

# British Values at Impington Village College

The aim of IVC is for the College community to be Inspirational, Inclusive and International. In expressing these core values we are committed to ensuring that our students develop a strong sense of social and moral responsibility. Our College considers how best to prepare young people for life in modern Britain by developing an understanding of democracy, the rule of law, individual liberty, mutual respect, and tolerance towards those with different faiths and beliefs and those without faith.

Every member of the community has a part to play in enshrining the core values and beliefs so as to build a strong, united and democratic school. All staff and students at IVC are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all students not only to explore their own cultures but also to understand how these align with British values and how we can work together as a community for the greater good.

British Values permeate the work we do and are also promoted at various times throughout the College year through specific events. With this in mind the College has developed its own unique broad and balanced curriculum with a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in modern Britain. At Key Stage 3 this is achieved through the Impington Curriculum Experience (ICE). This is a carefully designed and themed approach to developing our younger students' knowledge, understanding and skills. It allows exploration of the values that are considered to be key in modern Britain. In the Autumn term for instance the ICE topic 'Communities and our place in them' allows students to consider issues relating to the different strands of British values. These opportunities to promote British values extend beyond the classroom with diverse extra-curricular opportunities offered to all.

The College promotes tolerance of and respect for people of all faiths or no faith, and of different cultures through the effective spiritual, moral, social and cultural development of students. This is supported by a well-rounded programme of assemblies and tutor time which offer clear guidance on what is right and wrong, with opportunities for students to reflect.

## **Democracy**

Democratic processes are consistently being used for important decisions within the College community, for example through the election of college councillors throughout Year 7 to 13. This fosters the concept of freedom of speech and group action to address need and concerns.

The principle of democracy and how dissent can help shape society is explored in the History and RE curriculum as well as in tutor groups and assemblies. The relative strengths of democratic systems in Britain and abroad are explored through the PSHE, History, Geography, RE and English curricula at Year 7 to 11, broadening to include Sociology and Economics at Sixth form.

Various subject areas investigate the strengths of democratic systems: for example, in Maths students learn about questionnaires and their use as a sampling technique, as well as different voting paradigms. IVC uses the assembly and tutor programme during the summer term to consider whether we are patriotic enough.

## **The rule of law**

Students are taught the rules and expectations of the College. At a national level, students are taught the value and the reasons behind the laws that govern and protect us, the responsibilities that follow and the consequences when laws are broken.

Opportunities for students to develop British values with regard to the rule of law include the tutor and assembly programme. Personal Development (PD) day activities such as those exploring healthy relationships and drugs / alcohol use, along with visits from authorities such as the police, reinforce this message. Assemblies and tutor time in the Spring term consider why laws exist and how they affect us.

In History, students explore the development of British Law and its value or importance. In Maths, groups discuss the military use of map reading and using co-ordinates. Maths lessons also refer to income tax and National Insurance when teaching percentages. This fosters respect for public institutions and services in Britain. In the Spring term we take the opportunity through assembly and tutor time to raise awareness of the valued work done by our Armed Forces and in the November week of Remembrance we recognise their sacrifice for us all.

Visiting Performance workshops help students to stay safe with regard to issues such as knife crime or child sexual exploitation. Within Year 11 Drama lessons students discuss issues such as the change in British law regarding capital punishment; this is explored through real life events, such as the case of the murder in 1952 of a British police officer by Derek Bentley, followed by his posthumous pardon and the quashing of his conviction in 1998.

## **Individual liberty**

Students are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. The College provides boundaries for students to make informed choices, through a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely and responsibly.

Opportunities for students to develop British values with regard to individual liberty include PD days when e-safety advice and guidance are offered.

The College encourages students to be aware of injustice—perceived or real—and to think about ways in which this can be challenged through school processes or in the wider world: through charity fundraising initiatives and awareness raising campaigns such as Children in Need and Jeans for Genes Day.

IVC has a robust anti-bullying culture and has in place a comprehensive Behaviour Policy. Anti-bullying themes are explored in activities during our PD days on cyberbullying and revisited during national events such as Anti-bullying Week through tutor groups and assemblies.

## **Mutual Respect**

Among the College's core values are inclusivity and celebrating the diversity of the international cultures represented in the College; therefore mutual respect for others who may have different beliefs or ways of living is central to college life. Students learn that their behaviour has an effect on their own rights and those of others. The aim is for all members of the College community to treat each other with respect and this is reiterated through its teaching and learning environments. Mutual respect is embraced throughout the curriculum by providing the opportunity for all students to express their views in a safe environment.

Opportunities for students to develop British values with regard to mutual respect include assemblies regularly focusing on issues such as children's rights to education and respect, and their responsibilities towards each other in terms of religious and racial tolerance. In the week of Martin Luther King Day, assemblies and tutor time consider the lessons and implications of his campaign for equality in modern British society.

In PE, integral to the curriculum are the promotion of the concept of "fair play", following and developing rules, celebrating and rewarding success, accepting defeat, and participating in activities that promote cooperation with others and inclusion for all.

In Performing Arts students gain an appreciation of Dance and Music from around the world, learning about its significance. Through issue-based Drama, students empathise with real life stories involving people of different cultural backgrounds.

Different cultures are celebrated by participating in national events such as International Languages Week.

Year 8 students investigate the advancement of black people in the USA during Black History Month in Humanities lessons and their Home Learning Projects. In the Sixth Form, Theory of Knowledge for the International Baccalaureate Diploma students investigate how different perspectives may have been influenced by culture, language or political backgrounds, and how people with different perspectives from our own can be equally right about important issues.

The tutor programme supports our Impington Creativity Action and Service (CAS), in which students are encouraged to initiate activities and work collaboratively with others regarding issues of global significance. Sixth Form students are required to reflectively provide a service for an identified community need as part of their CAS programme.

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

The College promotes tolerance through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community.

Opportunities for students to develop British values with regard to tolerance of different faiths and beliefs include the RE curriculum which provides a broad and balanced education on a range of faiths, religions and cultures, and also investigates themes such as prejudice and discrimination. History and Geography throughout the key stages helps students to understand how and why Britain developed a rich diversity and heritage.

These activities also support the Prevent strategy set before Parliament in 2011 by the Home Secretary. IVC does not tolerate extremist views which will be dealt with via liaison

with the appropriate bodies. Studies in History and RE such as the Black Civil Rights movement of the USA or the Holocaust help students to comprehend the dangers of extremist views and radicalisation. An assembly for Sixth Form students in the Autumn term reinforces this message.

In Performing Arts students empathise with Jewish children living in the Warsaw Ghetto during WWII through their study of the play *Dr Korzcaks*. The assembly and tutor programme address these issues through activities during the week of the International Day of Peace and Holocaust Memorial Day.