

British Values

The Wordsley School is working, through its school ethos and curriculum, to secure the following British values.

1. Democracy

- a) The School and curriculum provides pupils with a broad general knowledge of, and promote respect for, public institutions and services.
- b) We teach pupils how they can influence decision-making through the democratic process. Through Citizenship pupils are taught about the advantages and disadvantages of democracy and how it works in Britain.
- c) Pupils are encouraged to become involved in decision-making processes and the school ensures that they are listened to in school e.g. school council, pupil voice etc.
- d) The school holds elections for the School council during which pupils learn how to express, argue and defend points of view.
- e) The school curriculum and ethos also teaches pupils how we can peacefully challenge perceived injustice.

2. Rule of Law

As a school we ensure that the school rules and expectations are clear and fair.

The school's ethos and curriculum play a significant role in helping the pupils:-

- a) To distinguish right from wrong and to respect the law and the basis on which it is made.
- b) To understand that living under the rule of law protects individuals.
- c) Through police visits to school via both assemblies and curriculum activities.
- d) Through pupils being taught about civil and criminal law; in addition, we look at how this may differ from some religious laws.

3. Individual liberty - Through the school ethos and curriculum we:-

- a) Support pupils to develop their self-knowledge, self-esteem and self-confidence.
- b) Encourage pupils to take responsibility for their behaviour, as well as knowing their rights.
- c) Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence.
- d) Challenge stereotypes.
- e) Implement a strong anti-bullying culture.

4. Respect and tolerance - Through the school ethos and curriculum we:-

- a) Promote respect for individual difference.
- b) Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- c) Challenge prejudicial or discriminatory behaviour.
- d) Develop links with faith communities.
- e) Develop critical personal thinking skills.
- f) Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers.

The school challenges any pupils, staff, governors, visitors or parents who express opinions contrary to British values.