



# Promoting British Values as part of SMSC at Blackfen School

Head Teacher: Mr M Brown

Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
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Lead Person	Head Teacher	Matthew Brown	
Prepared by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

# Blackfen School for Girls

## Statement of intent

Blackfen School for Girls is a vibrant multicultural community of learners. We nurture our pupils on their journey through life so they can grow into safe, caring, democratic, responsible, and tolerant adults who make a positive difference to British society and to the world. We actively promote pupils' SMSC development through our curriculum and enrichment opportunities and the fundamental British Values are an integral part of this. We achieve this through a strong school ethos underpinned by effective relationships throughout the school, the assembly and community time programme, the Blackfen school curriculum and the provision of relevant activities beyond the classroom.

## School vision

We believe:

- That our school is a happy and successful one because we offer a unique learning experience of ongoing challenge in a caring environment.  
In hard work, resilience, and a determination to succeed, learning from the lessons of failure to become successful.
- In raising the aspirations of everyone in our community of inspiring a belief that anything is possible amongst our students, staff, governors, and parents.  
In developing our students into confident, responsible citizens ready to play an active role in the wider community.
- Attempts to promote systems that undermine fundamental British values would be completely at odds with Blackfen school's duty to provide SMSC.
- The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

## What do students at Blackfen school do?

- regard people of all faiths, races and cultures with respect and tolerance; and
- understand that while different people may hold different views about what is 'right' and 'wrong', all people living in United Kingdom are subject to its law.

## What does Blackfen school do?

- ensures the ethos and teaching, which all parents are aware of, supports the rule of English civil and criminal law and the school does not teach anything that undermines it; and
- makes students aware of the difference between the law of the land and religious law.

## What are the fundamental British values which are promoted by Blackfen school?

The Department for Education defines British Values as:

- democracy.
- the rule of law.
- individual liberty and mutual respect.
- mutual respect and tolerance of those with different faiths.

## How are fundamental British values actively promoted at Blackfen school?

### A. Democracy

Pupils are encouraged to respect democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. Pupils 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 them.

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## **This is achieved through:**

- Community Time – PSHE unit on the lead up to the election.
- Specific curriculum areas – History (A whole unit for work is completed on the franchise with specific case studies looking at Chartists and Suffragettes), Law, SPCS (PPE & RS), Citizenship and Politics.
- The English curriculum – speaking and listening skill development
- KS5 tutor programme.
- The election of the 6th form student leadership team annually.
- The assembly programme including themes such as voting, human rights and pressure groups.
- Contact with MPs and visits from MPs as part of KS3 SPCS (PPE & RS) and KS4 Citizenship and for specific events e.g., Citizenship Fair, visit to UK Parliament, visit to UK Supreme Court.
- The development of public speaking skills e.g., Speak up – speak out Jack Petchey challenge for year 10 students and year 8; Ted Talks – year 7; Students leading assemblies; Book group; Literacy leaders; KS4 Citizenship & History – Student led Black History Month Assemblies, Citizenship Fair
- Active involvement in the selection processes of new staff.
- Careers Forum (annual event).

## **B. The rule of law**

Pupils gain an appreciation of the precious civil liberties that protect their rights and freedoms. They learn that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

## **This is achieved through:**

- Challenge Days which focus on rights and responsibilities.
- Specific curriculum areas – The SPCS (Citizenship & RS) curriculum, RS/Citizenship GCSE, A Level Politics, Law Level 3, AS and A2 courses.
- The School Behaviour Charter statement of intent and the use of sanctions.
- The assembly programme including themes such as Martin Luther King, UN Human Rights Charter.
- Being safe online.
- Use of mediation/restorative justice to sort out any friendship issues.
- Work with local police force.
- The School Behaviour Charter and the rules for learning.
- KS5 L2 visits to Courts and police station

## **C. Individual liberty and mutual respect**

Respect is one of the core values of our school. Our pupils are helped to know and understand that it is expected that respect is shown to everyone. Pupils are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment e.g. by signing up for adventurous activities, residentials and extra-curricular sessions. They are supported to develop their self-knowledge, self-esteem, and self-confidence. We actively challenge any individual expressing opinions contrary to fundamental British Values, including extremist views. Vulnerable pupils are protected, and stereotypes challenged.

## **This is achieved by:**

- The assembly programme e.g. Holocaust Memorial Day, Black History month, international language day.
- LGBTQ+ History Month activities are completed in the History Curriculum.

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- Specific curriculum areas – SPCS (PPE & RS) curriculum linked to the local agreed SACRE guidance, RS and Citizenship GCSE and Government & Politics and RS A Level courses.
- KS5 PSHE – Hate on the doorstep – racism – Panorama and related activities. Hate on the Doorstep - in tutor time year 12 students. They watch the Panorama documentary and then have discussion tasks. Run by tutors.
- International Week and evening celebration (annual event).
- Links to our partner school in India.
- The Community Time programme e.g., Unit on Stephen Lawrence.
- Intensive pastoral support reinforces the importance of making the right choices.
- A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed. The school also operates a robust system of logging incidents.
- Staff acting as role models and robustly challenging all forms of discrimination and prejudice.
- Equal opportunities policy.
- Noticeboards about different forms of discrimination.
- Conduct card which includes sanctions against anyone who does not show an understanding of this.
- Appreciation of other cultures through residential visits e.g. New York, Berlin, Poland, Spain, Brussels, Barcelona, Madrid, Rome, Naples, Iceland, ~~India~~.
- Anti-bullying policy and the anti-bullying week (November every year).

## **D. Mutual respect and tolerance of those with different faiths**

Pupils are taught the value of learning about different faiths or beliefs to oneself (or having none). They gain an understanding of the importance of identifying and combatting discrimination and are taught that failure to accept and tolerate difference can lead to prejudicial or discriminatory behaviour. Pupils are equipped with the ability to understand their place in a culturally diverse society and by providing opportunities to experience such diversity within the school community.

### **This is achieved through:**

- The assembly programme.
- Curriculum in KS3 SPCS (PPE & RS), KS4 RS and KS4 Citizenship.
- International day and evening celebration (annual event).
- Links to our partner school in India.
- Staff acting as role models and robustly challenging all forms of discrimination and prejudice.
- Equal opportunities policy.
- Noticeboards about different forms of discrimination.
- Conduct card – clear statement and sanction.
- The Blackfen School Behaviour Charter.
- International evening (annual event).
- SPCS (PPE & RS) curriculum – KS3 and Holocaust Challenge Day.
- Education visits and guest speakers e.g. Holocaust educational trust visit/project.

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## Record of promoting British values in Citizenship and Politics

This KeyDoc can be used to demonstrate how you promote British values in your school.

Use the questions to discuss and work with members of staff and record any evidence.

The questions have been adapted from the DfE document [‘Promoting fundamental British values as part of SMSC development in schools’](#).

QUESTIONS	EVIDENCE
How do we promote the values of democracy in lessons and wider school life?	<p>Due to the nature of the subject, the content and skills within GCSE Citizenship and A Level Politics democracy is a concept that is constantly discussed and promoted. We also debate and discuss controversial issues, encouraging students to consider alternative points of view.</p> <p><b>GCSE Citizenship Topics</b></p> <p>Theme A – Living together in the UK: British values, human rights and human rights legislation, democracy, moral rights, legal rights, political rights, mutual respect and tolerance.</p> <p>Theme B – Democracy at work in the UK: This whole unit is focused on how UK democracy works including the significance of the UK constitution, Westminster Parliament and elections. They also take trips to Parliament and the Supreme Court.</p> <p>Theme D – Power and influence in the UK: Citizen power through the media and other means e.g. not voting but through pressure groups, direct and indirect action.</p> <p>Theme E – Active Citizenship: Students work in groups of two or more to produce a campaign on their chosen issue. They also use democratic methods to decide on a topic, influence people in power e.g. MPs and organisations. This culminates in the Citizenship Fair during which year 11 students campaign to the general public and people in power that they have lobbied and invited to the Citizenship Fair. Our local MP and the Mayor Bexley are usually in attendance.</p> <p><b>A Level Politics Topics</b></p> <p>UK Politics – Component 1: Democracy and citizen participation i.e. direct and representative democracy, political parties, electoral systems, voting behaviour and the media.</p> <p>UK Government – Component 2: UK Constitution, parliament &amp; parliamentary democracy, relations between the branches i.e. legislature, judiciary and executive.</p>

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QUESTIONS	EVIDENCE
	Global Politics - Component 3: Systems of government and their features and characteristics in comparison to the UK e.g. democratic states, rogue states etc. We explore the benefits as well as the drawbacks of each and liberal and conservative ideas of democracy.
How do we promote the importance of identifying and combating discrimination?	<p><b>GCSE Citizenship topics</b></p> <p>Theme A – Living together in the UK: British values, human rights, democracy, moral rights, legal rights, political rights, mutual respect and tolerance.</p> <p>Theme C – Law and Justice: The role of law in everyday life in dealing with complex problems, criminal law, courts and tribunals, sentences and punishment.</p> <p><b>A Level Politics</b></p> <p>UK Politics: Component 1:</p> <p>Human rights legislation, The European Convention on Human Rights, how effectively are human rights protected in the UK.</p>
Do pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law?	<p><b>GCSE Citizenship topics</b></p> <p>Theme A – Living together in the UK: British values, human rights, democracy, moral rights, legal rights, mutual respect and tolerance.</p> <p><b>A Level Politics</b></p> <p>UK Politics: Component 1:</p> <p>Human rights legislation, The European Convention on Human Rights, how effectively are human rights protected in the UK</p>
How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?	<p><b>GCSE Citizenship Topics:</b></p> <p>Theme A – Living together in the UK: British values, human rights, democracy, moral rights, legal rights, political rights, mutual respect and tolerance, promoting community cohesion and integration.</p> <p>Black History Month.</p> <p><b>A Level Politics Topics:</b></p> <p>Global Politics - Component 3: Globalisation and it's impact, the benefits and drawbacks of globalisation, cultural globalisation and it's influence.</p> <p>Black History Month.</p>
Do pupils understand that there is a separation of power between the executive (the government) and the judiciary (the courts)?	<p><b>GCSE Citizenship Topics:</b></p> <p>Theme B – Democracy at work in the UK: The Separation of Powers</p>

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QUESTIONS	EVIDENCE
	<p><b>A Level Politics Topics:</b></p> <p>UK Government – Component 2: UK Constitution, parliament &amp; parliamentary democracy, relations between the branches i.e. legislature, judiciary and executive.</p>
Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?	<p><b>GCSE Citizenship Topics:</b></p> <p>Theme C – Law and Justice: The role of law in everyday life in dealing with complex problems, principles and sources of law, civil vs criminal law, courts and tribunals, sentences and punishment.</p> <p><b>A Level Politics Topics:</b></p> <p>UK Government – Component 2: The legislative process, parliament, the judiciary.</p> <p>Global Politics: Component 3: Systems of government.</p>
How do we challenge opinions or behaviours that are contrary to fundamental British values?	<p><b>GCSE Citizenship &amp; A Level Politics Topics:</b></p> <p>High expectations in the classroom</p> <p>Promote freedom of speech with the law i.e. express your views but no discriminatory or stereotypical language. Teachers remind and guide students without preventing them from expressing their opinions.</p>

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## Record of promoting British values in SPCS (PPE & RS)

This KeyDoc can be used to demonstrate how you promote British values in your school.

Use the questions to discuss and work with members of staff and record any evidence.

The questions have been adapted from the DfE document [‘Promoting fundamental British values as part of SMSC development in schools’](#).

QUESTIONS	EVIDENCE
How do we promote the values of democracy in lessons and wider school life?	Due to the nature of the subject, the content and skills within SPCS promotes democracy. We also debates and discussions on controversial issues encouraging students to consider alternative points of view.  Topics covered  Politics: Parliamentary democracy, systems of government.
How do we promote the importance of identifying and combating discrimination?	This is explored through black history month where we celebrate diversity and ask students to investigate a person or organisation they have not heard of before and how they have contributed to the fight and discrimination an the challenges they may have faced as a result of discrimination.
Do pupils understand that the freedom to choose and hold other faiths and beliefs is protected in law?	SPCS Topics covered:  Black History Month  Identity and Culture Unit  Who am I? Lessons
How do we promote tolerance between different cultural traditions by enabling pupils to acquire an appreciation of their own and other cultures?	SPCS Topics covered:  Festivals and celebrations – Identity and Culture Unit
Do pupils understand that there is a separation of power between the executive (the government) and the judiciary (the courts)?	SPCS Topics covered:  Parliamentary democracy and the role of the executive.
Are pupils made aware of the difference between the law of the land (all the laws in force in a country) and religious law?	SPCS Topics covered:  Students explore this through the various religions explored and systems of government. This includes investigating the differences in laws between countries and the religious foundations behind them. In addition to this, students are taught about parliament and how laws are made.



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QUESTIONS	EVIDENCE
How do we challenge opinions or behaviours that are contrary to fundamental British values?	High expectations in the classroom  Promote freedom of speech with the law i.e. express your views but no discriminatory or stereotypical language. Teachers remind and guide students without preventing them from expressing their opinions.  SPCS rules for learning