



ORMISTON  
SIX VILLAGES  
ACADEMY



# **British Values Statement**

**Reviewed: March 2020**

**Approved by the Principal: May 2020**

**Due for review: March 2023**

## Introduction

The Department for Education has introduced a statutory duty for academies to promote British Values more actively from September 2014, and to ensure they are taught in schools.

Ormiston Six Villages Academy is committed to serving its community. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the academy are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Ormiston Six Villages Academy is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all its pupils.

The government set out its definition of British values in the 2011 Prevent Strategy.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The academy uses strategies within the national curriculum and beyond to secure such outcomes for pupils. The examples that follow show some of the many ways Ormiston Six Village Academy seeks to instil British Values.

## Democracy

- Pupil feedback on lessons / topics used to inform Year Councils.
- Pupil Council consulted on specific issues. Year Councils meet regularly and feedback is acted upon. Governors attend a minimum of one meeting a term.
- Pupil use the Smart School Council application to vote for key changes.
- Activities within lessons contain democratic elements such as election of group leaders; direction the group / lesson will take; which charity to support etc.
- Humanities lessons in Key Stage 3 chart the growth of democracy through the Parliamentary system including the Magna Carta, Parliaments under Henry VIII, constitutional monarchy and the impact of 'Rotten Boroughs'.
- Humanities and PSHE lessons cover issues as lobbying and pressure groups. For example, Year 8 Geography pupils discuss the potential settlement and exploitation of Antarctica and practice letter writing to protest this. PSHE students have the opportunity to meet with their MP or other local government officials during their time at Six Villages and discuss lobbying.
- Pupil Voice is used in Departmental Showcases and Pastoral Showcases, highlighting positives and areas for improvement.
- We participate in West Sussex's annual Student Council elections that influence what matters to young people in the local area.
- The Head Boy and Head Girl are the leads in our school council, who meet regularly to discuss important school issues.

## The rule of law

- Humanities subjects often reflect on the rule of law in the topics covered. This is considered in history through topics such as Medieval and Tudor Law and law in Nazi Germany. In Geography, the laws of a country are considered when looking at topics as diverse as development and climate change. In Religious Studies, pupils consider how believers can follow both religious law and the law of the country they live in.
- KS4 Philosophy & Ethics (P&E) and PSHE reinforce the rule of law. P&E includes a GCSE module entitled 'Religion, Crime and Punishment'. In PSHE, All Year 9 and 10 pupils discuss the value of rules and laws, how they are arrived at and how they are enforced. In both P&E and PSHE, pupils consider the aims of punishment and the impact on society of crime with special reference to drug related crime, violent crime and anti-social behaviour.
- Visits from police are organised in both Key Stages.
- Features each year as part of the Tutor Time activities and assemblies are organised by Directors of Learning.
- The Academy has a PCSO who works closely with pupils and families to support specific and individual issues.
- The LA attendance service work with the attendance team to support pupils and families that present specific concerns.
- Pupils attend weekly assemblies where they will be informed about many safeguarding issues that will relate to the law.

## Individual liberty

- Anti-bullying log is kept and incidents followed up.
- Bullying issues are a key aspect of the Y7 PSHE course.
- History lessons follow most aspects of the National Curriculum. Individual liberty is investigated in topics such as the Norman Conquest, Life in the Middle Ages and life in Nazi Germany.
- Part of the GCSE P&E course is 'Human Rights and Social Justice' which looks at individual liberty and the work of charities.
- Individual liberty forms part of the Tutor Activities and assemblies produced by the Directors of Learning and is a recurring theme throughout the Academy (for example in assemblies).

## Mutual respect

- Assemblies given by SLT are always based upon the celebration of diversity and mutual respect.
- RS / PSHE programme in both Key Stages based around these concepts. Pupils in both Key Stages will investigate and discuss Rights and Responsibilities. These will include personal, school, wider society, work related and consumer related aspects. For example, the GCSE Philosophy and Ethics course focuses on the religions of Christianity and Islam. Pupils who follow a faith and those that do not are expected to appreciate the views of these – and other – religions and to be sensitive to the views they express.
- Both RS and PSHE curriculums foster mutual tolerance for all religions. All of the main religions are studied within Religious Studies, with an understanding that irrespective of your own beliefs we need to be respectful and empathetic to belief systems different to our own.
- We have applied to become a Stonewall school and are happy to have pupils with all sexual orientations within the community. Issues relating to sexuality are positively explored across the curriculum.
- The way adults within the Academy interact with each other and the pupils aims to foster mutual respect. The idea of listening to others and considering their opinions is a vital part of every lesson.

## Tolerance of those of different faiths and beliefs

- The study of Christianity and Islam is a key focus of key stage 3 Religious Studies and Key Stage 4 Philosophy and Ethics.
- Religious Studies in KS3 also includes key studies of Buddhism, Sikhism, Hinduism and Judaism. For each religion, pupils study the impact of believers' religious beliefs on a person's daily life and how they interact with others. They also consider the impact of people of different faiths on British society and the beneficial changes they bring.
- GCSE Philosophy and Ethics looks in depth at beliefs' and practices of Christianity and Islam and issues of tolerance are explicitly covered. For example, pupils consider the issues faced by British Muslims when practising their faith.
- An expression of personal faith by the pupils is actively encouraged as part of a wider debate.