

A statement of the School's approach to British Values

QEGS, Blackburn promotes fundamental British values in the following ways.

- Through the curriculum. Please see Annex 1 below.
- The opinions of pupils are represented through the School Council and the Food Committee (both of which meet termly.) As regards the Food Committee, pupils opinions are represented in both the choice of food served and the systems operated in and around the dining hall.
- We hold elections for prefects and the School Council and form representatives
- QEGS is an ethnically diverse community and this is something that is celebrated. Pupils develop their understanding of different religions through Ethics and Philosophy lessons, assemblies and through day-to-day interaction with their peers. See Annex 2
- Giving to charity is an activity with a long heritage in British society. Pupils are actively encouraged to engage in activities which raise money for charity.

There is a range of activities that take place

Year 7 raised in the region of £1200, which has enables QEGS to sponsor a dog "Vargo" for the Dogs for the Disabled charity

Year 8 'Spacehopper Challenge' has raised over £3000 in the last two years for charity (2015 and 16 combined)

Year 9 20 mile cycle trip.

Year 10 raise money for a charity set up by a former soldier injured in the Middle East.

Frobisher House raise money for Uganda and there is a biennial trip that goes out to Africa.

Annex 1

- In Year 7 History, pupils study the Magna Carta
- In Year 8 History, pupils look at Elizabeth 1 and 'Middle way' and the Acts of Toleration. In Year 9 pupils look at tolerance and prejudice through studying the Holocaust.
- In Year 13, pupils have the opportunity to study Parliamentary Democracy and the Suffragette movement.

The Complementary Studies programme, for years 7 – 13 covers many aspects of, and actively promotes British Values. Many of the topics, taught at key stage 3, 4 and 5 combine PSHE and Citizenship and cover many of these values, ensuring our students are well prepared for life in modern Britain and the wider world.

Our students are directly exposed to British Values through the following lessons, activities and experiences.

Democracy

Explicitly taught elements of Democracy are taught as part of the Complementary Studies programme.

- All students take part in real elections of School Council.
- Information is provided about the main political parties and we discuss the importance of voting and making an informed decision.
- Students see the result of their input into student voice. (For example, as a result of discussions at School Council a school food committee has been implemented.)
- Students are given the opportunity to present to SMT to share their views of aspects of school life. SMT considers the minutes of the School Council and reports back.
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The Rule of Law

- We have a clearly structured behaviour policy which is carefully considered by pupils and forms part of the Rights and Responsibilities topic.
- We incorporate discussion of behaviour incidents in school in lesson time, if appropriate and beneficial.
- Expectations are reinforced through assemblies and tutorials.
- We have close links with our local police and involve them in restorative justice conferences, when appropriate.
- We examine how laws are made with specific reference to laws surrounding hate crime, homophobia, disabilities and racism.
- Our drugs education programme examines the different punishments linked to different classes of drugs.
- Sex and Relationships education (SRE) covers the laws of consent and with the older pupils focuses on UK laws regarding forced marriage, female genital mutilation (FGM), age of consent and how these differ in other countries.
- Safer driving presentation delivered by Lancashire Fire and Rescue
- Year 13 Conference on Personal Safety (Keeping within the law, domestic violence, consequences of alcohol abused etc)

Individual Liberty

- There is an emphasis on personal safety (e.g. reducing risk taking behaviours, e-safety) at the heart of the Complementary Studies programme, as well as these themes being covered in tutorial/assembly/ICT lessons.
- Learning is personalised whenever possible. In particular, students are encouraged to appreciate and understand individual learning/working styles and preferences. Students are supported in preparing individual revision programmes for examinations.
- A wide variety of extra-curricular activities allow students to make choices and personalise their experience of school. Year 9 and Year 11 and 12 students are supported in making choices with regard to their curriculum options.

Mutual Respect

- Our Complementary Studies curriculum encourages respect for others and for self, as well as promoting being an active citizen. The importance of trust and mutual respect is emphasised in all relationships and particularly highlighted in relation to sexual relationships. Pupils are supported in identifying the characteristics of a healthy relationship. They are encouraged to appreciate that trust and mutual respect

is built over time and to recognise the warning signs of a potentially unsafe relationship.

- The Complementary Studies programme for each year group promotes respect across the age ranges.
- Older students are encouraged to become mentors in form time and volunteer to help lower down the school.
- The development of an understanding of right and wrong is reinforced throughout the school through discussion and role play.

Tolerance and Diversity

- The Complementary Studies curriculum provides a broad and balanced education on a range of faiths, religions and cultures and how they influence people's thoughts, opinions and behaviour.
- Our Citizenship programme promotes diversity and equality.
- Regular use of 'circle time' emphasises the importance of listening to, and learning from, each other. Ground rules are set at the beginning of each topic and reinforced in each lesson with regard to empathy and understanding and appreciating difference.
- We are actively engaged with other schools in Uganda and Tanzania and visit them and they us.
- Cathedral visits
- Visiting speakers to assembly (including a Muslim speaker recently)
- We have recently had an assembly on LGBT. In last academic year there was an assembly on women's rights

In the Infant School

- During RE and PSHE different religious celebrations are taught throughout the year. These include Christmas, Easter, Eid, Chinese New Year and elements of Hanukkah and Holi.
- In PSHE lessons there is circle time where issues such as Friendship, relationships, and social values are discussed.
- Values, respect, diversity are covered through themed assemblies.
- Pupils engage in fundraising activities and children are taught about charities.
- There is a School Council that meets twice a month. There are two members from each class and they are chosen by their class by voting.
- Voting is used by classes to decide class treats once pupils have reached their goals.
- Pupils take part in competitions, in school and inter school to encourage team work and other social values.

In the Junior School

In the Junior School, the assemblies help pupils to: develop confidence and responsibility and make the most of their abilities; prepare to play an active role as citizens; develop a healthy, safer lifestyle; develop good relationships and respect the differences between people. The school aims to actively 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.

The CS curriculum covers a very broad range of topics, such as local democracy, charities, respect, being a volunteer (to name but a few.)

Annex 2

- In Year 8 Ethics and Philosophy (EP) lessons, pupils look at Islamophobia. What it means to be a British Muslim and how this contrasts with being a non-Muslim British citizen.
- In Year 10 Ethics and Philosophy, pupils look at the concept of Individual liberty and mutual tolerance of diversity.
- In Year 12, pupils look at questions such as, 'Can the Government impose values beyond the basic obligation of protecting its citizens?'