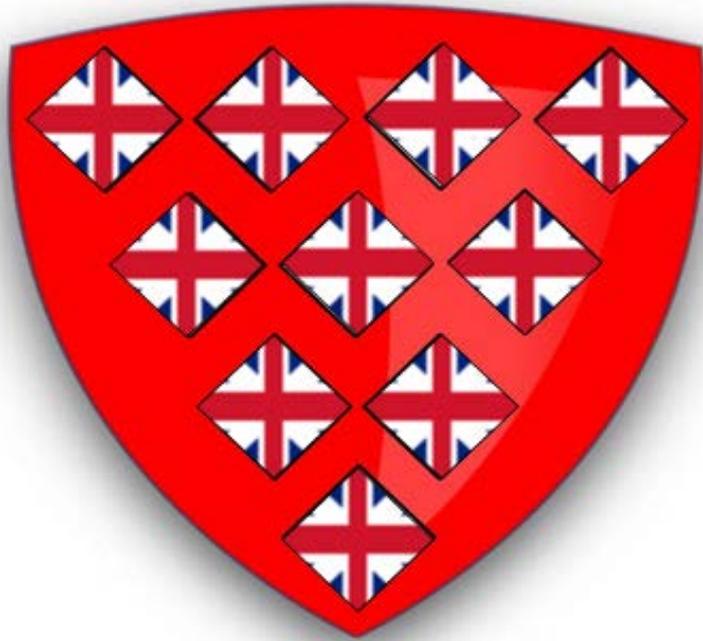


KCC



Promoting
British Values

Introduction

Kingsbridge Community College is dedicated to promoting British values both within and in addition to the taught curriculum.

As a rural and largely mono-cultural college we acted upon the feedback received in the 2007-2008 Ofsted report by addressing the need to prepare students for encountering different cultures and faith within Britain as well as internationally.

As such, students RE, PSHE and Citizenship curriculum has remained discreet so that each child learns about religious and cultural beliefs and perspectives as well as receiving sexual, mental and economic wellbeing lessons in a separate and valued curriculum. Through this, a great deal of the suggested SMSC provision set out in the DFE guidance is met. For more information on this, refer to the 'RE Handbook 14-15' and the 'PSHE Handbook 14-15'

In addition to a provision of Religious Education that exceeds the minimum requirement, the College's promotion of British Values ensures that students gain:



- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

Promoting British Values

within the Curriculum

Examples (not exhaustive):

	Religious Education	KCC Learner and Tutorial Programme	History	Geography
Democracy	Year 8 unit – How do we make decisions?	Year 7 – The World Around Us ('voting') Year 7 – Charity voting campaign	Year 9 - The British voting system (first-past-the-post) versus Proportional Representation Year 9 - Dictatorships vs democracies	
The law	Year 9 – Is Peace Possible? (9 lessons) Year 10 – Crime & Punishment (9 lessons) Year 11 - Why Ireland has different abortion laws		Year 7 - the signing of the Magna Carta, contrasting the supreme power of the King with the rights that signing the document brings for individuals	
Power and judicial independence	Year 10 – How the law is enforced and funded	Year 7 – The role of the police	Year 7 - The significant curtailing of monarchical power in favour of a more representative Parliament.	
Freedom of faith	Year 7 – Christianity and your culture Year 8 – Interfaith walk through Exeter Year 10 – Inciting Religious Hatred Year 10 – Religious Offences	Year 8 – Multi-cultural Britain	Year 7 - the evolution of religious influence in Medieval, Tudor and Stuart England and how tolerance developed Year 8 - the right to democratic freedoms, self-determination and freedom from oppression.	
Acceptance of other faiths	Year 8 – Living in Multicultural Britain. Year 8 –Exeter religious buildings and community leaders Year 9 – Religious harmony	Year 8 – Living in Multicultural Britain.		Year 8 - Immigration over the centuries
Identifying and combatting discrimination	Year 7 - What does it mean to belong? Year 9 - Lessons from the Holocaust (9 lessons)	Year 7 - 'We care a lot'	Year 7 - Religious discrimination with regards to Catholic/Protestant divisions. Year 9 - The impact of communism/fascism in European history	Year 8 - Stereotyping nations

Promoting British Values in addition to the Curriculum

Examples (not exhaustive):

- British Parliament Week (November) – a week of dedicated tutorial sessions for all Year 8 and 9 students on the structure and processes involved in British Democracy and law-making
- KCC Mock General Election 2015 – campaigns, assemblies, canvassing and polling stations for all students to vote
- UK Youth Parliament polling station and elected UKYP members representing the region and promoting change for young people through the democratic process
- Key Stage Four and Key Stage Five debating societies
- Assemblies promote concepts and British Values including annual visits from MPs and Lords
- All Year 10 students take part in PSHE week in July. This includes specific lessons on combatting discrimination based on race and sexuality.

Displays:

Coming out as 'Gay' (RE/History area)

'No one deserves to be bullied' (Westville main corridor)

Spiritual thought for the week (various locations around the college + tutor weekly bulletin). See Appendix.1

Appendix.1 NOTE: Blue text = for display around the college. Black text = on tuto bulletin for discussion with tutees during registration.

Examples:

Values of democracy

The struggle for democracy and human rights in Burma is a struggle for life and dignity. It is a struggle that encompasses our political, social and economic aspirations. ([Aung San Suu Kyi](#))

[Aung San Suu Kyi](#) is a political activist and in a country called Burma. She studied in Britain and returned to her country to fight for her people to have the same rights that UK citizens have: the right to democratically elect a government through free and fair elections. She was placed under house-arrest for many years and has recently been freed by the government in Burma who are keeping a close eye on her as she continues her fight for democracy.

- Would you be prepared to campaign for the right to vote?
- Is voting a right that we should always exercise

The rule of law

The purpose of law is not to abolish or restrain, but to preserve and enlarge freedom. For in all the states of created beings capable of law, where there is no law, there is no freedom. (John Locke)

John Locke was a 17th Century British philosopher (thinker) whose ideas have helped to make Britain what it is today. He famously described Britain as having a 'government with the consent of the governed'. In short, our leaders must have our permission to lead us! Our government makes new laws and scraps old ones so it's important that we vote for a government that we're happy to have making these decisions. The law keeps us safe by protecting our rights and freedoms. As such, an effective law-making government chosen by UK citizens is essential for maintaining the rule of law.

- What would life in Britain be like without laws?
- Are there any laws you would like to see passed?

Individual liberty

“The right of nature is the liberty [freedom] each man has to use his own power, as he will himself, for the preservation of his own nature; that is to say, of his own life.” (Thomas Hobbes)

Thomas Hobbes was a British philosopher (thinker) whose theories on individuals and society have helped shape how we understand politics. He argued that we are all free to act in a way that protects our interests – most importantly our right to life. Hobbes believed that, simply by living in our communities, we enter into a ‘social contract’ which says that we will not threaten other people’s freedom. If we all respect other people’s liberty, our own liberty will be respected.

- Do you think that you have to respect other people’s freedom in order to have your freedom respected?
- Is Hobbes right to suggest that, if we live in a community with other people, we have automatically signed a ‘social contract’ to respect laws that protect people’s freedoms?

Acceptance of those with different faiths and beliefs

“Treat others as you wish to be treated”. (Jesus)

This quote is often referred to as the Golden Rule. Jesus taught that, above all other rules to live by, we should treat people how we would want to be treated by them. This teaching appears in all of the major world religions in one form or another. It is also widely accepted by non-religious people as a good rule for ensuring that we accept people and treat them with respect no matter what their background or faith might be. At KCC and beyond, we should respect other people, whatever their personal circumstances, background or beliefs. This is a fundamental part of preparation for life in modern Britain.

- Why is it important to treat other people with respect?
- What happens if we follow this rule but are not treated how we would want to be? Should this change how we treat others?