

British Values: How We Promote British Values at Sir Frederic Osborn School

Find below the British values as defined by Ofsted and examples of the way we tackle these through our curriculum and enrichment opportunities.

British Values A, B and C

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.

Meet the needs of the students and prepare them for life in modern Britain.

Promote tolerance of and respect for people of other faiths, cultures and lifestyles with effective spiritual, moral, social and cultural development of students, including through the extent to which schools engage their students in extra-curricular activity and volunteering within their local community.

Art	<p>Students are expected to show an interest in investigating and offering personal view and appreciating the views of others. Students are reflective about their own art and perspectives it has on life; and the extent to which they are the same or different to others' artwork, feelings and values.</p> <p>Art is explored through history; the diversity and impact it has on all cultures and religions. Students discuss the question; is art itself a religion? Open discussions are held to promote understanding of other cultures, beliefs and faiths.</p> <p>Students explore pattern, line and form in other cultures. Discussions are held about culture and why and how the art is created. Students cooperate well, celebrate diversity and resolve conflicts effectively. Collaborative team work is used to create Art, learning from studied influences.</p>
Drama	<p>GCSE students studied <i>Woyzeck</i>; a play on war, human condition, testing, politics, and other topics. KS3 students explore the lives of Craig and Bentley – explore the topic of crime and punishment. Debate corporal and capital punishment. Example learning includes the KS3 Evacuee project which focuses on the lives of British children through World War II and the topics connected to this.</p> <p>Students research the work of Malala, Islam and the right to education. KS5 students explore Classical Theatre performance and Contemporary theatre performance. They examine the social, cultural, historical and political contexts of Elizabethan theatre, Victorian theatre to contemporary theatre.</p> <p>One of the GCSE performance pieces in 2015 was based upon a 'Beauty Manifesto' project on society's pressures and conformities. The play is set in the future where all 16 year olds have to have cosmetic surgery to look 'beautiful'. At KS3, students research and create an educational piece of theatre on a contemporary topic. Examples: tolerance, peer pressure, bullying, healthy living etc.</p>
English	<p>The promotion of the British Values is explored through language – culture, history, communication and freedom of speech. Students study a variety of texts, which explore the Values; including 'Private Peaceful' at KS3, War Poetry at KS4 and <i>Birdsong</i> at KS5. Students in all Key Stages learn about and produce work on persuasive arguments. Female role models are explored through the study of a variety of texts. Important cultural writers are studied including Shakespeare, Dickens and Austen.</p>

<p>Geography</p>	<p>In Year 9 students learn about conflicts between different groups. One lesson is debating the conflict in the middle east between Israel and Palestine. Students are able to sympathise with both groups and suggest solutions to the conflict. Our crime topic looks at types of crime and how places can be designed to prevent crime from happening. In our tourism unit students look at the impacts of tourism and the need for tolerance in destinations such as Spain and Dubai.</p> <p>Year 7 – Students learn about the incredible bravery and resilience of Captain Scott and Roald Amundsen. This has a strong SMSC element. Year 8 students look at China for a topic, this allows students to understand different cultures and promotes tolerance. In our population change topic we look at the positives and negatives of China’s one child policy and discuss its impact of civil rights. We also study the positives and negatives of EU migration. This is a difficult topic as it invokes strong opinions. We present a balanced and neutral view of the issue of migration to promote tolerance.</p> <p>Students also learn how areas in India have controlled their population by promoting education. The topic of globalisation encourages students to consider the impact of consumerism on other areas of the world. Students sympathise with other groups and cultures.</p> <p>Year 7 student learn about tolerance in terms of population density and land use. They understand the need of sustainable development in the future through use of brownfield sites.</p> <p>Year 8 students look at the contributors to global warming and climate change. Looking at how it affects various groups of people around the world such as the Maldives. They also look at how the UK will need to become more sustainable in the future through reducing the carbon footprint.</p> <p>In Year 9 we look at development and look at the UK position in the world and how we contribute to unequal development. Students gain an understanding of how our life styles affect others around the world and how fair trade would improve this.</p>
<p>History</p>	<p>At KS3, Year 7 students explore the development of political power and changing relationships between rulers and the ruled. Year 8 study the development of trade, colonisation and technology, impact of Empire in Britain overseas, nature and effect of slave trade, resistance and decolonisation.</p> <p>Year 9 explore the nature of conflict and cooperation between countries and peoples. They study the changes over time to beliefs, ideas and attitudes and factors that have driven these changes.</p> <p>At KS4, student study the changing nature of conflict and cooperation between countries and peoples. At KS5, students explore the development of political power and changing relationships between rulers and ruled and the changing nature of conflict and cooperation between countries and peoples.</p> <p>Across the Key stages, students study the impact of significant political, social, cultural, religious, technical and economic developments on European and world societies. Examples at KS3 include; World War I, World War II, Holocaust, Apartheid, Civil Rights and JFK, Ireland – The Troubles, Acts of Union. In 2015, GCSE and A-Level History students visited Berlin, to develop a deeper understanding of the Cold War; a First World War Cemetery and a German Concentration camp.</p>
<p>MFL</p>	<p>In Year 7, we look at different school systems abroad and steer the students to understand that they are not ‘wrong’ but that they are different and differences are to be appreciated as we learn from them.</p> <p>In Year 8 and 9, students at SFO visit primary schools to impart their knowledge to younger students. They have to spend their time investing in preparing an interesting lesson for others.</p> <p>We have an annual cultural residential visit where we learn about different people’s lives in France- how they eat different food and have different houses and different ways of life. We learn that differences are a good thing and make for a rich and vibrant world.</p>
<p>Music</p>	<p>Students come across a variety of music and its related backgrounds. They are expected to listen and perform with respect no matter what style or genre. When performing music, they</p>

	are taught that audience skills and the respect of the performing group are as important as any other skill. They are taught to feedback positively and sensitively to each other if peer assessing. Students involved with singing have played in a variety of community events.
PE	Through PE lessons and extra-curricular sport students are taught how to play by the rules and regulations and the consequences of not doing so. When students finish a competitive match at all levels in almost every activity we do the students shake hands, face their opponents and say well done. Exceptional play by any player is recognised and applauded. Respect and tolerance is part and parcel of what we do. When it breaks down it shows the limits of human nature and work is done to rebuild what's gone wrong.
PSHCE	Students explore human rights and whether all humans are entitled to the rights, this leads them to consider whether prisoners relinquish rights on conviction. They learn about the electoral process and compare proportional representation to the first past the post system and decide which they think is the best system. Analyses of democracy against dictatorship are completed via a study of North Korea. Students analyse the impact of law on society and how they contribute towards a just society. The value and types of punishments are evaluated and the issue of capital punishment is explored.
Science	KS3 Respect for other faiths / cultures. Evolution of humans. Socratic thinking – Greek ideas. 6.6 particles lesson: diffusion using coffee in African culture. KS3 students visit Whipsnade Zoo (June, 2015). Scientific discovery of blood flow. Diet of different cultures is explored in the Year 9 Water Project Water project where students consider the cultures and dealing with limited / dirty water. Iraqi scientists; Ibn Sina – 981: Book of Medicine outlining function of nerves. Jabir Ibn Hayyan – 800, acids. Evolution: greater respect for other cultures and races. Ibn al-Nafis: made discovery 300 years before William Harvey! At KS3 students learn about IVF and Stem Cell treatment and consider individual beliefs. KS4 explores the working with international organisations to cooperate in species conservation [CITES and Rio Convention on Biodiversity]. Ethical issues surrounding diagnosis and treatment of patients.
Whole-school	Our Student Council is led by our Head Girl and Head Boy (Year 13) and involves elected Year Representatives, who sit on Year Council from elected Form Representatives. Year 10 Prefects are elected and support SFO in a number of ways; Consortium events; Parent Information Evenings; Lunchtime KS3 Common Rooms. There is a very strong Behaviour for Learning policy in the school. Our approach is to foster self-regulation, mutual respect and to have a sense of responsibility. Students understand the consequences of their actions. We work closely with the police if there is any criminal activity. Grant Shapps MP has visited SFO and we hold visits to the Houses of Parliament. Respect is a major theme of the school's work and this was acknowledged during the HMI visit in January 2015. Through assemblies and our everyday dealing with students we require students to be courteous and respectful to staff and each other.

British Value D

Includes a balanced approach to students' religious education which is Christian, but encompasses all major world faiths.

Ethics and Philosophy	<p>GCSE Unit Religion and Society: Units 1 and 8. The specification states that it gives students a qualification which covers the majority of issues in Key Stage 4 Citizenship. Specific opportunities are witnessed through developing the knowledge of:</p> <ul style="list-style-type: none">➤ Global warming and environmental issues such as scarcity of natural resources,➤ The nature and issues related to transplant surgery and why it is necessary,➤ Reactions to the developments in IVF and genetic engineering.➤ The causes of war, conflict within families, bullying at school and in the workplace.➤ Laws surrounding abortion, euthanasia, drugs and alcohol. Laws regarding marriage and divorce, race related crime and legislation to promote equality.➤ Unit : Crime and Punishment : The need for law and justice, The UN, Drug and Alcohol laws <p>At KS3, Students evaluate the purpose and effectiveness of the UN. This encourages them to question the role of a democratic council and what happens when member states go against the rule of the UN. Students learn and analyse 'Just War' theory and consider whether it is possible to have laws for war. Students extend their learning by researching the Geneva Convention.</p> <p>Students analyse the difference between belief and facts and write their own creed. Students study spirituality through the use of shrines or shrine rooms in the Hindu home. Students create their own shrine to represent them. Students learn about the Trinity and how this can help people to understand God and develop their spirituality through following the example of Jesus.</p> <p>Students study pilgrimages to holy sites in this country and to India. Students consider how pilgrimages help to people to come closer to God and develop their spirituality. The students use Google maps and mathematics to plan a pilgrimage. They also consider what they would take to visit the country and how they would expect the culture to be different.</p> <p>KS3 Schemes of Learning explore the practices by the six world religions, which promote understanding and respect.</p> <p>Year 8 students explore the range of food choices we offer in Attimore Hall for a Muslim; the space for prayer and the impact of fasting on a student's learning. This is promoting tolerance and respect for Islamic practices.</p> <p>At KS4, the Unit on Community Cohesion is about how society functions as multi-faith, multi-ethnic and with religious pluralism. The unit charts the journey for equality for women and questions whether society in Britain is truly equal for all. Unit 8 Rights and Responsibilities explores the reasons why it is important to take part in the democratic and electoral process.</p>
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British Value E

Includes a rounded programme of assemblies which help to promote students' spiritual, moral and cultural development, providing clear guidance on what is right and what is wrong.

Week Beginning + Value for the Week	Thought for the Week
3/11/2014 Resilience	The only place where success comes before work is in the dictionary. ~ Attributed to both Vidal Sassoon and Donald Kendall
10/11/2014 Collaboration	No one can whistle a symphony. It takes a whole orchestra to play it. ~ H.E. Luccock
17/11/2014 Respect	Bullies are always cowards at heart. Anna Julia Cooper
24/11/2014 Integrity	When you are content to be simply yourself and don't compare or compete, everybody will respect you. Lao Tzu
1/12/2014 Aspiration	Shoot for the moon. Even if you miss, you'll land among the stars. ~ Les Brown
8/12/2014 Independence	'The happiness of your life depends on the quality of your thoughts.' <i>Marcus Aurelius</i>
15/12/2014 Collaboration	Many hands make light work. English Proverb
5/01/2015	Life is a series of natural and spontaneous changes. Don't resist them - that only creates sorrow. Let reality be reality. Let things flow naturally forward in whatever way they like. Lao Tzu
12/01/2015 Kindness	Never lose a chance of saying a kind word. William Thackeray
19/01/2015 Integrity	The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy. Martin Luther King, Jr.
26/01/2015 Resilience	We are what we repeatedly do. Excellence, therefore, is not an act but a habit. Aristotle
02/02/2015 Independence	Character is a diamond that scratches every other stone. Cyrus A Bartol
09/02/2015 Resilience	There are no gains without pains. Adlai Stevenson

Week Beginning + Value for the Week	Thought for the Week
23/02/2015 Respect (Assembly to discuss respect of other cultures)	You must look into other people as well as at them. Lord Chesterfield
02/03/2015 Respect (Assembly to discuss tolerance of other peoples faiths)	Though force can protect in emergency, only justice, Respect, consideration and Collaboration can finally lead men to the dawn of eternal peace. Dwight D. Eisenhower.
16/03/2015 Respect (Assembly to discuss tolerance of lifestyles in society)	"To be one, to be united is a great thing. But to respect the right to be different is maybe even greater."
23/03/2015 Aspiration (Assembly to discuss the demands of modern society)	A successful life doesn't require that we've done the best, but that we've done our best. H. Jackson Brown
30/03/2015 Integrity (Assembly to discuss the difference between right and	"Always be a first-rate version of yourself, instead of a second-rate version of somebody else." ~ Judy Garland

Week Beginning + Value for the Week	Thought for the Week
20/04/2015 Resilience (Assembly to discuss failure and how to learn from it)	"Failure is not the worst thing in the world. The very worst is not to try".
27/04/2015 Independence (Assembly to discuss democracy and individual liberty)	"The greatest gifts you can give your children are the roots of responsibility and the wings of independence". Denis Waitley
04/05/2015 Kindness (Assembly to discuss tolerance of other cultures)	"Never look down on anybody unless you're helping him up". Jesse Jackson
11/05/2015 Respect (Assembly to discuss aspects of SMSC)	"Respect is what justice really is". Potter Stewart
18/05/2015 Tolerance (Assembly to discuss the rule of law and mutual respect)	"It's not wise to violate rules until you know how to observe them." T.S. Eliot
01/06/2015 Respect (Assembly to discuss tolerance of other people)	If you treat people right they will treat you right—ninety percent of the time Franklin D. Roosevelt
08/06/2015 Collaboration (Assembly to discuss democracy and individual liberty)	If I have seen further than others, it is by standing upon the shoulders of giants. Isaac Newton
15/06/2015 Integrity (Assembly to discuss the rule of law and mutual respect)	Have the courage to say no. Do the right thing because it is right. W. Clement Stone
22/06/2015 Independence (Assembly to discuss the rule of law and mutual respect)	Never be bullied into silence. Never allow yourself to be made a victim. Harvey Fierstein
29/06/2015 Happiness (Assembly to discuss aspects of SMSC)	"Happiness is when what you think, what you say, and what you do are in harmony." — Mahatma Gandhi
06/07/2015 Respect (Assembly to discuss aspects of SMSC)	Respect for the rights of others means peace. Benito Juarez
13/07/2015 Independence (Assembly to discuss the rule of law and mutual respect)	Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish." John Jakes