

Mapping the delivery and teaching of British values at Frederick Gough School. (Updated July 2022)

We aim for all members of our community to understand, appreciate and participate in the values of our country.

We aim for all members of our community to feel valued, to value others and to consider their lives and attitudes as contributions to a British way of life.

We aim for all members of our community to feel able to celebrate the values of our country and to provide opportunities to do so.

Some examples* of British Values at FGS (see also SMSC map.)

Democracy	<p>Explicit</p> <ul style="list-style-type: none"> • WOW (Word of the Week) video about democracy • Voting for school council • Assemblies (these will occur each year as issues of democracy and its challenges and threats arise in the media.) • RE/ RS. In Year 11 there are lessons on how injustice led to the Arab Spring and how that is linked to the war in Syria. Repeated references to the importance of democracy and the issues about it being denied. In Year 8 – issues of democracy explained during lessons on tree protection and issues of individual rights on discussions about animal rights. • PSHCE: Year 9- Elections lesson, Year 8 – My British Identity, Year 9- Being British, Year, Year 7 – UN Human Rights • History: Year 11 – ‘Conflict and Tension.’ Democracy in Europe, Hitler’s rise to power / abuse of democracy – Year 8, Medicine through time – how the voting rights of men improved public health – KS4, Magna Carta – year 7 <p>Implicit</p> <ul style="list-style-type: none"> • Various SMSC videos and discussions in form. • School council • Equality of seating in school hall • Equality of uniform • <u>Queueing for lunch</u> • <u>Discussions in class/ rules for equalities</u> • Student Voice – students are often asked for feedback on various initiatives and their views will inform actions (eg 2022 Year Ten review of Reading Initiative) • <u>The PB system that has been discussed and agreed by many different members of the community.</u> • All pupils able to access all trips and excursions • In RS GCSE: issues of authority within the church and between Christians. Many examples but one example is the Catholic Church teaching that priests/ the Pope has more authority than other Catholics and so Catholics may be forbidden divorce. Discuss is this democratic? Does it have to be? Does the Pope’s infallibility raise him above the need for democracy?
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The rule of law	<p>Explicit</p> <ul style="list-style-type: none"> • WOW (Word of the Week) video about Rule of Law • Assemblies (these will occur each year as issues of rule of law and its challenges and threats arise in the media.) • RE/ RS In Year 7 the role of dharma and the question of obedience to it as regards law and rules. Through the GCSE Christian teaching on the importance of obedience to the government as a spiritual duty. Rule of law as sacrosanct. Regular discussions about if and when the law can be broken. Situational vs absolute morality. • PSHCE: UN/ Human Rights – Year 7, Criminal Justice System – Year 9 • History KS 3– moral and ethical issues of slavery, Magna Carta – year 7, Feudal system – Year 7 and GCSE, Holocaust – Year 8 <p>Implicit</p> <ul style="list-style-type: none"> • <u>Pupils seeing teachers obeying rules (no one is above the law)</u> • Various SMSC videos and discussions in form. • Lists of rewards and sanctions fairly applied by all staff • Pupils able to appeal sanctions to Learning Coordinators • Anti-bullying policy and use of peer mentors • In RS GCSE how the rule of law must be applied equally in order to create a sustainable society.
Individual liberty	<p>Explicit</p> <ul style="list-style-type: none"> • WOW (Word of the Week) video about Individual Liberty • Assemblies (these will occur each year as issues of Individual Liberty and its challenges and threats arise in the media.) • RE/ RS – In Year 7 – the needs and freedoms of the individual are compared to the needs and freedoms of the group during lessons on human sacrifice. In Year 9 – different Christian views eg on baptism/ the Eucharist – links to individual liberty / role of Holy spirit vs a more liturgical authority led approach to faith practices. Could individual liberty be a threat to the soul? Could individual liberty lead to eternal damnation? In Year 10 – liturgical vs non liturgical worship – the value and disadvantages of individual liberty during worship. Are animals sentient and so do they deserve respect/ liberty? Year 8 and Year 10 • PSHCE – Diversity in Britain – Year 8 , multicultural society – Year 7, Human Rights- Year 7 , various lessons • History KS 3– moral and ethical issues of slavery, feudal system – Year 7 and KS4, Native American human rights abuses – KS4 <p>Implicit</p> <ul style="list-style-type: none"> • <u>Pupil access to communal areas as a right as a default position.</u> • Various SMSC videos and discussions in form. • <u>Anti-bullying policy</u> • <u>Emphasis on choice: during option choices, advice given for post 16/ careers/ behaviour management</u>
Mutual respect	<p>Explicit</p> <ul style="list-style-type: none"> • WOW (Word of the Week) video about mutual respect • Assemblies (these will occur each year as issues of Mutual Respect and its challenges and threats arise in the media.) • RE/ RS – constantly and throughout all lessons. We respect others and investigate the consequences of non respect – for example discussions of the synchronicity of the Aztec and Christian peoples of latter day Mexico and how this leads to new forms of religious and cultural expression (after a long period of violence) are animals sentient and so do they deserve respect/ liberty? Year 7, 8 & 10 • PSHCE – Diversity in Britain – Year 8 , multicultural society – Year 7, Human Rights- Year 7 , various lessons

	<ul style="list-style-type: none"> History Year 9 History trip to the Battlefields of WW1 which includes laying a wreath at the Menin Gate and an acknowledgement of all the nationalities who fought with the British. . (Not possible during the pandemic but will continue when possible) Throughout courses where different people and their views are taught for example – the Native Americans – KS4 <p>Implicit</p> <ul style="list-style-type: none"> Various SMSC videos (Word of the Week))and discussions in form. School council meetings involving all year groups with regular meetings with the head teacher. Through studying Hinduism and its values students are taught to respect views and world views that differ to their own. Anti-bullying policy Remembrance Day: students may choose to stand outside in respectful silence and listen to the Last Post. School equality policy Student charity committee The Thank you screens The thank you/ well done screens in assemblies as hosted by LC. Student Optimum personal challenge – set by the student individually and monitored by their form teacher
Tolerance for those of different faiths and beliefs	<p>Explicit</p> <ul style="list-style-type: none"> Form video about tolerance for different faiths Assemblies (these will occur each year as issues of Tolerance and its challenges and threats arise in the media.) RE/ RS: Throughout the course, integral to all lessons PSHCE – Diversity in Britain – Year 8 , multicultural society – Year 7, Human Rights- Year 7 , various lessons Geography and History– issues of immigration and population studied at KS 3 and 4. History Black death, - Year 7 , Holocaust Year 8, Native Americans –human rights abuses, Mormon persecution (both KS4.) <p>Implicit</p> <ul style="list-style-type: none"> Various SMSC videos and discussions in form. KS3 English pupils study a range of novels and poetry that focus on different beliefs and values. Science – showing respect for different beliefs about creation. History – KS4 – pupils study the plains Indians and the impact of intolerance on their way of life In RS GCSE: how persecution for Christians abroad impacts the lives of those Christians and what may be done to support them. The importance of religious freedom.
<ul style="list-style-type: none"> <i>This is not an exhaustive list – just some of the ways we convey British Values. + See also The School Equality Policy</i> 	

Overall

Additional support is available and given to pupils who require it in all these areas.

Methods include but are not limited to:

Conversations and meetings with PCSO about the impact and importance of British law as it applies to specific situations.

Learning Coordinators can refer pupils for small group or individual sessions with PAW (or other staff designated by the LC) to help them understand the value and importance of tolerance for those of different faiths or beliefs including why some words and gestures are not acceptable in Britain.

Life coaching sessions and motivational workshops to help pupils develop self-respect and respect for others.

Mediation with trained staff to promote issues of respect between individuals.

Ethos of the school Equality policy (shared with the wider school community)

Sessions with PAW/ CS about specific issues as designated by the LC, SLT or DSL. Recorded in referral form.

See SMSC audits on the school website.

Optimum Community challenge set by the student themselves – the aim is that each students will challenge themselves to do something that will help to improve their school / local community-see students for examples of community challenges See measures via the Nth Lincs. Adolescent lifestyle survey which all secondary schools do every 3 years (last was Spring 2022)

Staff Training

Senior Teacher for Ethos: Regular reports to SLT/ discussions with head teacher/ discussions with LC and LCAs

New staff: Teaching and non teaching receive training on British Values.

Teaching staff: receive reminders in briefing as issues emerge in the news that may require discussion. Also reminders as videos involve issues that link to prevent such as British Values.

All staff: if staff do not attend INSET (such as lunch time supervisors) INSET will be arranged for them every year. These refer specifically and explicitly to British Values

Reminder sheet in all classrooms and offices.

Targeted staff: At the direction of the Head teacher additional training may be given to staff when needed.

This document is using the “Prevent” teaching and learning resource initiated by Cleveland Police and subsequently adopted and adapted by Humberside Police as a basis for what they suggest students should know / learn about extremism. What, where and how we already deliver this issue at Frederick Gough School is mapped against the 12 suggested lessons in the “Prevent” resource pack. Any gaps in provision will then be identified and filled.

The Prevent strategy has 3 key objectives which we fully support at Frederick Gough School:

- To challenge ideology that supports extremism /terrorism and those who promote it
- To protect vulnerable individuals from withdrawing into extremism
- To support sectors where there is a risk of radicalisation

Assessment

Assessment of learning in KS3 will be via discrete RE and Citizenship lessons (see POS)

Assessment of learning in KS4 will be via RS lessons (see POS and KS4 mapping of RS / Citizenship delivery)

Appropriate ground rules are used to allow all pupils to express their views and opinions freely, but at the same time to use appropriate language (e.g. no racist / sexist comments)

The Prevent agenda builds upon existing work in our school and is a part of our wider equalities aims (to include policies for reporting and responding to prejudice driven behaviour), schools duty to promote community cohesion, our robust anti bullying policies and practices, and safeguarding policies and procedures

The chart below helps us to map the delivery of the 5 key values of the “Prevent strategy”

(For British Values See after this table.)

Suggested “Prevent” lessons/LO (2 left columns) and a curriculum map of where and how we cover them within our school

Prevent Lesson topic	Prevent Lesson Objectives	How / where KS3 Citizenship at FGS covers this topic	How /where KS3 RE at FGS covers this topic	How /where KS4 RS at FGS covers this topic	Whole school coverage Each of these representative not a complete summation of all we do.
1.Exploring “Britishness”	<p>To recognise that each person’s identity consists of many factors</p> <p>To begin to understand the idea of stereotypes</p>	<p>Year 8 term 2-look at their own multiple identities, as well as those of others</p> <p>Year 9 Citizenship Module has a specific “British Identity” lesson</p> <p>Year 8 has a lesson on stereotyping including relation to multiculturalism</p>	<p>Year 9 : the complexities of being a parent and a Christian/ a scientist and a Christian - the clashes and benefits. Challenge pupil stereotypes of a Christian.</p> <p>Year 7: as we study Christianity in Year 7 persistent discussions about what is a Christian value vs a British value – how these overlap but how there are many British Citizens who uphold British values and are either of no faith or a faith other than Christian.</p> <p>These conversations continue implicitly and</p>	<p>GCSE : the duties of being a parent and a Christian / a scientist and a Christian - the clashes and benefits</p> <p>Freedom of religion</p> <p>Challenge pupil stereotypes of a Christian. (In year 9 – GCSE and repeated in year 11)</p> <p>Prejudice, stereotypes and discrimination (reviewed in year 11)</p> <p>Marriage and the Family – year 10</p> <p>Stereotypes and homosexuality / Christian and non-religious.</p>	<ul style="list-style-type: none"> Various SMSC videos and discussions in form. <p>Including</p> <p>Rule of Law Democracy Individual Liberty Mutual Respect Tolerance for those of different faiths and beliefs</p>

			explicitly throughout the course.	The importance of justice for peace and the responsibilities of war.	
<p>2. Who are the British?</p> <p><i>(Also covered in the KS3 history and geography NC)</i></p>	<p>To know that British heritage has been, and continues to be, influenced by immigration</p> <p>To recognise diversity and understand that it is positive and a strength to be celebrated</p> <p>To know that being British involves the rest of the world</p>	<p>Immigration discussed in all years of KS3 Citizenship-Yr. 7 Multicultural Britain</p> <p>Yr. 8 and Yr 9 British identity</p> <p>Diversity is constantly referred to and is implicit both within the classroom and referred to-Yr. 7 Multicultural Britain.</p> <p>Part of the KS3 Citizenship themes Yr. 7 & 8 in particular</p>	<p>Persistent discussion about the different types of people who we encounter for example in Year 7 and Year 8 we discuss Hindus and how their faith may be altered living in the UK compared to India.</p>	<p>During discussion of Baptism/ Anabaptists in Year 9: should faith and nationality be linked? The rights of each citizen to choose his or her faith</p> <p>Persistent discussions about the nature of faith vs non-faith in British society – some GCSE questions specifically ask for a British response and we discuss what this means.</p> <p>Explicit GCSE content on British Hindus and the difficulties they encounter</p>	<ul style="list-style-type: none"> • Various SMSC videos and discussions in form. • Geography – issues of immigration and population studied at KS 3 and 4. • Year 9 History trip to the Battlefields of WW1 which includes laying a wreath at the Menin Gate and an acknowledgement of all the nationalities who fought with the British. (Not possible during the pandemic but will continue when possible) • History- immigration to Britain in KS3
<p>3. What does it mean to be British?</p>	<p>Produce a non-chronological report of what it means to be “British”</p> <p>Show in their writing that identity consists of many factors</p>	<p>Yr. 7 – Multicultural Britain</p> <p>Yr. 8-Term 2 – Me and My identity (British Identity)</p> <p>Yr. 9 Citizenship Module</p> <p>“Criminal Justice system” (Term Three Yr 9)</p>	<p>In Year 8 there is a Day of the Dead unit that shows how Aztec religion merged with Christianity to create a Mexican Christianity.</p>	<p>Year 11: Crime and Punishment: all equal under law,</p> <p>Peace and conflict: Britain and war – what values do the British have to</p>	<ul style="list-style-type: none"> • Various SMSC videos and discussions in form. • Geography – issues of immigration and population studied at KS 3 and 4. • Music – celebration of music from around the world and how this influences on British music.

	Demonstrate in their writing that British heritage has been and continues to be influenced heavily by immigration	<p>“Elections” (Term Three Yr 9)</p> <p>Being British: Community Year 8 & 9</p>	Discussion of how British Christianity is different to the Christianity of other countries in the same manner (eg a Norse influence)	<p>explain why they joined WW2</p> <p>Why a British soldier might join the armed forces</p>	<ul style="list-style-type: none"> History- immigration to Britain in KS3
4. Stereotypes and the media	<p>To gain an understanding of stereotyping and how it impacts upon teenagers</p> <p>To consider how the media can misrepresent teenagers and how this can influence society’s perceptions.</p>	<p>Yr. 8 Citizenship-challenging perceptions towards other races, refugees / asylum seekers / sports players of other races and religions (Term Two)</p> <p>Yr. 9 PSHCE Module –stereotyping young people</p> <p>Yr. 11 PSHCE Module –issues of identity: sexual orientation/gender orientation/ LGBT rights and discriminations</p>	Year 7-9: stereotypes that the students have about people of different faith perspectives are discussed and challenged. The aim is for students to be able to spot their own prejudices.	<p>Year 10 Stereotyping and the impact of stereotyping: Marriage and the Family (women and homosexuals)</p> <p>Peace and Conflict (Muslims)</p> <p>- explicit – implicit throughout the course</p>	<ul style="list-style-type: none"> Various SMSC videos and discussions in form. Drama – pupil plays and improvisations on stereotyping and the reality of being a teenager in Britain. Various books in English celebrating writers from around the world (including writers of colour) and encountering different perspectives
5. Stereotypes and the Media 2	<p>Gain an understanding of stereotyping and how it impacts upon a variety of communities</p> <p>Have an increased self-awareness and knowledge that ideas and opinions are not always based upon fact</p> <p>Have considered how the media can misrepresent communities and how</p>	<p>As above</p> <p>In Yr. 9 “Show racism the Red Card” is used, as well as short BBC clips of discrimination within schools and about a refugee to challenge and provoke discussion.</p> <p>Yr. 8 stereotyping lesson</p>			<ul style="list-style-type: none"> Various SMSC videos and discussions in form.

	it can influence society's perceptions				
6. Identifying racism	To identify different types of racism	Yr.7-Multicultural Britain-challenging attitudes	Student negative views about people from countries are raised and explored through the course.	Media view of modern terrorism and how the dangers to Muslims and the fight of Muslims against terrorists are ignored. (Peace and Conflict)	<ul style="list-style-type: none"> • Various SMSC videos and discussions in form. • History- KS4 – moral and ethical issues of the treatment of the Mormons. • History- KS 3– moral and ethical issues of slavery. • Books studied in English (chosen by teacher) that concern racism: include Of Mice and Men, Noughts and Crosses, Refugee Boy, The Other Side of the Truth, various poems that confront racists ideas (KS4) Boy In The Striped Pyjamas. • GCSE – treatment of blacks during the American civil war and reconstruction period.
Key words	To evaluate ways that could reduce racism	Year 8 Hate Crime lesson: challenging possible racism in school and sport and thinking of solutions Year 9 “Contemporary Racism”	Valuing and respecting all people is a persistent and consistent aspect of all RE lessons.	The clash between Christian beliefs and racism (also sexism) is explicitly referred to throughout the course.	
7. Human Rights and Freedom of speech	To identify which human rights are important to you and why To consider arguments for and against free speech	UN lesson/ Human Rights in year 7 British Values: specific reference to freedom of speech in Yr 8 Election Lessons: year 9 As these issues occur in the news they will discussed in PSHCE lessons. Freedom of Speech: in all PSHCE lessons as ground rules for open and respectful discussions are explicitly	The responsibilities of free speech are integral to all RE lessons as we teach pupils how to express and develop their ideas about themselves and others.	A review and discussion of how lack of human rights/ injustice leads to war. The importance of voting and freedom of expression. Human rights in war including the right to be a pacifist.	<ul style="list-style-type: none"> • Various SMSC videos and discussions in form. • History – KS3 – a study of moral and ethical issues of slavery • History – KS4 – the impact of the Christian church on the development of modern medicine (free speech

		taught and then followed throughout course			
8. Extremism	<p>To be able to identify examples of extremism and violent extremism.</p> <p>To be aware that extremists can come from any community.</p> <p>To understand that 'extremists' cannot be judged by appearance and media stereotypes, but by their actions.</p>	<p>Yr. 8 Hate Crime lesson-extremist groups are explicitly referred to</p> <p>Yr 8 : violence in football-extremist groups and how they promote violence</p> <p>Various lessons in Year 8 and 9 on stereotype's</p>		<p>Year 11 – Peace and Conflict – different views of war including a review of Four Lions (when time allows) and how it shows the roots, examples and effects of extremism.</p> <p>Also- causes of war and how these can create extremists.</p> <p>Year 10 – Peace and Conflict/ Crime and Punishment– how extremists can come from areas of extreme poverty and by their actions increase poverty in an area. Cause of crime – how upbringing/poverty/ retribution punishments can distort thinking and lead to extremism.</p>	<ul style="list-style-type: none"> • Various SMSC videos and discussions in form. • Books studied in English that refer to extremism eg noughts and Crosses
9, 10 & 11. Exploring Prevent	To be aware that the UK government wants to use education as a way to help prevent violent extremism		Student are often reminded and taught about the importance of tolerance for a happy and	<p>Yr. 11 discuss violent extremism and causes of terrorism</p> <p>How terrorists from abroad distort truth</p>	Assemblies given to all year groups. (PAW) at an age appropriate level on an annual basis

	To critically analyse the usefulness of a DVD as a way of presenting violent extremism		peaceful society (class, school, community)	to encourage hatred in UK How hate crimes diminish personal and collective freedom and how we counter this.	Including 'Run, Hide, Tell.' Guidance.
12 Review learning of understanding of extremism and violent extremism		<p>Repeated revisiting of topics through KS3.</p> <p>Discussion</p> <p>As behaviour for learning in PSHCE is reliant upon following rules about respectful speech, and appropriate language students learning and skills are constantly reviewed and developed.</p> <p>Where there are students/ classes who need further support to help them to understand issues the curriculum will be adapted to continue their learning in a relevant area. This support will be targeted based on a individuals or a groups views as they are expressed in PSHCE lessons. .</p>	.	<p>Tests throughout the course where pupils express not just their own views but the views of others also.</p> <p>Specific questions on terrorism/ extremism.</p>	
During lessons and discussions on these topics where a teacher has a concern about a student normal safeguarding practices will be followed.					

***Once a half term all Year Groups will receive an assembly from PAW which will be on a topic chosen by the LC according to student need so any issues of e.g intolerance or lack of understanding about how democracy works can be picked up and responded to quickly. EG June 2022 assembly on intolerance given to Year 9-7.**

Literacy

The “Prevent” material suggests the following key words / phrases should be explored in relation to the topic. This may be specifically in one lesson or as a theme running through several lessons. It isn’t suggested that any particular year group use any particular words / phrases.

Stereotypes, media, media techniques, headline, media portrayal, media techniques, bias/ed, Britishness, citizen, British, citizenship (in the context of applying for citizenship and NOT the subject), immigrant, immigration, multicultural, heritage, global, globalisation, identity, extremism, violent extremism, extreme, violent extremists, terrorism, myth, stereotype, dominates, misrepresentation, misrepresents, truth fact, lie, diversity, diverse, racism, anti-racism, discrimination, violence, ethnicity, prevention, legislation, laws, overt / direct /indirect / institutional racism, human rights, freedom of speech, neighbourhood, world, universal, free speech, limits, appearance, atrocities

Extra (to be added to as a “living” document)

Date	Development	Action
Sept 2014	P Wooddisse's whole school role of i/c SMSC widened to incorporate British values	Will introduce to students via the SMSC video / thoughts to be delivered by form teachers weekly, and the above audit
Sept 2014	SMSC audits updated for both Citizenship and for PSHE	Placed onto the school website in Oct 2014
Sept 2014	POS for both Citizenship and PSHE updated to incorporate British values and in the case of Citizenship "Living and working in Modern day Britain"	
Oct 2014	New Year 8 Citizenship lesson on British values / Hate Crimes	Observed by MD-outstanding
Dec 2014	BL, JAF, PAW met with DC Ross who leads up the "Prevent Strategy" in Nth and NE Humberside-he shared 12 lessons with us / discussed best ways forward / best practice	Info used in staff training see below and to help with above audit
5/1/15	PAW delivered whole teaching staff training about British values	Staff awareness to be widened and to be introduced as a part of the weekly SMSC video / thought themes
Jan- April 2015	Delivery of videos to all pupils about each of the five British values	To be accompanied by staff training and staff delivery
27/2/15	Blank outline version of this audit shared with heads of PSHCE within the Nth Lincs. Education Consortium and St L (Meeting led by JAF)	It will be up to the individual schools how they use it, but they can call on JAF to help
26/1/15	PAW delivered British Values and Prevent training to all LSAs and all non-teaching staff	26 th Jan and 4 th Feb

		<p>All LSAs and non-teaching staff watched FGS videos about each of the British Values</p> <p>All LSAs and non-teaching staff aware of their responsibility in the Prevent program.</p>
Jan- Feb 2015	<p>PAW delivered assemblies to Yrs. 7,8,9,10 and 11 about extremism.</p> <p>Year 9 have one lesson about definitions of extremism and Prevent delivered by PAW, NLE and YR. All trained.</p>	As above
Feb 2015	PAW delivered PREVENT training to lunchtime supervisors.	
September 2016	Whole staff Inset : British Values/ Prevent	
Staff Briefings throughout year	Recap of British Values and of signs and symptoms of radicalisation training.	
Various	Assemblies given in reaction to events	
May/June/July 2017	<ul style="list-style-type: none"> • Support given to parents and pupil involved in Manchester Terror attack • Training for staff about potential issues that could arise as a result of attacks (ie increased risk of students being radicalised) and methods for discussing issues with students. Reminder of Prevent aims and how to respond if there are any concerns about a student. 	

	<ul style="list-style-type: none"> • Series of assemblies about Manchester Attack and how the FGS response would be a community wide ‘Random Acts of Kindness Event.’ • School and Community involved in acts of Kindness to combat attempts of terrorists to make us hate and distrust one another. 	
	The Nth Lincs. Adolescent Lifestyle survey of 2017/18 will measure effectiveness of aspects of British values within all Nth Lincs. schools to include FGS)-particularly mutual respect (anti-bullying initiatives) and tolerance.	FGS to be lead school planning with Council and Health Providers / safeguarding board. April 2017
September 2017	Whole staff Inset : British Values/ Prevent/ How to use SMSC videos as a prompt to learning/ discussion/ development of British Values	
January – March 2018	Non Teaching staff Inset : British Values/ Prevent – keeping students safe, professional standards	
March-April 2018	PAW delivering lessons to classes on request about Syria situation	
April 2018	PAW delivered session to Year 9 and 10 Reach students about Middles Eastern conflict and causes	
September 2019	Whole staff Inset : British Values/ Prevent/ How to use SMSC videos as a prompt to learning/ discussion/ development of British Values – also additional (small group) INSET for new staff	

Jan-July 2020	"Just One Thing" as one of the student responses to the pandemic each form completed one charitable act for a person /group/animal from their local, national or international	
Various Dates 2020	Online assemblies delivered to students: on specific British values	During lockdown the focus was on supporting student need – 'Just One Thing' was a combined approach to support mental health, create a positive method for dealing with the impact of the pandemic and raising an awareness of British Values.
September 2020	Whole staff Inset : British Values/ Prevent/ How to use SMSC videos as a prompt to learning/ discussion/ development of British Values – also additional INSET for new staff	
September 2021	Whole staff Inset : British Values/ Prevent/ How to use SMSC videos as a prompt to learning/ discussion/ development of British Values – also additional INSET for new staff	
February 2022	Creation of information sheet for parents and teachers about where to find information on war in Ukraine (and possible nuclear threat as was concerning some students) and advice on how to speak on these issues.	
March 2022	PAW delivered optional staff INSET for helping staff to understand the cause, nature and possible outcomes of the war in Ukraine.	
June 2022	PAW delivered special assembly on Tolerance for Year 7-9 upon request by LC after some low level negative comments	

	within the student body making judgements about those within their community.	
Monthly (if needed): Lessons after school given to specific students (as directed by LC/ SLT) to educate on specific issues.		
EVERY week: In tutor time SMSC videos are shown that give students and staff opportunity for dialogue and learning on a range of issues.		
On going: Inset given to new staff (both teaching and non teaching) about British Values, spotting signs & symptoms and radicalisation.		

Penelope Wooddisse 07/07/2022