

Range High School Values Statement

Promoting Fundamental British Values

The Department for Education has introduced a statutory duty for schools to promote fundamental British Values more actively from September 2014 and to ensure they are taught in schools. British values have been defined as being the following:

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

At Range High School these are promoted not only through the curriculum and its content but through every aspect of school life including assemblies, the house system, behaviour and safeguarding policies, magnet days, extra-curricular activities, educational visits and other opportunities within a positive and caring community wherein students are encouraged to flourish as individuals. We monitor the provision within the curriculum both inside and outside lessons to ensure that all students receive a broad and balanced experience that reflects today's modern British Culture. Our School motto "Challenge, Support, Flourish" recognises our aim for all students to flourish academically whilst embracing our wider role in preparing them for adult life through enhanced understanding of their place in a culturally diverse society. We feel, as a UNICEF Rights Respecting School, that the promotion of these values is entirely compatible with our promotion of the UNICEF Convention on the Rights of the Child and with our School Charter, in which pupils and staff identified the following 5 rights as the most important to our school:

- 1. Article 28: Every child has the right to learn and go to school**
- 2. Article 12: Every child has the right to say what they think in matters concerning them and to have their views taken seriously**
- 3. Article 19: Every child has the right not to be harmed**
- 4. Article 23: Every child has the right to have special care and support according to individual needs.**
- 5. Article 29: Every child has the right to be the best that they can be.**

Democracy

Pupils have many opportunities for their voices to be heard. We have a whole School Council and House Councils which meet regularly. Student representatives for each tutor group are selected through an election process. Within the Sixth Form, elections also take place for the election of Head Girl and Head Boy and their Deputies as well as the prefect team. Pupils across all key stages are encouraged to use their voice across the curriculum through collaborative working, responses to teacher feedback in books, careful questioning by staff, the work they produce and classroom dialogue. The principle of democracy is consistently reinforced and History, Geography, PSHE, Citizenship, Religious Studies and assemblies. There are also regular pupil panels and pupils are involved in work sampling activities.

Individual Liberty

At Range High School, students are actively encouraged to make independent choices, knowing that they are in a safe and supportive environment. Students are encouraged to

understand and exercise their rights and personal freedoms and our Unicef Rights and Respecting Schools accreditation acknowledges that we are committed to developing our rights and respecting ethos, curriculum and practice to teaching our pupils about their rights in a variety of ways. They are advised how to exercise these freedoms safely, for example through our e-Safety and PSHE lessons and are encouraged to voice views in lessons in a formative manner. Students are able to make choices about the courses they will study at Key Stage 4 and 5 and are equipped with the knowledge and skills to broaden the choices they are empowered to make about future work and education. The Work Related Curriculum promotes personal awareness and offers practical support with finance and administration in order for pupils to make an effective transition from school to adulthood and employment.

Rule of Law

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from agencies within the community on magnet days help reinforce this message. All students sign an Acceptable Usage Policy in their ICT lessons to promote correct use of the internet and Students are explicitly taught the legal framework on a number of contemporary and social issues through the PSHE and Citizenship programmes and within humanities subjects reflect upon ethical decision making, environmental law and immigration law.

Accountability is stressed to all stakeholders including staff (Teacher's Standards), pupils (Pupil Code of Conduct), and Governors.

Mutual Respect

Respect for each other, for our school and for our community is an integral part of our school ethos. Pupils see staff model this by treating each other with respect and courtesy and we promote this in the way our pupils interact with each other in their classes and during social times.

We teach pupils about the unfairness of discrimination based on someone's faith, culture or beliefs through the RE, REAP and PSHE programmes of study. We run House charity events to actively promote mutual respect for all groups in society. We are proud of our long history of supporting pupils with physical illnesses and complex medical needs and the intensity of peer support. Following a recent assessment, Range High School has been awarded level one of the UNICEF Rights Respecting Schools Award. The accreditation acknowledges that we have been developing our rights and respecting ethos, curriculum and practice and are committed to teaching our pupils about their rights in a variety of ways. Pupils and staff have worked collaboratively to choose 5 articles from the UN Convention on the Rights of the Child and these have been presented as our school charter:

As a school we promote the importance of mutual respect through our behaviour and anti-bullying policies, pastoral support system, peer mentors and bully busters.

The curriculum helps pupils to learn about a wide range of people, cultures and beliefs and so develops pupils' ability to make informed decisions, form and be confident in their own identity and understand and respect that of others.

Tolerance of Those with Different Faiths and Beliefs

The curriculum helps students to learn about a wide range of people, cultures and beliefs and so develops students' ability to make informed decisions, form and be confident in their own identity and understand and respect that of others.

We promote the importance of learning and working together with those with different faiths and beliefs through PSHE, Citizenship and humanities subjects as well as assemblies, during tutor time and on magnet days. Our Religious Education/REAP curriculum provides a broad and balanced education on a range of faiths, religions and cultures and as a school, we are fortunate to benefit from a number of international visitors who share both their language and culture with our students. Various trips and visits such as those to religious institutions, Auschwitz, the Slavery Museum and the French and German exchanges have provided opportunities for pupils to experience these differences first hand. The MFL curriculum allows pupils to explore their own cultural identity whilst appreciating the diversity and richness of other cultures. This is of particular importance as Britain becomes an increasingly multicultural society.

The school's Equality Policy ensures that the school promotes equal opportunities for all and that there is a robust response to any instances of discrimination.

British Values Statement - PSHE

Section	Topic /KS - Year
Democracy	<p>Being British – Year 7 - challenging stereotypes and analysing our role as global citizens</p> <p>Belonging to a community – Year 8 - role as a pupil within the school environment and in the wider community</p> <p>The EU – Year 9 / 10 – The EU countries Development Aid The UN Convention</p>
Rule of Law	<p>Safety – Year 7 – Firework Safety and the law Cycle Safety and the law In-car safety</p> <p>Drugs, Alcohol, Smoking – All years – An awareness of the dangers and the law</p> <p>Internet use – All years – Safe use of the internet Legal, moral & social consequences of internet misuse / sending explicit images Accountability online</p> <p>Relationships – Year 8 – Sexual Relationships and the law</p> <p>Crime – Year 10 - The Youth Justice System</p>
Individual liberty	<p>Dealing with change – Year 7 – Coping with increased independence as they begin their secondary education</p> <p>Relationships and Sexual Identity – Year 7 – The freedom to make the right choices Year 9 - Sexual Health and Teenage Pregnancy</p> <p>Drugs, Alcohol, Smoking – Year 8 - Coping with peer pressure</p> <p>Lifestyle – Year 8 - Managing money independently Managing your diet</p> <p>Choices – Year 10 – Coping with change Effective studying methods & multiple intelligences</p> <p>Employability – Year 11 – preparation for the</p>

	working world & budget challenges
Mutual respect	<p>Listening and Communicating – Year 7 – Coping with sensitive issues, showing empathy and how to show others that you care</p> <p>Friendships – Year 7 – The qualities of a good friend and how to react when friendships turn sour</p> <p>Relationships – Year 7 – Understanding the three R's in a relationship (Rights, Responsibilities & Roles) & homophobic bullying</p> <p>Family Life – Year 8 – The changing nature of family life & roles within the home</p> <p>Emotional Health – Year 9 - Dealing with prejudice Coping with depression Year 11 – Coping with exam stress</p>
Tolerance of those of different faiths and beliefs	<p>Citizenship – Year 7 – Our role as global citizens and how to debate global issue</p> <p>Discrimination – Year 9/Year 10 – The power of prejudice and questioning assumptions</p>

British Values Statement - History

Section	Topic	Ks/Year
Democracy	Medieval History- Magna Carta, Peasants' Revolt.	Year 7
	Tudor and Stuart monarchs, Civil War	Year 8
	United States Depth Study and The Cold War	GCSE
	Germany Democracy and Dictatorship 1933-1963-Nazi rule and post war reconstruction.	A Level
Rule of Law	Monarchy, power and control-see above.	Year 7
	United States Depth Study and The Cold War	GCSE
	British Domestic Issues 1918-1951-how governments dealt with economic and social issues in the inter war years and after World War Two	A Level
	Russia; One Hundred Year Study- dictatorship under Tsarist rule and Communism	A Level
Individual liberty	Medieval History- see above	Year 7
	Slavery-the fight to end slavery	Year 9
	Study of First and Second World War, including the impact of the wars on society, conscientious objection in the first world war, extension of government control over society	Year 9

	Battlefield Visit to France and Belgium-remembrance.	
Mutual respect	Medieval History- importance of different religions Holocaust study Auschwitz Visit	Year 7 Year 9 Year 12
Tolerance of those of different faiths and beliefs	See above-mutual respect	Year 7

British Values Statement – Geography

Section	Topic /KS - Year
Democracy	<p>Being British – Year 7 – Pupils are taught about what it means to be British and the role democracy has had on shaping the country.</p>
Rule of Law	<p>Fantastic Places – Year 7 – Environmental law and code of conduct and the implications of breaking that.</p> <p>Tourism – Year 8 – Understanding the importance of environmental law.</p> <p>Population Change – Year 11 – Understanding the laws that are set in place about immigration and appreciating Britain’s place in the EU and the Freedom of movement within the member states of the EU.</p>
Individual liberty	<p>Being British – Year 7 – Understanding how individual liberty has shaped the country we live in today.</p> <p>Rich World/Poor World – Year 8 – Understanding how conflict can occur due to differences in beliefs and how people have been persecuted because of that (Darfur).</p> <p>China – Year 8 – Making comparisons with the individual liberty we are allowed in the UK and comparing it with another country.</p>
Mutual respect	<p>Rich World/Poor World – Year 8 – Fair Trade. Understanding how fair trade can lead to mutual respect and a fair society.</p>
Tolerance of those of different faiths and beliefs	<p>China – Year 8 – Understanding how British society is tolerant compared to other parts of the world with a named example and how the freedom we are granted is not universal.</p> <p>Population Change – Year 11 – Tackling the issues of migration from European and non-European countries and looking at the positives people can bring from different faiths and backgrounds.</p>

British Values Statement - RE

Section	Topic	Ks/Year
Democracy	Looking for Meaning- 1.presenting arguments 2. Recognition of different points of view Our World SMSC qualities-: Tolerance Respect Uniqueness Humanity Moral dilemmas Abortion Medical Ethics	Year 9 Syllabus REAP syllabus GCSE syllabus KS4 pupils encouraged to develop their opinions re moral and Ethical Issues eg. Jury scenario
Rule of Law	Rules of all World Faiths Ethical decision making Religion, Authority and State	KS3 REAP KS4
Individual liberty	Medical Ethics-Sanctity of Life v Quality of Life	REAP/GCSE
Mutual respect	Euthanasia/Hospice movt Religion and the Media	KS4
Tolerance of those of different faiths and beliefs	World Faiths REAP syllabus GCSE syllabus	KS3 KS4 KS4