relationships as part of the BV curriculum. Special consideration is given to abuse, forced marriage, and forming positive relationships. • Outside agencies e.g. Nurse, Drugs counsellor etc • Use of Solomon theatre company 	<p>High</p>

