



# **British Values 2024 - 25**

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<b>Person Responsible:</b>	<b>Principal</b>

## Introduction

This policy seeks to ensure that Helen Allison School provides opportunities for pupils to develop in their understanding of and work according to the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

It links to the aims of the school to prepare pupils for the opportunities, responsibilities and experiences of adult life and to provide a broad, balanced and relevant education.

In imparting not just knowledge and skills, but in seeking to ensure the personal development of each child in its fullest sense, the school engenders and fosters good working relationships with parents/guardians to encourage consistency and continuity in education, care and management.

The government set out its definition of British Values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. The most up to date review is available here:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>.

At Helen Allison School these values are reinforced regularly and in the following ways.

These values are taught explicitly through:

- Personal, Social and Health Education) (PSHE) lessons delivered for those pupils working within the Formal Curriculum pathway. The school has organised a curriculum that is age and stage appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- The school has invested in a programme – *The PSHE Associations Planning Framework for Pupils with SEND*, to ensure that all strands of the British Values agenda are given coverage throughout the programme. These have been mapped across to ensure that there is full coverage of development opportunities through the entire scheme. Elements of each lesson support student's development of British Values: democracy, rule of law, individual liberty, mutual respect and tolerance of others. These are taught through the topics of: Self-Awareness, Managing Feelings, Changing & Growing, Support & Safety, Healthy Lifestyle, and The World I Live In, however, it is implicit in every lesson. For those pupils working within the Semi – Formal Curriculum pathway, bespoke provision is put into place by the transdisciplinary team.

We consult with parents, pupils and governors and staff in the following ways:

- Curriculum overviews/ class newsletters shared on a termly basis
- Quality of Life reviews - pupil and parent
- Staff training sessions
- Any relevant information shared with governors

We also teach British Values through planning and delivering a broad and balanced curriculum.

The school takes opportunities to actively promote British Values through our assemblies and whole school systems and structures such as electing and running a successful School Council. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British Values also means challenging pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. At Helen Allison School we uphold and teach pupils the British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

## **THE NATURE OF DEVELOPMENT OF BRITISH VALUES**

The values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are inter-related. As a school it is important to reflect on each area individually in order to analyse and monitor for the purpose of ensuring progress and self-improvement. However, there is much overlap between them.

All pupils at Helen Allison School have a diagnosis of autistic spectrum disorder (ASD) and many have an additional learning disability. The areas of difficulty specific to ASD affect relationships, communication, understanding and imagination. These difficulties impinge on how our pupils learn and view things. In addition, the majority of pupils with ASD do not understand that other people have their own plans, thoughts and points of view. They have difficulty in understanding the beliefs, attitudes and emotions of others. In not comprehending that others think differently from themselves, our pupils have problems relating socially and in communicating. In understanding these issues, it makes us appreciate the difficulties our pupils have in accessing the concept of values which are, by their very concept, often abstract, involving exploring attitudes, emotions and self-reflection.

### **AIMS**

- To develop own values and attitudes and understanding and tolerance of the values, faiths, attitudes and beliefs of others.
- To develop understanding of the laws which govern us and why these need to be abided by to keep us safe.
- To develop notions of tolerance and truth.
- To develop an understanding of the need for the viewpoint of others to be considered when decision making.
- To develop understanding and awareness of basic human rights, including individual liberty.
- To develop an understanding of the needs, feelings and rights of others and demonstrate respect towards others.
- To develop an awareness of self and others and the roles they play in society.
- To develop some experience, understanding and knowledge of religions, cultures and beliefs.
- To provide opportunities for pupils to respond to the initiatives of others, to interact and to work cooperatively with others.

### **ENTITLEMENT**

It is a statutory requirement that schools should encourage pupils' development within the area of British Values. This development does not stem directly from a separate curriculum area's scheme of work. No single system or procedure is responsible for this development; however, the school endeavours to provide an ethos where such development can take place through the general day to day quality of relationships.

Due to the difficulties of pupils with ASD in readily accessing some aspects of SMSC development, some areas of the school's life will have a greater part to play in the process of these characteristics than others.

### **IMPLEMENTATION**

Each pupil's personal growth and spiritual appreciation is enhanced by engaging in a wide and varied curriculum where moral understanding permeates all learning experiences.

Helen Allison School has some more formal structures which contribute to the general development of the development of British Values. These underpin the moral code and social relationships which exist within our school and provide opportunities for personal development, reflection and interaction with others.

#### **A) THE CURRICULUM**

Pupils are taught to communicate and to interact with others, sometimes through direct teaching, in teaching sessions and across all settings. All pupils have an EHCP strand communication/social interaction target in their learning plan which will address their particular individual needs ranging from making a request to listening to others or following instructions.

The PSHE curriculum includes teaching about democracy, the rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs.

Throughout the day pupils in all key stages are encouraged to explore attitudes, emotions, to express opinions and choices and to respect the views and rights of others.

Through PSHE lessons, assemblies and humanities, pupils learn about a range of different faiths and beliefs and are encouraged to develop respect for the beliefs of others.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

As a school, we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment, a planned curriculum and an empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our online safety teaching and PSHE lessons.

Pupils are given the freedom to make choices, eg signing up for clubs, choosing the level of challenge in some lessons, negotiating their deal time and are becoming increasingly more involved in child-led learning.

## **B) THE EXTENDED CURRICULUM**

In order to ensure that we provide the optimum opportunities to our pupils we promote the implementation of an extended (or 24 hour) curriculum. Through this, our pupils feel secure within a consistent and structured approach. A multi-disciplinary team including parents agree the EHCP targets and these, together with consistent expectations for communication, behaviour and self-help across the home and school setting, ensuring the personal development of each individual pupil.

## **C) ASSEMBLIES**

Assemblies provide the opportunity for pupils to experience some of the more abstract concepts of values. Through 'life themes' based on the pupils' everyday experiences we lead them to open up the religious dimensions, including those of others.

In addition to celebrating the diversity of the religious beliefs in the world, pupils also recognise and celebrate individual and class achievements including birthdays. Through assemblies, moral codes and rules are also taught by linking them to the pupil's experience and delivering through sensory means to ensure the inclusion and participation of all.

## **D) SOCIAL SKILLS**

Throughout the day, opportunities are provided to develop social skills, to work alone or co-operatively with others and to develop an awareness of the needs of others.

The Speech and Language therapists identify and lead groups of pupils who will benefit from the discrete teaching of social and friendship skills such as co-operation and listening. They use reflection techniques by encouraging pupils to identify their attitudes and actions through a range of means including video playback.

## **E) COMMUNITY BASED EDUCATION**

Pupils at Helen Allison School need opportunities to generalise their skills beyond the school environment and into the diversity of the community within which they are learning.

Weekly visits to shops, cafes, libraries, parks, in addition to special trips to museums, art galleries, cinema or theatre enable them to practise life and social skills and to establish patterns of behaviour and contribute to development of understanding and application of British Values.

## **F) SCHOOL COUNCIL**

Pupils/students are 'voted' to represent their class at council meetings. Through these half-termly meetings, students are enabled to make choices and decisions, advocating on behalf of others resulting in changes to their lives and to the life of the school. Consideration that others views and opinions may differ from their own is key in the personal development of a pupil with ASD.

### **Democracy**

This is an important value at our school. Pupils have the opportunity to have their voices heard through our School Council. The elections of members of the School Council are based on pupil votes

## **G) SCHOOL ETHOS AND RULES**

The school has policy documents on the management of behaviour and school rules are shared through assemblies and in class. Pupils are taught the importance of adhering to these rules and begin to understand right and wrong, tolerance of others and their environment and to show care and consideration of the environment and others.

All pupils have an individual support plan which gives clear information as to how staff and all adults will interact and address the behavioural needs of pupils in order to reduce inappropriate behaviour. Some pupils have contracts of behaviour which they have helped to draw up and give themselves targets and consequences for broken contracts. Social stories and reward charts are used to positively shape the behaviour of pupils and to teach appropriate forms of behaviour.

### **Democracy**

The pupils and staff have worked together to agree a set of values and expectations suitable for each environment at Helen Allison School, to actively work and live by. Examples of behaviours and expectations related to each value are individualised and defined for each class or environment, with students where possible. These are available in each classroom and across environments. Expectations are explicitly taught and actively referred to by pupils and staff to reinforce behaviour.

### **The rule of law**

The importance of laws and rules, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Visits from authorities such as the Police and Fire Service are regular parts of our Family Fun Days and help reinforce this message. **Mutual respect**

Respect is one of the core values in our school. This can be seen and felt in our pervading ethos in school. The pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

The core value of respect at Helen Allison School underpins our work every day, both in and out of the classroom. Pupils and staff alike, including visitors are challenged if they are disrespectful in any way.

### **Tolerance of those with different faiths and beliefs**

This is achieved through enhancing pupils' understanding and their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Assemblies and discussions involving prejudices and prejudiced based bullying have been followed and supported by learning in PSHE.

We celebrate 'Foods around the World' as a school, along with a number of religious ceremonies, such as Diwali. We encourage pupils to research and discover differences between themselves and students from other countries.

We employ teachers and support staff who have English as an additional language and bring a varied cultural experience to Helen Allison School.

## **RESOURCES**

Resources are cross-curricular. There are no resources directly attributable to the process of British Values.

## **COMMUNICATION OPPORTUNITIES**

Every opportunity to foster and to develop communication should be taken throughout the school day.

Specific opportunities will be achieved through

- Listening – establishing relationships, interacting with others, appreciating others' feelings
- Talking - conveying information, view or opinion, establishing relationships, interacting with others, expressing feelings
- Reading - obtaining information, appreciating the feelings of others
- Writing - conveying information, expressing feelings, ordering, clarifying, recording and reflecting on ideas, opinions and experiences.

## **LINKS WITH OTHER SUBJECTS**

As the process of the development of British Values is by its nature all pervasive and therefore cross curricular it will be delivered through all areas of the curriculum.

## **EQUAL OPPORTUNITIES**

At Helen Allison School high priority is placed on the personal development of each individual pupil. Every effort is made to ensure that each pupil is enabled to access opportunities and activities in all settings.

## **HEALTH AND SAFETY**

The teaching of health and safety is inherent in all activities throughout the school day and including more specifically assemblies, PSHE sessions, food technology and on community visits.

Risk assessments are completed in relation to all identified areas of school activity.

### **Declaration:**

The school will have regard for The Human Rights Act 1998, The Disability Discrimination Act 1995 as amended by The Special Educational Needs and Disability Act 2001 including new duties 2002 and the principles of the new Code of Practice with special focus on Student Empowerment, Parents in Partnership, Consultation and Joint Working initiatives.