



# Sporting Stars Academy

## Promoting Life in Modern Britain Policy

<p style="text-align: right;"><u>Agreed by the Directors:</u></p>	<p style="text-align: center;"><u>05</u></p>	<p style="text-align: center;"><u>01</u></p>	<p style="text-align: center;"><u>2023</u></p>
<p style="text-align: right;"><u>Review Date:</u></p>	<p style="text-align: center;"><u>January 2024</u></p>		
<p><u>Signed:</u></p> <p>Signed..... (Director of Premises, Recruitment &amp; Public Relations)</p> <p>Signed..... (Director of Business, Finance &amp; Enterprise)</p> <p>Signed..... (Headteacher/Director of Curriculum and SENCO)</p>			

## **Promoting Life in Modern Britain**

### **Our values statement**

The Department for Education has reinforced the need to create and enforce a clear and rigorous expectation on all 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”.

We are committed to promoting life in modern Britain through a wide range of implicit educational activities and the articulation of, and demonstration of these values. Modern British values are promoted through our social, moral, spiritual and cultural (SMSC) education which permeates through the school's curriculum, ethos, student voice, teaching and learning and its commitment to inclusion.

Our approach to promoting life in modern Britain follows equality guidance 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.

### **Promoting Life in Modern Britain**

Students at Sporting Stars Academy are prepared for life in modern Britain through a range of strategies and activities that permeate through daily life at the school. There is an expectation that all teachers exploit and develop opportunities for the effective promotion of a student's SMSC education in lessons.

The activities that are designed to secure the promotion of SMSC and Modern British values and satisfy the following criteria:

#### **Enable students to develop their self-knowledge, self-esteem and self-confidence.**

- Significant links to external agencies to support the development of self-esteem and self-confidence.
- Speaking and listening opportunities.
- Schemes of work throughout the school promote Modern British values.
- Pastoral programmes explicitly designed to promote self-confidence and self-esteem.

#### **Enable students to distinguish right from wrong and to respect the civil and criminal law of England.**

- The school's Behaviour policy, including a clear code of conduct and expectations of all students.
- Our systems of pastoral care, guidance and support.
- A robust anti-bullying culture and a comprehensive Behaviour Policy.
- A system of rewards, recognition and sanction.
- The PSHE and SMSC curriculum focusing on the rule of law.
- Restorative approaches to conflict.
- Local Police Officers used to support intervention and increase awareness of criminal and civil law.

#### **Encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.**

- Charity fundraising at various points throughout the year.
- An enrichment programme providing a range of experiences and activities throughout the year.
- Paired reading.

- Work experience opportunities.

**Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.**

- Delivery of age-specific PSHE programme within tutor time, timetabled lessons and at periods of the year given this aim.
- Delivery of cultural capital topics in tutor time.

**Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.**

- Spiritual development through a comprehensive PSHE and SMSC curriculum.
- Students are encouraged to share faith and beliefs within the school and celebrate festivities throughout the year.
- An experience of a wide variety of cultures through curriculum themes.
- Sporting opportunities that help instil 'fair play' and engender a 'team spirit'

Through the delivery in all curriculum areas – add curriculum input as in SMSC

- Prevent the promotion of partisan political views in the teaching of any subject.
- Where necessary (where practicable) to ensure that political views are brought to the attention of students; we offer a balanced presentation of opposing views.

**Our Mathematics curriculum ensures that Fundamental British values are addressed through:**

- Democracy – Students have the opportunities to take the views and opinions of others into account and to take turns and instructions from others.
- The rule of law – Students understand the importance of rules when working Mathematically in terms of following a step-by-step procedure and know that not following gets incorrect results. Misconceptions are the main cause of this.
- Individual liberty – Students have to make choices when planning an investigation and need to understand that others may have different points of view as to where to start.
- Tolerance – Students have the opportunities to learn that Mathematical discoveries have come from other cultures and that religious beliefs often compete with Mathematical understanding.
- Mutual respect – Students develop the skills to work as a team, to discuss findings and to offer support and advice to others.

**Our English curriculum ensures that Fundamental British values are addressed through:**

- Democracy – Students have the opportunities to take the views and opinions of others into account when arguing and debating a point of view.
- The rule of law – Students understand the importance of rules when working in English and are able to follow instructions accordingly.
- Individual liberty – Students have to make choices when planning their creative writing and other pieces of work.
- Tolerance – Students have the opportunities to study literature that has come from other cultures.
- Mutual respect – Students develop the skills to work together, peer assess each other's work and give constructive feedback.

### **Our science curriculum ensures that Fundamental British values are addressed through:**

- Democracy – Students have the opportunities to take the views and opinions of others into account and to take turns and instructions from others.
- The rule of law – Students understand the importance of rules when working scientifically in terms of following a step-by-step procedure and know that not following gets incorrect results. Misconceptions are the main cause of this.
- Individual liberty – Students have to make choices when planning an investigation and need to understand that others may have different points of view as to where to start.
- Tolerance – Students have the opportunities to learn that scientific discoveries have come from other cultures and that religious beliefs often compete with scientific understanding.
- Mutual respect – Students develop the skills to work as a team, to discuss findings and to offer support and advice to others.

### **Our sport curriculum ensures that Fundamental British values are addressed through:**

- Democracy – Students have the opportunities to take the views and opinions of others into account and to take turns and instructions from others in sport.
- The rule of law – Students understand the importance of rules when working within the public services in terms of following a step-by-step procedure and know that not following gets incorrect results. Misconceptions are the main cause of this.
- Mutual Respect - treating others as you would want to be treated in sport.
- Tolerance - learning about other cultures and faiths; listening to other viewpoints in a sporting setting.
- Rule of Law - understanding rules and why they are important in sport.

### **Our PRSHE curriculum ensures that Fundamental British values are addressed through:**

- Democracy: through exploration and engagement in activities including discussion, students are encouraged to develop empathy, respect the opinions of others and share talk time, knowing that they too will have the opportunity to showcase their thoughts, ideas, knowledge and opinions.
- The Rule of Law: we explore this via topics such as consent, abuse of privacy and data protection and the need to understand the role that the law plays in the decisions that we make, for example, in relation to bullying and harassment, child on child abuse and the sharing of inappropriate images.
- Individual Liberty: students are encouraged to make decisions for themselves whilst acknowledging that others will and do have different opinions and that, based upon these, we all have a choice to make. This is particularly relevant when showcasing their work in response to their PGW qualifications, as they are encouraged to personalise their own outcomes as mapped against the assignments they're completing.
- Tolerance: students explore protected characteristics and the importance of the Equality Act in ensuring that our society is accepting and tolerant of each other and that unfair treatment and discrimination is tackled.
- Mutual Respect: going hand in hand with tolerance, we explore acceptance of each other as individuals and an appreciation of diversity.

### **Our BTEC Public Services curriculum ensures that Fundamental British values are addressed through:**

- Democracy – Students have the opportunities to take the views and opinions of others into account and to take turns and instructions from others.
- The rule of law – Students understand the importance of rules when working within the public services in terms of following a step-by-step procedure and know that not following gets incorrect results. Misconceptions are the main cause of this.
- Individual liberty – Students have to make choices when planning an investigation and need to understand that others may have different points of view as to where to start.
- Tolerance – Students have the opportunities to learn that discoveries within the public sector have come from other cultures and that religious beliefs often compete with scientific understanding.
- Mutual respect – Students develop the skills to work as a team, to discuss findings and to offer support and advice to others.

**Our BTEC Travel and Tourism curriculum ensures that Fundamental British values are addressed through:**

- Democracy – Students have the opportunities to take the views and opinions of others into account and to take turns and listen to instructions from others.
- The rule of law – Students understand the importance of rules when working and travelling within the travel and tourism sector in terms of following a step-by-step procedure and know that not following gets incorrect results and can result in serious issues.
- Individual liberty – Students have to make choices when planning an investigation and need to understand that others may have different points of view.
- Tolerance – Students have the opportunities to learn about other cultures and traditions of Britain and other countries.
- Mutual respect – Students develop the skills to work as a team, to discuss findings and to offer support and advice to others.

**Encourage respect for other people**

- Continued high profile of anti-bullying strategies throughout the year, including anti-bullying week and a structured approach to student support and tackling bullying.
- Prevent training for all staff and student engagement in Prevent workshops during Personal Development days.
- Promotion of positive role model images around the school site.
- The school's Behaviour Policy, including a clear code of conduct and expectations of all students and is linked to British values.
- Our system of pastoral care, guidance and support.
- A teaching and learning environment based on mutual respect.
- A robust anti-bullying culture and comprehensive Behaviour Policy.
- A curriculum where all students have an opportunity to express their views in a safe environment where the thoughts and answers of all are respected.
- Our PSHE and SMSC curriculum, including Sex and Relationships Education.

**Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.**

- Delivery of cultural capital topics in tutor time.
- Student involvement in school appointments.
- A range of student voice activities.
- Extra-curricular activities that promote democratic processes.

- The selection of School Leaders and Peer Mentors.

You could also view the following documents to discover more about promoting Life in Modern Britain.

- SMSC policy
- Preventing extremism and radicalisation policy
- DfE guidance on promoting fundamental British Values through SMS