



British Values Policy

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Contents

		Page
1	Aims	3
2	Context	3
3	How British Values are taught and promoted at LAMP	4

1. Aims

The aim of the British Values Policy at Leamington LAMP is to show the holistic approach to promoting British Values that underpins the ethos of LAMP. LAMP will;

- Encourage students to distinguish right from wrong and respect the civil and criminal law of England
- enable students to develop their self-knowledge, self-esteem and self-confidence
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

2. Context

This policy takes into consideration the Department for Education's non-statutory guidance on promoting British values in schools. It shows how LAMP are meeting the requirements of section 78 of the Education Act 2002 - through the provision of SMSC. How LAMP staff via their professions will maintain high standards of ethics and behaviour. And finally, The Prevent Strategy of 2011 where; "Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs."

As a result of this, students will;

- Understand how citizens can influence decision-making through the democratic process
- Have an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

- Understand 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
- Understand that the freedom to choose and hold other faiths and beliefs is protected in law
- Accept 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
- understand the importance of identifying and combatting discrimination.

3. How is British Values taught and promoted at LAMP

Fundamental British Values

Subject	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
PSHE	<p>Critical thinking, analytical thought, constructive debate and respect for one another's view points is fostered and encouraged in PSHE sessions in all topic areas.</p> <p>Democracy (British values, Living in the real world)</p> <ul style="list-style-type: none"> - To understand what is meant by the term democracy - To gain an overview of how the UK Parliament works and what its function is - To consider and debate the importance of voting 	<p>Freedom of Speech (within the context of Democracy)</p> <ul style="list-style-type: none"> - Video/Discussion: should prisoners have the right to vote? - Video/Discussions: were the suffragettes morally right to use violence to achieve the right to vote? - Discussion: should voting be compulsory? <p>Online Safety</p> <ul style="list-style-type: none"> - Discussion/presentation: should people be 	<p>Freedom of Speech (within the context of Democracy)</p> <ul style="list-style-type: none"> - Video/Discussion: should prisoners have the right to vote? - Video/Discussions: were the suffragettes morally right to use violence to achieve the right to vote? - Discussion: should voting be compulsory? <p>Online Safety</p> <ul style="list-style-type: none"> - Discussion/presentation: should people be 	<p>Critical thinking, analytical thought, constructive debate and respect for one another's view points is fostered and encouraged in PSHE sessions in all topic areas.</p> <p>Mutual respect and different cultural traditions (British values & living in the wider world)</p> <ul style="list-style-type: none"> - Introduction to the topic of mutual respect - Exploring other cultures and religions and their celebration - UK demographics quiz - Discussion: how much do you know/experienced of about other religions and cultures and their celebrations 	<p>Mutual respect and different cultural traditions (British values & living in the wider world)</p> <ul style="list-style-type: none"> - Introduction to the topic of mutual respect - Exploring other cultures and religions and their celebration - UK demographics quiz - Discussion: how much do you know/experienced of about other religions and cultures and their celebrations

<ul style="list-style-type: none"> - Discussion: what is democracy? - Video 'How the Houses of Parliament Work' - Who is in the current cabinet - Brainstorm ideal hypothetical manifesto ideas - Discussion: how to vote and why - Debate: voting - is there a point? - Discussion about what is understood by the term democracy - Exploring some theories on democracy from key commentators - Short videos on the history and the purpose and processes of Parliament - Discussion 	<p>allowed to say whatever they want online?</p> <ul style="list-style-type: none"> - Discussion/presentation: are all identities treated equally online? - Discussion/presentation: should we protect the vulnerable online 	<p>allowed to say whatever they want online?</p> <ul style="list-style-type: none"> - Discussion/presentation: are all identities treated equally online? - Discussion/presentation: should we protect the vulnerable online 	<ul style="list-style-type: none"> - UK demographics quiz - Discussion: how much do you know/experienced of about other religions and cultures and their celebrations - Introduction of the Chinese New Year, history, traditions, meanings - This year is Chinese new year of the Rat. What Chinese new year were you born in – attributes - Making Chinese new year dumplings 	<ul style="list-style-type: none"> - Introduction of the Chinese New Year, history, traditions, meanings - This year is Chinese new year of the Rat. What Chinese new year were you born in – attributes - Making Chinese new year dumplings
<p>Music</p>	<p>Each discussion period of lessons promotes the importance of healthy debate and the importance of sharing opposing views.</p> <p>In ensemble work, each student is actively encouraged to accept constructive criticism from peers and incorporate others interests into their group work.</p>	<p>When using equipment that requires training such as the mixing desk, strict rules must be adhered to.</p> <p>When in the sound booth, ear protection must be worn, and food and drink are strictly banned.</p>	<p>Students are taught the skills to learn music independently, giving them agency, a raised awareness of self, and individual liberty.</p>	<p>During ensemble activities, students are encouraged to respect the subjective choices of their peers to create music that is enjoyable for every participant.</p> <p>During group work of mixed abilities, more proficient students are taught to respect additional time and</p>

				support required of beginners.	
English	<p>Each discussion period of lessons promotes the importance of healthy debate and the importance of sharing opposing views.</p> <p>In group work, each student is actively encouraged to accept constructive criticism from peers and incorporate others interests into their group work.</p>	<p>Within the groups there are rules regarding appropriate and inappropriate language.</p> <p>Within project work there are rules that need to be followed in order to successfully complete the element.</p>	<p>All students are encouraged to discuss and justify their beliefs.</p> <p>A critical thinking approach is encouraged to determine the most relevant information to be included in work, as well as the most effective structure to use within answers.</p> <p>Students present on topics of their choice. They chose writing tasks that they feel they can best answer.</p>	<p>All students are encouraged to discuss and respect others' opinions.</p> <p>During group work of mixed abilities, more proficient students are taught to respect additional time and support required of beginners.</p>	<p>Discussion takes place on the differences between various cultures and backgrounds, within the UK and worldwide.</p> <p>Texts are from a range of sources and have a range of ideas and opinions. These ideas are explored and analysed with sensitivity.</p>
Maths	<p>It is explained to students why they have to study maths.</p> <p>And that democratic governments sometimes have to create laws, not to be popular, but because some things are vital necessities.</p>	<p>Students are taught to treat the equipment with respect.</p> <p>They are also taught that there are better and worse ways of expressing annoyance, and not to use inappropriate language.</p>	<p>Students are shown a variety of methods, taught that there is no correct way to solve problems, encouraged to think for themselves; and commended for their individual solutions – rather than everyone having to solve problems in the same way.</p>	<p>Students are taught that everyone is going to make mistakes, and that they should not be laughed at, but thought of as learning opportunities.</p> <p>The different approaches that students take to solve problems are also all highlighted as equally valid, and used to show how we can learn from each other's different ways of thinking.</p>	<p>Students learn how different elements of mathematics were invented in different parts of the world, and how cross-cultural exchanges of knowledge deepened mathematical understanding.</p>

Japanese	Students learn about consensual decision making process in other cultures, and how these can differ from those of Britain, facilitating comparative reflection.	It is clearly expressed to students that successful study requires discipline and respect of boundaries.	Students have opportunities to learn both individually and also as part of a team. They have freedom to express their learning in various educational spaces.	Students learn how respect is expressed in a different culture. All students are encouraged to respect others' opinions and way of life.	Discussions take place on differences between Japanese and UK culture.
Computer Games Development	During Computer Games Testing, students are taught to allow equal time for each other in group testing discussions.	Games have rules just like life. This is what allows the game to work as a game. Students are shown that constraints actually enable the game to be fun as if there were no rules or consequences the player loses interest	When designing games students are shown that allowing the player to have freedom of choice is very important. This is related to life to show that being free to make your own decisions is a critical skill.	When making games as part of a small team, students are told to respect each other's viewpoints and consider things from different perspectives.	Designing games allows students to imagine different worlds and scenarios an explore different possibilities. This allows students to understand what could happen when characters have different beliefs or perspectives.
Art & Design and Photography	Each discussion during lessons promotes the importance of healthy debate and the importance of sharing opposing views, and discussing the best way to approach a project. In practical work, each student is actively encouraged to accept constructive criticism from peers and incorporate other ideas into their work	When using equipment that requires training, such as craft knives or darkroom chemicals, students must adhere to strict rules.	Students are encouraged to explore and incorporate their own thoughts and beliefs into their Art projects. Students are encouraged to think for themselves and have the freedom to express their own ideas.	The sharing of resources within a group. Students have the opportunity to critically analyse each other's work in a respectful manner.	Students are given the opportunity to study artists from a variety of faiths and beliefs
Theatrical makeup	Each discussion during lessons promotes the importance of healthy debate and the importance of sharing	When using equipment that requires training, such as craft knives, scissors or liquid latex ,	All students are encouraged to discuss and justify their beliefs,	All students are encouraged to discuss and respect others' ideas,	Students choose genres for their chosen development piece, when the students are researching they will come

	<p>opposing views, and discussing the best way to approach a project</p> <p>In practical work, each student is actively encouraged to accept constructive criticism from peers and incorporate others ideas into their work</p>	<p>students must adhere to strict rules.</p> <p>When working on live models it is essential that set health and safety guide lines are followed</p>	<p>and incorporate them into their designs</p> <p>A critical thinking approach is used to encourage individual designs</p>	<p>opinions, and to share ideas</p>	<p>across many different belief's, cultures and values across many different types of media, encouraging them to learn about other countries and ways of life</p>
Dance	<p>When working in groups students are expected to accept difference in opinions and will understand the importance of a healthy debate.</p> <p>Students have mutual respect when allocating roles within the group.</p> <p>During practical sessions each student is encouraged to accept constructive criticism, while listening and taking on board the feedback given.</p>	<p>When entering the dance studio, the students are taught the importance of following the health and safety rules and must maintain a safe dance practice at all times.</p> <p>If using equipment, students must use with respect.</p>	<p>Students are encouraged to think for themselves and express their own creativity.</p> <p>Students are also given the opportunity to include their own thoughts/beliefs when creating a performance.</p>	<p>If students are working in a mixed ability group, they must respect the additional time required for those who may need more support.</p> <p>Students have the opportunity to give or receive feedback from their peers, in a respectful manner.</p>	<p>Students are given the opportunity to study dance artists or companies from a variety of cultures, religions and backgrounds.</p> <p>Students may choose to explore or try different traditional dances from all around the world.</p>