

## How are British Values promoted at Catshill Middle School?

Catshill Middle School has a statutory duty to actively promote fundamental British Values thus ensuring that our young people leave school prepared to participate fully in and contribute positively to life in modern Britain. We aim to equip our pupils with the knowledge, skills and attitudes they need to be able to function in a diverse society and will challenge opinions or behaviours in school that are contrary to fundamental British values. Our school has a clear strategy for embedding these values and we are able to show how our work with pupils has been effective. We are not afraid to address difficult issues nor deliver hard messages, as appropriate, in order to support our pupils in developing character, resilience and high moral standards.

### What are British Values?

There are five key components to British Values:

1. **Democracy:** The belief in freedom and equality between people or a system of government based on this belief.
2. **The Rule of Law:** The set of laws, both civil and criminal, which citizens of the UK must obey.
3. **Individual Liberty:** The basic rights and freedoms allowed to individuals within the UK.
4. **Mutual respect:** The proper regard for an individual's dignity, which is reciprocated.
5. **Tolerance of those with different faiths and beliefs:** a fair, objective, and permissive attitude toward those whose faith and beliefs differ from one's own.

### How are British Values promoted at Catshill Middle School?

- Democracy:  
In school, we promote the importance of democracy through such things as:
  - Our Life Skills programme
  - Our subject curriculum
  - Our assembly programme
  - Class/house elections for school councillors/house captains
  - Our communal area display
- The Rule of Law  
In school, we promote the importance of the rule of law through such things as:
  - Our school Code of Conduct
  - Our assembly programme
  - Our Life Skills programme
  - Our subject curriculum
  - Liaison with our Community Police

- Individual Liberty

In school, we promote the importance of individual liberty through such things as:

- Our assembly programme
- Our Life Skills programme
- Our subject curriculum

- Mutual respect

In school, we promote the importance of mutual respect through such things as:

- Our school Code of Conduct
- Our assembly programme
- Our Life Skills programme
- Our mentoring programmes
- Our VIEW programme

- Tolerance of those with different faiths and beliefs

In school, we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Our assembly programme
- Our Life Skills programme
- Our subject curriculum, particularly our Religious Education programme
- Our communal area display
- Our links with local places of worship

What must be taught?	How/where is this being delivered?	What is our evidence base?
<b>Democracy</b>	Life Skills curriculum: How does our society work? Who makes the rules?	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Life Skills monitoring outcomes</li> </ul>
	History curriculum: How powerful was religion in medieval England?; How democratic was Britain in 1800-1920; How do you fight a Cold war? Geography curriculum: India: the story of partition; Rise & Rise of China English curriculum: Journey to Jo'burg	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Pupil work/ voice</li> </ul>
	Learning & Values Council elections House Captain elections	<ul style="list-style-type: none"> <li>● Pupil voice</li> <li>● Corridor displays</li> </ul>
<b>The Rule of Law</b>	Life Skills curriculum: What makes good relationships? How does our society work? What's the Magna carta done for us? Who makes the rules?	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Life Skills monitoring outcomes</li> <li>● Pupil voice</li> </ul>
	DT curriculum: legal requirements for food hygiene and safety Science curriculum: safety rules and risk assessment	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Pupil work/ voice</li> </ul>
	Whole school Code of Conduct Classroom rules/expectations	<ul style="list-style-type: none"> <li>● Planners</li> <li>● Classroom display</li> </ul>
<b>Individual Liberty</b>	Life Skills curriculum: Magna Carta-What has it done for us?	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Life Skills monitoring outcomes</li> </ul>
	Geography curriculum: Rise & Rise of China Computing curriculum: Digital rights & the Data Protection Act Year 7 Magna Carta visit to Worcester Cathedral	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Pupil work/ voice</li> </ul>
	Life Skills curriculum: Relationship & Sex Education Expect Respect	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Life Skills monitoring outcomes</li> </ul>
	KS2 Humanities: How has migration changed the UK?; Fair Trade History curriculum: What was the Slave Trade? Music curriculum: The Blues (links to the Slave Trade) English curriculum: Novels Science curriculum: Sex Education Computing curriculum: e-Safety & the use of social media	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Pupil work/ voice</li> </ul>
	School Code of Conduct Classroom rules/expectations	<ul style="list-style-type: none"> <li>● Classroom display</li> </ul>
<b>Tolerance of those with different faiths and beliefs</b>	RE Curriculum: all units KS2 Humanities Science curriculum DT curriculum Geography curriculum Music Curriculum	<ul style="list-style-type: none"> <li>● Curriculum booklets</li> <li>● Curriculum maps/ planning</li> <li>● Pupil work/ voice</li> </ul>