

## Fundamental British Values Statement

Students link *Rights, Responsibilities and Respect* with *Fundamental British Values* to ensure they progress throughout their time at school and beyond with a developed attitude and drive and obtain the knowledge and skills to prosper in modern day Britain and become respected citizens.

### Fundamental British Values (FBV) at Stowupland High School

The school takes opportunities to actively promote FBV through whole school systems such as the School Council and assemblies. We actively promote FBV through curriculum planning, extra-curricular enrichment, lesson planning and delivery which include real opportunities to explore these values. Our active promotion of FBV also means challenging pupils, staff or parents expressing opinions contrary to FBV, including 'extremist' views and those which demote 'Rights, Responsibilities and Respect'.

At Stowupland High School we uphold and teach pupils about FBV which are defined as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

### Democracy examples at SHS

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems. In school we promote the importance of democracy through such things as:

- the free and fair electoral process for student to positions of responsibility, e.g. School Council
- students being encouraged to consider alternative pathways in lessons
- Student Voice on key school decisions through processes including online whole school surveying
- students electing peers to represent them in or out of lessons
- votes cast during lessons to agree on a class answer

### Rule of Law examples at SHS

All people and institutions are subject to, and accountable to, law that is fairly applied and enforced. In school we promote the importance of the rule of law through such things as:

- a shared classroom code of practice 'The Stowupland Way'
- the Behaviour Policy
- marking and feedback; clear boundaries are set and explained to students on homework and assessment for learning

- accountability is stressed to all stakeholders including staff [Teacher's Standards], students [The Stowupland Six], and Local Improvement Board members.
- Assemblies / talks are delivered with a focus on the law e.g. Online Internet safety talks.
- Visits to school from local Police Officers or MPs to inform students about the process of law.

### **Individual Liberty examples at SHS**

Individual liberty suggests the free exercise of rights generally seen as outside Government control. In school we promote the importance of individual liberty through such things as:

- The increasing liberty afforded to students as they move up through the years.
- 6th Form allowed to leave the site at certain times.
- The profusion of enrichment / extra-curricular activities and clubs.
- Students encouraged to voice views in lessons in a formative manner.
- Pupils have key roles and responsibilities in school including School Council.
- Students offered autonomy over choices regarding academic pathways (GCSE and 'A' Level options).
- Elements of choice in the school canteen within healthy boundaries.

### **Mutual Respect examples at SHS**

The proper regard for an individual's dignity, which is reciprocated. In school we promote the importance of mutual respect through such things as:

- The Stowupland Way
- School ethos statement – *'Rights, Responsibilities and Respect'*.
- Clear guidance on good behaviour in areas such as the Science labs.
- The publishing and enforcement of a smart dress code for students and staff [uniform].
- Wellbeing promotes mutual respect through the skills developed in lessons / assemblies and the repetition of related content across schemes of work.
- Lunchtime 'Friendship Club'.
- Students undertake a variety of charitable initiatives in support of communities both in Stowupland, the UK and overseas.

### **Tolerance of those with different faiths and beliefs at SHS**

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own. In school we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Acceptance of faith symbolism.
- Religious Studies taught to all students across KS3 & 4.
- Holiday requests authorised related to a directed event on a 'Faith Calendar'
- Faith assemblies.
- School visits to Germany and France.
- International School Partnerships.
- British History – students are encouraged to reflect upon their role in a diverse, multicultural and multi faith society.