

The Promotion of British Values at Reading School

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The Education (Independent School Standards) (England) (Amendment) Regulations 2014 for the new SMSC (Social, Moral, Spiritual and Cultural) standard came into force on 29th September 2014. It is a Department for Education expectation that all schools actively promote 'fundamental British Values' to pupils. Therefore, the Academy Trust as proprietor of the Academy must ensure that Reading School:

- Actively promotes the fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Prevents the promotion of partisan political views in the teaching of any subject in the school.
- Ensures adequate steps are taken to guarantee that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

The governing body of Reading School is aware that the regulations refer to when pupils are participating in extra-curricular, co-curricular or enrichment activities provided by, or on behalf of the school, and in the promotion of extra-curricular activities. These activities could take place at Reading School or elsewhere. The governing body ensures that Reading School actively promote principles that:

- Enable pupils at Reading School to develop self-knowledge, resilience and self-esteem.
- Enable pupils at Reading School to respect the civil and criminal law of England, the school rules regulating pupil behaviour and to develop the ability to distinguish right from wrong.
- Encourage individual responsibility and the capacity of pupils to demonstrate initiative and understand their potential role in playing positive roles in the school community and beyond.
- Encourage the development of community cohesion and, projects that help the development of future stories orally.
- Enable pupils to know and respect public institutions and services in England such as the legal system and the police.
- Strengthen the development of relations between different cultural traditions by furthering respect of pupils' own and other cultures.
- Strengthen understanding of and actions relating to the Equality Act 2010 emphasising protected characteristics and the importance of respect and resilience.
- Nurture respect for democracy and active support for peaceful participation in the democratic process. This includes an appreciation of and respect for the basis on which the law is made and applied in England.

In the Ofsted Inspection handbook published in September 2016, the social development of pupils evidenced by the acceptance of and engagement with the fundamental British Values is emphasised. This skill and attitudes should be developed that will enable pupils to participate fully in and contribute positively to life in Modern Britain. Governors are also aware of the requirement that states that the leadership and management of schools needs to ensure that the curriculum offered and delivered at Reading School actively promotes fundamental British Values.

Examples of the kind of understanding and knowledge expected in pupils at Reading School as a result of the focus on meeting the standard to respect fundamental British Values include the following:

- An understanding of the democratic process including the importance of registering to vote and exercising the right to vote, in PSHCE, History and outside speakers.
- An understanding that the success of candidates opposed to democracy would lead to a potentially fatal wounding of democracy itself, as demonstrated by the Weimar Republic.
- An understanding that the democratic organs of government hold the police and army to account. The organs of democratic government can be held to account through the election process by the people.
- An understanding that Religious freedom is protected in law and an acceptance that people holding different faiths or none to oneself must not be the course of discriminatory behaviour.

The governing body of Reading School ensures that pupils are able to demonstrate:

- The ability to recognise the difference between right and wrong.
- The development of respect for civil and criminal law in England.
- The investigation and analysis of considered and reasoned views regarding ethical and moral issues.
- The development of an understanding of the range of cultures evident at Reading School, and beyond, as preparation for life in modern Britain.

The governing body of Reading School is aware of their responsibilities relating to the monitoring of the promotion of fundamental British values. The British values need to include reference to a broad and balanced curriculum, included a nuanced approach to RE and talks in Chapel along with the Inspire Lecture series 2016-2017. In monitoring the promotion of British Values, member of the governing body of Reading School give consideration to:

- Pupil interview e.g. school council members
- Chapel Service programme
- Evaluation papers
- School policies including safeguarding
- Recruitment policy and practice
- Vigilance in preventing pupils from being exposed to extremist perspectives, including visitors to the school.
- Equal curriculum access for all and in particular, no unnecessary segregation by disability.

PREVENT DUTY

At Reading School we are committed to going beyond just compliance in relation to the Prevent Agenda.

We are aware of the importance of British Values and have been proactive in updating, extending and improving our PSHCE programme. The new assembly schedule includes an emphasis on British Values and reference is made in the most recent edition of the student newspaper published in November 2016.

In addition, the new e-safety course, which supplements the Child Protection Course includes Prevent in considerable detail. Significantly, all students have experienced input from Thames Valley Police and Catch-Up Prevent training is scheduled in January 2017 for all new staff and governors. In January 2017, a mapping exercise of curriculum coverage will be undertaken to supplement the summary evident in the December 2016 Governors Statement on British Values. Arguably an emphasis on Prevent helps to substantiate the active promotion of British Values.

This report explains the Prevent Duty, considers leadership, partnership and capability including monitoring RAG rating of provision, evaluates against key aspects and outlines actions.

How well are we implementing the Prevent Duty at Reading School?

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on Reading School, in the exercise of our functions to have 'due regard to the need to prevent people from being drawn into terrorism'.

Our approach is shaped by HM Government's revised Prevent Duty guidelines for England and Wales published on 16th July 2015.

What does due regard mean?

It means that we should place an appropriate amount of weight on the need to prevent young people being drawn into terrorism when we consider all the other factors relevant to how we carry out our usual functions.

What is the Prevent Strategy?

Published by the Government in 2011, the Prevent Strategy is part of the overall counter-terrorism strategy known as CONTEST.

What is the aim of the Prevent Strategy?

The aim of the Prevent Strategy is to reduce the threat to the United Kingdom from terrorism by stopping people supporting terrorism or stopping people becoming terrorists.

In the 2011 Prevent Strategy there were three strategic objectives.

Firstly, respond to the ideological challenge of terrorism and the threat we face from those who promote it.

Secondly, to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support.

Lastly, to work with sectors and institutions including schools where there may be risks of radicalisation that need to be addressed.

According to HM government, extremism, linked to the Prevent Strategy is defined as:

‘Vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs’

As a school we are expected to fulfil our duty in respect of Section 26 of the Act and strive to prevent people from being drawn into terrorism. Our duty in relation to Prevent is also linked to our responsibilities such as the duty arising from Section 149 of the 2010 Equalities Act.

At Reading School we aim to support the development of an awareness and understanding of the risk of radicalisation in our area and also our institution. It is important to appreciate that no area of institution is risk free. For instance, according to Thames Valley Police, Slough and High Wycombe are high risk areas.

At Reading School, our response has been shared by a focus on effective leadership, working in partnership and nurturing capability.

For instance regarding leadership:

- Under the leadership of Ms Capon, we have effectively established mechanisms for understanding the risks of radicalisation. This is enhanced by the PSHE programme, the CPL programme and the Reading School Safeguarding policies and procedures.
- Through the roll-out of appropriate Prevent training, we have ensured that staff understand the risk of radicalisation and build the capabilities to deal with. The impact is evidenced through training records.
- The communication and promotion of the importance of the Prevent duty is emphasised on the school website and orally in Chapel by members of the senior leadership team.
- Linked to Safeguarding Audit (February 2016) and peer reviews (November 2016) we seek to ensure staff implement the duty effectively. Compliance is evident as illustrated by records held by the Assistant Head. However, we need to ensure understanding turns to appropriate action in this important area.

With reference to working in partnership:

- At Reading School we believe that effective Prevent work depends on effective partnerships.
- There is evidence to substantiate the view that we are compliant regarding training (Training Records held on Bluesky)
- Significantly, as part of the PSHCE programme at Reading School, we invite Thames Valley Police to address relevant issues relating to extremism, radicalisation and preventing terrorism (PSHE Programme 2016-2017).
- The local Prevent Co-ordinator has liaised with Reading School to ensure productive co-operation and effective co-ordination.
- Our involvement in the Prevent Strategy in relation to the wider safeguarding agenda is evidenced by membership of the Local Children’s Safeguarding Board of both the Chair of Governors and the Headmaster. This substantiates the view that Reading School adopts a proactive approach to working in partnership.

One of the challenges in relation to the Prevent Agenda is linked to the development of capability within Reading School staff.

- For instance, we are aware of the need to ensure that appropriate training is provided for staff involved in the implementation of the Prevent Duty. In this instance, we are compliant, but arguably the impact of the training has not been embedded. However, it has been delivered face-to-face and also on-line.

Communication and the sharing of information

At Reading School, it is not our duty to be involved in any covert activity against individuals. However, there may be times when information is appropriately shared with other agencies. For example, so that a person in risk of radicalisation can be given appropriate support.

At Reading School, information sharing is assessed on a case-by-case basis. We are compliant with information sharing protocols. We consider necessity, proportionality, consent and legality under the Data Protection Act 1998 and the Human Rights Act 1998. Any person suspected of being involved in illegal terrorist-related activity will always be referred to the police.

Monitoring

At Reading School we maintain appropriate records which show compliance with our responsibilities. We also report to the governing body regarding actions taken.

At Reading School, we are mindful of the Ofsted guidance on the Prevent Duty and the promotion of British Values.

Effective safeguarding, which includes compliance with the prevent duty is part of the safeguarding judgement. Significantly, this is a limiting grade so that a failure to comply with Prevent will affect the overall grade awarded.

Judgements in relation to the Prevent Duty including exemplifying and finding opportunities to promote British Values are linked to the effectiveness of Leadership and Management. For instance, 'the extent to which leaders promote all forms of equality.....and how well students and staff are protected from harassment, bullying and discrimination'. Also how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faith and beliefs. In addition, the effectiveness of safeguarding practice, including the prevention of radicalisation and compliance with the Prevent Duty.

Through the House System, Chapel, the leadership programme which started in 2016, and the enlarged, improved PSHE programme leaders at Reading School:

- Promote equality of opportunity and diversity so that the ethos and culture counters direct or indirect discriminatory behaviour.
- Aim to actively promote fundamental British Values so they are an integral part of our values 'Excellence, Integrity and Leadership'.
- Seek to ensure that day students and boarders feel safe and know how to raise concerns (Peer Review findings November 2016)
- Develop awareness among staff and students of safeguarding issues, listening appropriately to concerns
- Work to protect students from radicalisation and extremism.
- Provide training that develops staff's vigilance, confidence and competency to challenge the views of students and thereby encourage debate.
- Ensure that staff are quick to challenge stereotypes and the use of derogatory or discriminatory language.

Ofsted judgements in relation to the Prevent Duty including exemplifying and finding opportunities to promote British Values in Behaviour and Safety of students include:

- How well students know how to protect themselves from the risks associated with radicalisation and extremism including the use of the internet.
- The extent to which students feel and are safe
- The degree which the curriculum and enrichment activities allow exploration of PSHE issues and take part in life in wider society and in Britain.

Leaders, through the PSHE programme and the House System:

- Deal effectively with the rare instances of bullying behaviour.
- Deal effectively with the use of derogatory or discriminatory language.
- Seek to develop an open culture
- Seek to keep students safe on-line including through dealing with the dangers of inappropriate use of mobile technology and social networking sites.
- Promote integrity and character through the development of thoughtful, caring and active young men at Reading School.

Specific duty for Reading School – RAG Only

Specific Duty	R	A	G
1. Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences.			
2. Promote community cohesion			
3. Promote fundamental British Values as part of the requirements regarding quality of education the promotion of the spiritual, moral, social and cultural development of pupils.			
4. Consider prevent guidance in conjunction with Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.			
5. Consider the need to prevent people from being drawn into terrorism, including violent and non-violent extremism (which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit).			
6. Reading School as a safe space in which young men can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.			
7. Forbid political indoctrination and secure a balanced presentation of political issues.			
8. Undertake risk assessments relating to young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. The risk assessments are linked to schedule 6 of the Act and based on an understanding shared with partners of the potential risk in the local area.			
9. Demonstrate that Reading School has robust safeguarding policies in place to identify children at risk, and intervening as appropriate.			
10. Consider the level of risk to identify the most appropriate referral which could include children's social care for instance.			
11. Set out clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised.			
12. Ensure that Reading School's safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children's Board (LSCB)			

How well are we implementing the 'Prevent' duty?

How well are we implementing the Prevent Duty and what is the impact of the work done to protect young men from those who wish to promote extremism?

The key questions are shaped by the National fieldwork survey undertaken by Ofsted in 2016 and published in July 2016:

Specific Duty	R	A	G
1. Is Reading School ensuring that external speakers and events are appropriately risk assessed to safeguard our students?			
2. Are the partnerships between different agencies effective in identifying and reducing the spread of extremist influences?			
3. Is Reading School assessing the risk that students may face, and taking effective action to reduce these risks?			
4. Are students at Reading School being protected from inappropriate use of the internet and social media?			
5. To what extent are staff training and pastoral support contributing to the safety of our students?			

Anti-Radicalisation

Reading School is fully committed to safeguarding and promotes the personal development and welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. All Reading School staff are expected to uphold and promote the fundamental principle of British Values, including:

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

It is important that as a public body, Reading School makes explicit our preventative measures to minimise the threat of extremism in our particular setting.

Definitions

Extremism

Is more than simply stubbornness in one's views or general intolerance of others. It involves holding views which are considered by equals, peers and society as being beyond collective norms and at odds with core beliefs as a whole. Extremism can relate to a number of different subjects from politics to gender relations. It does not necessarily result in violence. In a national context in the United Kingdom, extremist views may include those which are directly opposed to values such as democracy, mutual tolerance, individual liberty and the rule of law.

Violent extremism

Is related to terrorism, which is at the extreme end of an extreme position using fear and violence to achieve political ends. Violent extremism encompasses the attitudes, beliefs and actions that condone violence as a means to a political end. For instance, this includes views that: justify or glorify terrorist violence in order to further particular belief, seek to provoke others to terrorist acts, ferment other serious criminal activity or seek to provoke others to serious criminal acts and foster hatred intended to cause violence between communities in England

Radicalisation

Radicalisation is the process by which people adopt an extreme position in terms of politics and/or religion, a violent extremist ideology, or move to violent action in support of their beliefs. It is important to note that the radicalisation process does not follow a single process or pathway and there are no specific stages or steps involved. Radicalisation can be a social process involving the interaction with others, however, there are also instances of individuals self-radicalising as a result of interaction with resources on the internet. The rate of radicalisation varies between people – it can be gradual or rapid. Radicalisation does not necessarily result in violence being supported or committed.

Resilience

Resilience can be considered as the ability to bounce back from adversity. It is a process in which people, including young people, can overcome or resist negative influences that block emotional well-being and/or achievement.

Community

Community has a number of dimensions:

- The Reading School community – including pupils it serves, parents, carers and families, the school's staff, governing body and community users of the school's facilities and service.
- The local community within which Reading School is located – the school in its geographical community and the people who live or work in the area.
- The national community
- The international or global community – formed, prior to Brexit, by the European Union and International links and partnerships.

Community Cohesion

Community cohesion refers to working towards a society in which there is a common vision and sense of belonging by all communities. A society based on positive, shared values in which the diversity of people's backgrounds and circumstances is appreciated and valued. Indeed, a society in which strong, positive relationships exist and contrive to be developed. Governors are fully aware that Reading School has a duty to promote community cohesion.

The governing body at Reading School ensures that that underpinning the positive ethos of the school is an emphasis on specific values and leadership strategies. The values and leadership strategies linked to pupil voice and parental engagement informs development planning (operational and strategic), school self-evaluation and policy review.

Staff Responsibilities

All members of staff should be made aware through the process of Performance Management of their fundamental responsibilities relating to actively promoting British Values, preventing violent extremism and lessening the potential for radicalisation. The Reading School Performance Management Appraisal Policy requires reviewers to evaluate their reviewees against the standards for teachers, including the following elements in Part 2 of the Standards:

- Show tolerance of and respect for the rights of others;
- Not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must not promote partisan political views in the teaching of any subject and are required to ensure that wherever political views is also offered, although not necessarily at the same time. Our values of Excellence, Integrity and Leadership help to set the context for Reading School's corporate attitude to extremism and radicalisation.

The Governing Body of Reading School supports positive strategies

The governing body of Reading School support strategies that prevent extremism and radicalisation and uphold a clear ethos which is based on the promotion of human rights, equalities and freedoms under the law. For instance:

- the promotion of informed moral purpose in engaging Reading School pupils with local, national and international issues and grievances
- the development of critical, analytical and thinking skills linked to curriculum opportunities.
- the promotion of a shared culture of openness and pluralism in Reading School and with the wider community through challenging Anti-Semitism and Islamophobia and other prejudices.
- the promotion of a strong sense of belonging shared community responsibility for others through focusing support on those pupils vulnerable to the risk of being isolated or radicalised. In addition, build ties with the local community including seeking opportunities for linking with other schools, both primary and secondary.
- challenging any behaviour which harm the ability of individuals and groups to work together and model ways to recognise grievance and repair harm through the use anti-bullying strategies to minimise hate and prejudice based bullying and discriminatory incidents at Reading School.

The Governing body of Reading School ensures the promotion of core British Values linked to a democratic society through

- Ensuring rights to equality under the law are observed
- Providing the use of due processes to resolve disagreement and to protect the vulnerable
- Modelling participatory and representative democracy by engaging and examining views expressed
- Developing awareness of local issues
- Providing a safe place for discussion
- Promoting well-being of pupils including when vulnerable to group pressure linked to violent extremism

The Governing body of Reading School supports the deepening of engagement with the communities the school serves through

- Openness
- Being an active partner
- Encouraging pupils as citizens to support the vulnerable and to use democratic and lawful vehicles for protest.
- Respectful engagement with families and community groups which also, when necessary, challenges unacceptable views and models ways to solve problems.

Crucially, in contributing to the prevention of violent extremism, the governing body supports the work of school leaders, in partnership with other schools, the local authority, other agencies, including Thames Valley Policy, through Safer Schools partnership. The partnerships enable stronger understanding of local issues, professional development strategies, individual case support, safeguarding and family strategies.

The Governing Body of Reading School supports the Prevent Duty and agenda by.....

Reading School and the promotion of British Values

Reading School supports the ethos of promoting fundamental British Values and preparing our pupils for life in modern Britain. The core values of Excellence, Integrity and Leadership are relevant in order to play a full and meaningful role in society. Tolerance, respect, teamwork, resilience, individual liberty, support for democracy are promoted via Reading School's House system that incorporates cultural and sporting development and competition, democratic principles, social and community cohesion, the development of high quality pastoral care and an enhanced PSHE programme. At Reading School, we are dedicated to promoting positive values which ensure that pupils develop a sense of social and moral responsibility. We prepare our pupils for life in Modern Britain because British Values are evident not only in our ethos, but also the curriculum. For instance, fundamental British Values such as democracy, the rule of law, individual liberty, mutual respect and tolerance. Additionally, our rules and regulations are evident for the benefit of all members of the Reading School family, including our boarders.

Governors support and challenge the school and hold leaders to account.

We ask critical questions and seek to monitor the evidence base. For example:

- How does Reading School promote values of democracy in lesson and wider school life?
- How does Reading School promote the importance of identifying and combatting discrimination?
- Do pupils at Reading School understand that the freedom to choose and hold faiths and beliefs is protected by law?
- Do pupils at Reading School understand the difference between executive and judiciary systems?
- Are pupils at Reading School made aware of the difference between the law of the land and religious law?
- How does Reading School challenge questions or behaviours that are contrary to fundamental British Values?

As governors we endeavour to ensure that pupils at Reading School:

- Recognise right from wrong, resolve conflicts, understand and explore diversity, develop integrity and a moral compass, understand others/beliefs and understand how communities function. (As a consequence these qualities and characteristics enable them to participate fully in life in Modern Britain).
- Are reflective regarding their own beliefs and perspectives on life, and the extent to which they are similar/different to others' values and faith. (*Evidence includes RE curriculum, Chapel programme, History curriculum, Science curriculum, PSHCE curriculum, work of the LRC in promoting other cultures*).
- Develop interest in investigating and offering reasoned views regarding moral and ethical issues and appreciate the perspectives of others. (*Evidence includes PSHE lessons, discussions in English, History and other areas of the curriculum, charitable work and links with charities, debating society and competitions and Inspire lecture series*).
- Develop a sense of engagement and fascination in learning about the world around them and participate actively in cultural, artistic or sporting activities. (*Evidence includes wide range of sports fixtures, educational visits, field trips, LRC, book week, Maths competitions and challenges, debating, extensive co-curricular activities and clubs, extensive musical opportunities and opportunities afforded by international partnerships e.g. Australia, Kenya and Denmark*).
- Recognise the difference between right and wrong, understand and appreciate that actions have consequences and apply this in their own lives by respecting civil and criminal laws of the land. (*Evidence includes school policies for welfare, health and safety, behaviour, boarding, sanctions and rewards, visits from local police, PSHE programme and SMSC provision*).
- Co-operate well, celebrate diversity and resolve conflicts effectively. (Evidence includes school council, prefect team, house prefects, house teams, sports team and maths team challenge).
- Engage positive with life in a democracy. (*Evidence includes prefect elections, boarding student committees, and mock general elections*).
- Understand and appreciate the heritage, history and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain. (*Evidence includes Duke of Edinburgh Award Scheme, CCF, International Visits, History and English curriculum, Charity Committee fundraising, visiting guest speakers through inspire programme*).

As governors of Reading School, we are responsible for ensuring that a curriculum is offered which:

- Is broad and balanced, complies with legislation and provides a range of subjects which prepares Reading School pupils for the opportunities, experiences and responsibilities of life in modern Britain, and beyond.
- Actively promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- Promotes tolerance of and respect for people of all faiths, or none and cultures through effective spiritual, moral, social and cultural development of pupils. This includes the engagement of pupils in co-curricular activity and community service/volunteering.
- Is supported by a programme of chapels organised by the Chaplain which offers clear guidance on what is right and wrong.

The curriculum and promoting British Values

The governing body monitor the curriculum 2016-2017 to ensure that British Values are addressed. In reviewing the curriculum offered at Reading School in 2015 it is evident that British values are promoted in a variety of different ways in many different curriculum areas. As stated in the Reading School Report on British Values and their active promotion published in December 2016, there are also some subject-specific approaches to the active promotion of British Values.

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

For instance, in English, the theme of tolerance, mutual respect and democracy are considered. The themes are presented and analysis is undertaken of how characters potentially embody these values. In addition, poetry and work from other cultures could be examined. Furthermore, in Religious Education, pupils at Reading School are taught to emphasise key messages of mutual respect and tolerance. Whilst in PSHE lessons, pupils are actively encouraged to understand their personal rights and responsibilities. The limits to individual liberty and the importance of safety and safeguarding are emphasised. Pupil surveys, student council, boarding student committees, are important in this respect. In addition, the governors also ensure that E-Safety is a high priority along with a desire to eradicate discriminatory behaviour. In subjects such as History, pupils at Reading School are encouraged to reflect on events in British, European and World History where fundamental British Values have been criticised and tested, such as the First World War and the Second World War or the development of the British Empire. Whilst in Geography, a focus on process and development should ensure that pupils have a greater level of knowledge and understanding of other cultures. Although subjects do play a role in the development of fundamental British Values at Reading School, they are a necessary but not sufficient element of the strategy supported by the governing body.

Art and Drama

Art encourages a critical appreciation of culture linked to liberty of expression and freedom from political oppression. It nurtures tolerance and appreciation of influences from a range of cultural contexts. Governors are also aware of the way in which the Drama curriculum develops teamwork as individuals work together to actively devise concepts and performances. Subsequently, tolerance and mutual respect are fostered. Pupils also develop resilience through performing in front of their peers and using peer assessment feedback to develop their pieces further. Self-esteem is built through performances and peer encouragement.

Classical and Modern Languages

Through the development of Ancient and Modern Languages at Reading School, governors are aware that they key values of mutual respect; diversity and plurality are actively promoted. Governors are aware that pupils are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic difference and contexts. As a consequence, pupils at Reading School, all of whom study a Modern Foreign Language up to GCSE remain open to the world around them. Therefore, there is evidence to suggest that the improved group of connections also emphasises the need for tolerance and justice. Pupils develop an appreciation of the value of the rule of law and democratic systems in Europe.

English

The governing body of Reading School is aware of the fact that within English, British Values are promoted and explored in a number of ways. For instance, the study of non-fiction texts provides Reading School pupils and teachers with the opportunity to address topical issues and consider different social, political, religious and cultural attitudes and contexts. Governor visits have found evidence of a department ethos that provides a learning environment in which pupils feel able to express themselves freely yet respectfully. The study of literature ensures that there is exploration of different people, places and social groups. Subsequently, it promotes understanding and tolerance. Evidence of empathy and the examination of situations and settings outside of individual experience is demonstrated and has been observed by senior leaders and visiting Headteachers, triangulated with the views of pupils and senior governors. In addition to curriculum content, the methods employed in English lessons at Reading School encourage tolerance and respect. For instance, pupils are expected to listen and respect each other during discussions and debates and to work co-operatively in pursuit of common goals.

Geography and History

Governors monitor how pupils learn about British values through lessons on people and places, rights, responsibilities, decisions and consequences, duties and freedoms, government, laws, justice, democracy and totalitarianism as well as studying moral and ethical issues. Values are encouraged and rewarded in teaching, showing that tolerance, mutual respect, teamwork and resilience are valued as we aim to support the building of pupils' self-esteem. For instance, this includes respecting each other and following the rules.

Mathematics

Governors monitor the Maths curriculum effectively and have seen evidence of the promotion of the fundamental British values of tolerance and resilience through problem solving and the understanding of complex concepts. Pupils are encouraged to persevere and try different methods to arrive at a correct solution. Teamwork through peer assessment and the extensive mentoring schemes underpin some of the key approaches in the Maths department.

Music

The governors promote a music curriculum that promotes teamwork as a part of lessons through the use of ensemble performance and composition. Mutual respect and tolerance are fundamental parts of the ethos regarding audience etiquette. Also resilience and the building of self-esteem are incorporated via the necessity of performing in front of peers and the breadth of opportunities to perform in front of wider audiences.

PSHCE

British values are evident as pupils examine and identify strategies to deal with a range of relevant issues to develop and maintain a strong and healthy balanced self-esteem. Through the development of the Reading School pupils' personal well-being including mental health, resilience is developed. It is evident that as pupils respect themselves, they are more able to treat others with mutual respect. Furthermore, through PSHE, pupils are encouraged to understand and appreciate the role of rules and laws in British Society and to appreciate individual liberty, the liberty of others and ultimately the generation of tolerance and understanding. Pupils are equipped with information and strategies they need to become fulfilled and active citizens in our diverse society. In addition, opportunities through the Inspire programme, the rewards scheme in Key Stages 3 and 4 ensure positive values in keeping with the fundamental British Values are enhanced.

Physical Education

Governors fully support the development of a PE curriculum which emphasises mutual respect, teamwork and the significance of resilience. In addition, the importance of positive, respectful attitudes towards peers and adult in all aspects of Sport and PE lessons is monitored. It forms the basis of the 'student athlete' and sportsmanship and effective teamwork which is an integral aspect of success. Furthermore, mutual respect is important not only for team members, but also mutual respect for the opposition. Governors support graciousness in defeat and the importance of demonstrating sportsmanship and respect both on and off the pitch. Resilience is developed through new skills only being enhanced by new experiences and learning to try again if at first success is not evident. Crucially, the role of the law and democracy are essential in PE and Sport in that it is necessary to play by the rules of the game. For Reading School pupils, this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.

Science - including Biology, Chemistry, Physics and Computer Science

Governors are aware of how the Sciences at Reading School serve to promote British values. For instance, individual liberty, tolerance, mutual respect and listening to others views are taught through areas of study where different views or ethics are involved. Examples include genetic modification, selective breeding, stem cell research and animal testing. With reference to the rule of law, pupils follow laboratory rules for the safety of all and there is an understanding of the need to have speed limits enhanced through the study of speed, force and change of momentum in Physics. In addition, practical activities in the Sciences, including Computer Science, requires pupils at Reading School to engage in teamwork and show mutual respect for each other. Evidence of democracy is taught through pupil debates in KS3 Biology. Resilience and self-esteem are developed through pupils building independent learning skills, experiencing getting answers wrong and learning how to formulate the correct response.