

## British values statement

We are committed to serving our community and recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role the academy plays 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.

We follow equality guidance which endeavours to ensure there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing students for their adult life beyond the formal, examined curriculum and ensuring that it promotes and reinforces British values to all our students.

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 students. The examples that follow show some of the many ways we seek to instill British values.

*\* As identified by the government in the 2011 Prevent Strategy.*

### Democracy

- Pupil feedback on lessons / topics used to inform Year Councils and numerous other opportunities to have their say from feedback on assemblies to the behaviour and rewards systems.
- The School Council is consulted on specific issues and helps to shape all key changes in school protocols that have a direct effect on student life. Governors attend a minimum of one meeting a term.
- Students are given active choices in regard to rewards they receive and vote on them across year groups.
- Activities within lessons contain democratic elements such as election of group leaders; direction the group / lesson will take; which charity to support etc.
- Our PSHE and Citizenship curriculum explores how democracy works across both key stages. Starting in Y7 where students learn about the role of parliament and MPs and start to understand their role in the democratic process. This is built upon in Y9 where students explore more about democracy and how it works in the UK and around the world and explore how democracy works. In KS4, students further build upon this understanding to start to explore their role in the democratic process, starting to establish their political ideas and understanding their democratic rights here in the UK. This spiral curriculum ensures students learn and understand key democratic values in the UK. Any national election process will be mirrored by a similar student activity within the academy e.g. the 2024 General Election. This will be replicated in any future national elections within the Academy.

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- 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 fight for suffrage.

- Humanities and PSHE lessons cover issues such as lobbying and pressure groups. For example, Year 8 Geography pupils discuss the exploitation of Coca farmers and debate how the cost of a bar of chocolate should be shared between stakeholders.

- Pupil Voice is used in departmental reviews and feedback to Directors of Learning, highlighting positives and areas for improvement.

- We participate in West Sussex's 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.

- We fully participate in all OAT regional and national student bodies

## The rule of law

- In the PSHE and Citizenship curriculum, students explore and learn about how the legal system works in the UK and explore different legal processes and roles. In Y7 and 8 students develop an understanding of right and wrong and the law around a range of different topics, and understand the punishments if they are broken. In Y8 students learn about the different courtrooms and legal proceedings when a crime has been committed, and explore the different roles of each legal establishment. This is echoed in KS4 where students explore further into how sentences are made and decided on.

Humanities subjects often reflect on the process of 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) 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 Key stage 4

- Tutor Time activities and assemblies have many features which refer to aspects of the rule of law such as the legal age of responsibility or laws around vapes, drugs or knife crime.

- The Academy has a Neighborhood Police Officer 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.

## Individual liberty

In the PSHE and Citizenship curriculum lessons are planned and developed to encourage students to grow and understand their own worldviews and their points of view around topics. This is also aimed to encourage students to understand and respect other viewpoints and allow individual liberty of others.

An Anti-bullying log is kept and incidents are always followed up.

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- 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.
  - Aspects relating to individual liberty forms part of the tutor activities and assemblies coordinated by a senior leader. It 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.
  - In the PSHE and Citizenship Curriculum diversity and equality are explicitly taught, with the aim to create equality for the protected characteristics and other people's point of view. Students are taught about discrimination and stereotypes in KS3, and how they can support in creating equality for all. In KS4, whilst exploring key citizenship ideals students are taught about respecting points of view and how they can cooperate with people who may disagree with them. They also explore laws and rules around discrimination.
  - Gender and race discrimination are taught explicitly, and students are shown how they can take part in trying to stop this from happening.
  - LGBTQIA+ content is built into the curriculum to encourage equality. Students explore the history and current experiences of people and their gender and sexuality. Case studies for relationships and sex education are genderless to ensure that LGBTQIA+ relationships are included and respected by all.
  - We are completing the accreditation process to achieve the Rainbow Flag Award that celebrates best practice with all issues relating to LGBTQIA+ and hope to have achieved this by December 2025.
  - The RS programme in both Key Stages is 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 celebrate the diversity of pupils with all sexual orientations within the community. Issues relating to sexuality are positively explored across the curriculum.

We regularly ask for student voice to check the experience that all of our students have at Six Villages and especially those with protected characteristics

- We are constantly monitoring our safeguarding systems to ensure there are no behaviours that suggest students with protected characteristics are in any way discriminated.

## Tolerance of those of different faiths and beliefs

- The study of Christianity and Islam is a key focus of key stage 3 and 4 compulsory Philosophy and Ethics (Religious Studies) and Key Stage 4 Philosophy and Ethics.
  - Religious Studies in KS3 also includes studies of Buddhism, Sikhism, Hinduism and Judaism. For each religion, pupils study the impact of believers' religious beliefs on a person's daily life
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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 practicing their faith.
- An expression of personal faith by the pupils is actively encouraged as part of a wider debate.
- In the PSHE and Citizenship curriculum discrimination and prevention of this is taught as one of the protected characteristics. Students also learn about respect and tolerance towards people who have different beliefs and the value of a multi-faith society.

Faith and respect for different religions is also a key aspect referred to in whole school assemblies and via tutor time activities.

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