



BRITISH VALUES

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Local Governing Body will review the policy, unless there are significant changes in the interim period.

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Revision History:

Version:	Date:	Author:	Summary of Changes:
2.0	01.09.2022	M. Rule	Inclusion of mutual respect as one of the British Values. Reference to Citizenship drop down mornings. Inclusion of exploring the beliefs of our community through the assembly programme.
3.0	08.02.2023	M. Rule	Subject specific examples added.
4.0	09.12.2024	J.Simpkin	Added in PSHE curriculum map where British values are embedded

British Values and SMSC

British Values

Democracy

Building a culture upon freedom and equality, where everyone is aware of their rights and responsibilities.

The rule of law

The need for rules to make a happy, safe, and secure environment to live and work.

Individual liberty

Everyone has rights and these should be protected.

Mutual respect and tolerance of those with different faiths and beliefs

Understand that we do not all share the same beliefs and values. However, these values, ideas and beliefs of others should be respected without imposing our own onto them.

At Castle Mead academy, we actively teach British Values by promoting tolerance, the rule of law, mutual respect and individual liberty. We want our scholars to engage with democracy and develop the dispositions, skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Some examples of how we actively teach British values at Castle Mead:

- Having a broad and balanced curriculum which promotes preparation for and an appreciation of life in modern Britain.
- Developing character through our Castle Credo and Castle Character Time.
- Ensuring scholars social, mental, emotional and health development - across the curriculum and more widely through assemblies, tutorials, enrichment and visiting speakers.
- Actively teaching positive behaviour for learning and underpinning this with a strong praise and rewards system.
- Having clear school routines communicated to all and consistently implemented.
- Clarifying behaviour expectations in the CMA Way Each Day.
- Actively teaching and promoting equality of opportunity, mutual respect and tolerance and challenging discrimination.
- Exploring *How our country is governed, our rights as UK citizens, the importance of the rule of law and how the justice system upholds this* through Citizenship drop down mornings.
- Developing scholar voice and an understanding of democracy through a democratically elected Student Council, Prefects etc.

- Exploring in Humanities 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 scholars in decision-making and school evaluation through the Student Council and scholar voice exercises.
- 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 Scholars with opportunities to learn how to argue and defend points of view through all subjects and particularly during Debating Society and the tutor programme.
- Helping scholars explore and understand a range of faiths in Religious Education at both Key Stage 3 and Key Stage 4.
- Teaching the rules and expectations specific to practical subjects such as PE and DT.
- Marking key religious festivals/events and exploring the beliefs of our community through the assembly programme.
- Links with the police, as appropriate.
- Providing a wide range of scholar leadership opportunities.
- Providing enrichment opportunities, through Castle Character Time, Field Days and subject specific enrichments.

Where are British Values taught in PSHE?

As outlined below the British Values are taught explicitly throughout KS3 and KS4. Initially scholars consider what they are before building on this knowledge in year 8 as they consider the connection between British Values and extremism. Finally, in year 10 scholars will retrieve their knowledge on British Values and will also learn about the importance of them, including what happens when they are taken away.

	Democracy	Rule of law	Individual liberty	Mutual respect and tolerance
Year 7	<p>Debate and Discussion</p> <ul style="list-style-type: none"> every topic <p>Is diversity important?</p> <ul style="list-style-type: none"> Reporting concerns and worries 	<p>How can you make a safe and successful transition to CMA?</p> <ul style="list-style-type: none"> Rules and regulations of the road Legislation surrounding gang crime Online regulations and laws <p>How can we build healthy and positive relationships?</p> <ul style="list-style-type: none"> Law surrounding consent <p>How can you keep your body healthy?</p> <ul style="list-style-type: none"> Rules about FGM 	<p>Is diversity important?</p> <ul style="list-style-type: none"> The world, Leicester and individuals are diverse and that's completely acceptable 	<p>How can you make a safe and successful transition to CMA?</p> <ul style="list-style-type: none"> Everyone is different but regardless of this we should be kind to everyone <p>Is diversity important?</p> <ul style="list-style-type: none"> The world, Leicester and individuals are diverse and this diversity should be celebrated
Year 8	<p>Debate and Discussion</p> <ul style="list-style-type: none"> every topic <p>Is discrimination still a problem?</p> <ul style="list-style-type: none"> Challenging discriminatory behaviour 	<p>Is discrimination still a problem?</p> <ul style="list-style-type: none"> Hate crimes Legal consequences of discrimination <p>What are the risks associated with drugs and alcohol?</p> <ul style="list-style-type: none"> Laws concerning the use of drugs, alcohol, and tobacco Rules concerning medicinal medicines Legal consequences of drugs <p>How does your identity contribute to relationships?</p> <ul style="list-style-type: none"> Law surrounding consent <p>How can you become more digitally literate?</p> <ul style="list-style-type: none"> Cybercrime 	<p>Is discrimination still a problem?</p> <ul style="list-style-type: none"> Protected characteristics Right to be treated fairly without prejudice and discrimination <p>How does your identity contribute to relationships?</p> <ul style="list-style-type: none"> Right to your own identity including your sexual orientation and gender identity <p>How can you become more digitally literate?</p> <ul style="list-style-type: none"> Right to express your views online 	<p>Is discrimination still a problem?</p> <ul style="list-style-type: none"> LGBTQ+ Disability discrimination Racism Religious discrimination Sexism <p>How does your identity contribute to relationships?</p> <ul style="list-style-type: none"> Gender identity Sexual orientation
Year 9	<p>Debate and Discussion</p> <ul style="list-style-type: none"> every topic <p>How can family relationships be managed?</p> <ul style="list-style-type: none"> Resolving conflict 	<p>How can you say no to peer influence, substance use and gangs?</p> <ul style="list-style-type: none"> Legal consequences of gang crime (including County Lines and knife crime) Legal consequences and rules regarding substance abuse Joint Enterprise 	<p>How can family relationships be managed?</p> <ul style="list-style-type: none"> Rights and responsibilities of a parent Rights of a child <p>How can intimate relationships be safe and consensual?</p>	<p>How can family relationships be managed?</p> <ul style="list-style-type: none"> There are many diverse types of families e.g., same sex families <p>How can intimate relationships be safe and consensual?</p>

		<p>How can intimate relationships be safe and consensual?</p> <ul style="list-style-type: none"> • Law surrounding consent • Sexual harassment, sexual abuse, and rape consequences • Legal consequences of sexting and pornography 	<ul style="list-style-type: none"> • Right to withdraw and give consent freely <p>Is it possible for teenagers to lead a healthy lifestyle?</p> <ul style="list-style-type: none"> • Right to free healthcare in the UK 	<ul style="list-style-type: none"> • There are different types of intimate relationships
Year 10	<p>Debate and Discussion</p> <ul style="list-style-type: none"> • every topic <p>Is extremism a global threat?</p> <ul style="list-style-type: none"> • Different viewpoints and how they lead to extremist behaviour 	<p>How are we influenced by society?</p> <ul style="list-style-type: none"> • Legal consequences of gang crime (including County Lines and knife crime) • Legal consequences and rules regarding substance abuse • Joint Enterprise <p>Why is it important for intimate relationships to be healthy?</p> <ul style="list-style-type: none"> • Law surrounding consent • Sexual harassment, sexual abuse, and rape consequences • Domestic abuse 	<p>Is extremism a global threat?</p> <ul style="list-style-type: none"> • Right to free speech 	<p>Is extremism a global threat?</p> <ul style="list-style-type: none"> • Differences should be celebrated but this sometimes leads to conflict. <p>Why is it important for intimate relationships to be healthy?</p> <ul style="list-style-type: none"> • There are different types of intimate relationships
Year 11	<p>Debate and Discussion</p> <ul style="list-style-type: none"> • every topic 	<p>Why is communication important in relationships?</p> <ul style="list-style-type: none"> • Law surrounding consent • Honour-based violence <p>What factors influence family life?</p> <ul style="list-style-type: none"> • Forced marriage • Legal parental responsibility • Legality concerning divorce and separation, including custody 	<p>How can you build for a successful future beyond CMA?</p> <ul style="list-style-type: none"> • Rights to equal opportunities <p>What factors influence family life?</p> <ul style="list-style-type: none"> • Parental rights and responsibilities • Rights of the child <p>How can you ensure independence beyond CMA?</p> <ul style="list-style-type: none"> • Right to make independent health choices 	<p>Why is communication important in relationships?</p> <ul style="list-style-type: none"> • There are different types of intimate relationships <p>What factors influence family life?</p> <ul style="list-style-type: none"> • There are many diverse types of families e.g., same sex families

Subject-Specific Examples

Subject	Examples	British Value
Citizenship	Voting, elections, styles of government.	Democracy
	Laws and Democracy, police powers, laws.	Rule of Law
Computer Science	E-safety, data protection, copyright law.	Rule of Law
DT	Rules and expectations for a safe working environment.	Rule of Law
English	Cultural context of literature, Poetry in Voice texts.	Individual Liberty
History	Development of legal and parliamentary system.	Rule of Law
	Historical context of freedom not always being present, Nazi Germany: rise of Hitler and persecution of Jews.	Individual Liberty
	Medieval England and conflict in the Middle East.	Tolerance of different faiths and beliefs
MFL	Combatting racism/discrimination against other nationalities, questioning stereotypes, cultural differences/similarities, acceptance, different languages, tolerance of other nationalities- "behind" the language we are all people!	Individual Liberty
	French culture, Catholicism.	Tolerance of different faiths and beliefs
	Festivals of other countries and acceptance of their traditions.	Mutual Respect
Music	African slavery and the origins of jazz and blues.	Individual Liberty
	The role of the church in early vocal music.	Tolerance of different faiths and beliefs
PE	Gender discrimination, the right to participate in all sports, removing gender stereotypes.	Individual Liberty
	Rules and expectations for a safe working environment.	Rule of Law
RE	Human Rights.	Rule of Law
	Respect for the practices of different world religions.	Mutual Respect
	Permeates throughout the RE curriculum.	Tolerance of different faiths and beliefs