

# Fylde Coast Academy Trust



The best we can be

## Promoting British values

*FCAT will have a thoughtful and wide-ranging promotion of student's spiritual, moral, social and cultural development. FCAT strives endlessly to ensure that its students leave with the strongest foundation of values and meaningful, character-building skills in which to build a successful life and a successful contribution to our Society.*

*British values are not easily 'taught'. Instead, they will be lived through FCAT ethos and core values*



Policy Version & Issue Date	Version 2 March 12th 2021 Version 1 First Version – September 1st 2018
Electronic copies of this plan are available from	FCAT CENTRAL All Academy Websites
Hard copies of this plan are available from	FCAT CENTRAL
Date of next review	March 2023 (as required)
Person responsible for Review	Gary Fletcher / Review Competent Person FCAT

## Statement 2018

Fylde Coast Academy Trust (FCAT) is committed to serving its local community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within FCAT are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

FCAT follows equality legislation which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

FCAT is dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

FCAT uses strategies within the National curriculum and beyond to secure such outcomes for students. The examples that follow show some of the many ways FCAT seeks to embed British values.

### **Democracy**

The principle of democracy will be reinforced within FCAT, with democracy processes being used for important decisions within the FCAT community, for instance, elections being held for Head boy and girl and prefects positions, form and sport Captains. The principle of democracy will be explored in the History and Religious Studies curriculum as well as in form time and assemblies.

### **The rule of law**

The importance of laws, whether they are those that govern the class, FCAT, or the country, will be consistently reinforced. Students will be taught the rules and expectations of each academy which are highlighted by the student code of conduct and student expectations. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service reinforce this message.

### **Individual Liberty**

Within FCAT students will be actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff will educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

Students will be encouraged to know, understand and exercise their rights and personal freedoms and be advised on how to exercise these safely, for example through e-safety and form time work. FCAT has a robust anti-bullying culture and has in place a comprehensive Behaviour for Learning Policy.

### **Mutual Respect**

Respect will be a strong part of all FCAT academies and is part of its *Mission Statement & Values*. Students will learn that their behaviours have an effect on their own rights and those of others.

All members of the FCAT community will treat each other with respect and this is reiterated through all of its teaching and learning environments.

### **Tolerance of those of different faiths and beliefs**

This will be achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within their academy community. Additionally, students will be actively encouraged to share their faith and beliefs within each academy and celebrate festivities throughout the calendar year.

The Religious Studies curriculum, which is compulsory for all students up to the end of KS4, will provide a broad and balanced education on a range of faiths, religions and cultures.

### **SMSC**

Through our SMSC education we help students to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage students to accept responsibility for their behaviour, show initiative and contribute positively to society; enable students to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures.

**English:** Many books will have themes covering tolerance, mutual respect and democracy. Lessons will look at how these themes are presented and how characters embody these values. Poetry, songs and languages from other cultures will also be examined. Lessons will explore the meaning of concepts such as liberty, democracy and tolerance.

**Citizenship:** Students will be able to understand their personal rights and freedoms, and they will be advised on how to exercise these safely. Students will have the opportunity to learn about different models of democracy and take part in votes, student voice questionnaires and student councils. Topics such as anti-homophobia, equal rights and e-safety will be taught.

**Religious education (RE):** Lessons will reinforce messages of tolerance and respect for others. Students will have the opportunity to visit places of worship that are important to different faiths. FCAT will actively promote diversity through celebrations of different faiths and cultures.




**History and geography:** Students will analyse events in UK and world history where British values have been tested. In geography, students will look at how different cultures live and work throughout the world.

### How does FCAT promote British Values?

*This document can be used by staff, senior leaders and governors to demonstrate how they promote British values within FCAT. The questions have been adapted from the DfE document 'Promoting fundamental British values as part of SMSC in schools'.*

Questions	Types of Evidence	Record of evidence (date & monitored by)
How do we promote the values of democracy in lessons and wider academy life?	Rules on display (numbers of children who achieve the half termly golden treat for following the rules) Student interview: how well do you understand the academy vision? (Core values) Talk to me about the rules in your class/ school. Student council minutes. Extra curricular club registers.	
How do we promote the importance of identifying and combating discrimination?	Work scrutiny and student interview talking about class big books created from PHSE and RE lessons. Lesson observations of PHSE.	
Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?	Student interview/ work scan/ learning observations of RE. Do the children understand its people's right to choose?	
How do we promote tolerance between different cultural traditions by enabling students to acquire an appreciation of their own and other cultures?	Student interview: what is life like in modern Britain compared to different times in history? Lunchtime menus – international theme days. Work scrutiny – learning of other cultures demonstrates understanding of similarities and differences.	
How do we challenge opinions or behaviours that are contrary to fundamental British values?	Student interview/ student / parent surveys. Do the children feel safe?. Do they know who to talk to if they don't feel safe? Records of children's concerns. Do the children know the difference between right and wrong? Differences between rules of different organisations.	
Are children made aware of the difference between the law of the land and religious law?	RE work scans, learning observations and student interviews.	

<b>Date:</b> March 2021	<b>Policy/Activity:</b> FCAT BRITISH VALUES	<b>Assessor:</b> GFL
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	<b>Disability</b>		Information accessibility	Make a range of accessibility tools available e.g. 'text to audio', large text, etc. as needed.
	Example: physical disabilities, learning difficulties or medical needs		Accessibility	Keep accessibility arrangements under review
	Young carer/carers			
2	<b>Gender</b>			FCAT Gender Policy
	Females/Males			
3	<b>Sexual Orientation</b>			
	Example: Gay, Lesbian			
4	<b>Gender Reassignment</b>			
	Gender Reassignment			
5	<b>Race/Ethnic Group</b>			
	Example: Black, Asian, Chinese, etc.			
6	<b>Pregnancy/Maternity</b>			
	Pregnancy or maternity/paternity			
7	<b>Marriage/Civil Partnership</b>			
	Marriage/Civil Partnership			
8	<b>Religion or Beliefs</b>			
	Example: Jewish, Muslim, Christian etc.			
9	<b>Age</b>			
	Age			

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