



**Whitefield**  
Schools

**Guidance  
Document**

# How Joseph Clarke School promotes 'fundamental British values'

**Category: Curriculum**

## **Key Elements**

**Sets out how Joseph Clarke School implements the Prevent Strategy which requires schools to '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'**

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**Due for Review:**  
22.10.2016



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# 1. Introduction

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Joseph Clarke School, in common with all maintained schools, is required to promote the spiritual, moral, cultural, mental and physical development of pupils at the school (Education Act 2002). The Prevent strategy includes a requirement for schools to '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'. This is explicitly set out in the Teachers Standards.

Joseph Clarke School fully shares these values, which are incorporated into the Mission Statement:

## **'Enjoyment, Achievement and Wellbeing for All'**

Joseph Clarke School actively seeks to use the diversity of its community as a resource for learning, helping pupils to understand and respect difference in all its manifestations and to be proud of who they are.

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted within the context of the curriculum (PSHE and Social and Emotional Development) as part of discrete lessons and school activities and as relevant situations arise.

Those pupils who are able to understand the concepts involved are encouraged to understand that different people have different cultures, values, lifestyles and family patterns, to treat other people with respect and to challenge appropriately any expression of intolerance.

School staff are trained on the PREVENT agenda and aware of the need to report to the safeguarding officer any concerns that a pupil, or their family, might be vulnerable to radicalisation.

All classes at Joseph Clarke School follow a cycle of themes for collective worship. Themes cover concepts and festivals from the main faiths represented in the school community (Christianity, Islam and Judaism) as well as general concepts including friendship, self-awareness and the school community. Collective worship is structured so that all can take part. The Humanities resource base provides opportunities to explore real objects associated with different faiths and cultures.

All pupils receive support at an appropriate level to manage their own behaviour, to work alongside other people and to treat other people with respect and consideration.

## 2. The Curriculum structure

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Joseph Clarke's Curriculum reflects the wide range of needs amongst its pupils and British values are promoted in ways appropriate to each pathway.

### 2.1. Early development and early years

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**Pupils at the earliest developmental level and in the Early Years** learn through play, exploration, practical activities and community involvement. These pupils are supported in beginning to understand the fundamental British values through:

- Social and Emotional Development lessons which cover
  - Developing confidence and responsibility
  - Preparing to play an active role as citizens
  - Developing a healthy, safer lifestyle
  - Developing relationships and respecting differences
  - Relationship and sex education
  - Global citizenship
- Religious education lessons which cover stories and concepts relevant to the major faiths
- Talking about differences between members of the class in terms of likes and dislikes, favourite activities, homes, faith and culture as appropriate and being helped to see those differences in a positive way
- Beginning to understand that other people have different lifestyles and beliefs
- Clear class rules which pupils may help to develop
- Learning to make and communicate choices, to make choices as a group and to accept the choices which other pupils make (e.g. deciding where to go on an educational visit)
- Learning to work and play alongside other people and to behave appropriately towards them
- Learning about British society e.g. by thinking about public services within the topic of 'people who help us'

### 2.2. The modified National Curriculum pathway

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**Pupils following the modified National Curriculum pathway** follow Programmes of Study, adapted and augmented in the light of individual needs. These pupils are supported to understand and work within the fundamental British values through direct teaching and discussion in the context of:

- PSHE lessons
- Contributing to Student Council
- Completing pupil surveys

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- Respecting and helping less able pupils
- Learning about different family patterns and relationships including same sex relationships
- Learning to make decisions through discussion and negotiation
- Learning to communicate their point of view in an acceptable manner
- Encouragement to explore and discuss their own beliefs and values and to listen to other people's views even when this is difficult for them
- Talking about the news with support to take a balanced view
- Learning to challenge appropriately when other people express extreme views

## 2.3. Sixth Form

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Pupils in the Sixth Form are reaching the end of their time in school, are supported to develop the skills and knowledge which will equip them for future choices in work, college and independent or supported living. This area of the Curriculum is addressed through topics such as the World of Work, Spirituality and Well-Being.

Other pupils are supported in beginning to understand the fundamental British values through:

- The World of Work pathway where pupils are taught that respecting others and the rule of law are common themes in all workplaces that need to be understood and adhered to.
- Understanding that work teams comprise peoples of all different faiths and beliefs and that everyone has the right to be respected.
- Working alongside other people and to behave appropriately towards them
- Well being lessons which may cover the following themes as appropriate
  - Preparing to play an active role as citizens
  - Developing relationships and respecting differences
  - Relationship and sex education
  - Global citizenship
  - Charity work where students see that people come from all backgrounds and deserve respect, health and support.
- Spirituality lessons which cover stories and concepts relevant to the major faiths and linked to the themes of the week.
- Talking about differences between members of the class in terms of likes and dislikes, favourite activities, homes, faith and culture as appropriate and being helped to see those differences in a positive way.
- Beginning to understand that other people have different cultures and beliefs
- Beginning to understand that there is a range of different family patterns and relationships including same sex relationships





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