

Newmarket Academy Britishness Policy Statement 2017 - 18

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as "Britishness". Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.



NEWMARKET ACADEMY

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Britishness at Newmarket Academy

Introduction

As of September 2014, the DfE requires all schools to promote the historical and current values that underpin the national identity known as “Britishness”. Within this, all schools are required to ensure that the curriculum actively promotes these fundamental British values.

What is “Britishness?” - British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Individual Liberty Support and respect for the liberties of all within the law
- Respect for, and tolerance of, different faiths and religious and other beliefs

What does ‘Actively promote’ mean?

- Focus on, and show how, the school’s work is effective in securing these values
- Challenging students and parents who express opinions contrary to British values

How is Britishness promoted at Newmarket Academy?

- Through our SMSC calendar
- Through meeting time topics
- Through assemblies
- Curriculum links
- Schemes of learning
- **Educational visits**

How do we know it is happening?

- Meeting time aspect review
- Drop-ins
- Tutor files
- Student meeting time logs

Aims

At Newmarket Academy – and in line with the individual students’ capacity to understand the concepts and ideas – we aim to re-inforce:

1. Democracy:

- Provide students with a broad general knowledge of, and promote respect for, public institutions and services
- Teach students how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage students to become involved in decision-making processes and ensure they are listened to in school
- Help students learn how to argue and defend points of view
- Help students to express their views

- Teach students how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

2. Rule of law:

- Ensure school rules and expectations are clear and fair
- Help students to distinguish right from wrong
- Help students to respect the law and the basis on which it is made
- Help students to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach students aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

3. Individual liberty:

- Support students to develop their self-knowledge, self-esteem and self-confidence
- Encourage students to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through student participation, while ensuring protection of vulnerable students and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Students, parents and staff views are valued and sought, all students are made aware, where possible of others needs and how to support each other.

4. Respect and tolerance:

- Promote respect for individual differences
- Help students to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Students are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference – see SMSC [calendar](#), Challenge days, charity work

At Newmarket Academy we have been looking at 'Britishness' and what it means to our children and young people, staff and school community. The students at Newmarket Academy have lots of opportunities to help develop the school and contribute through the School Council. We are proud to have achieved Bronze 'Eco School' status.

Britishness in our curriculum

The Academy is very supportive of the ethos of promoting British Values, and preparing our students for success in a modern Britain. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted through our curriculum

Subject

Art

The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and students participating actively in artistic and creative activities.

- o We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.*
- o Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others.*
- o Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups*
- o Extends beyond the classroom with a wide range of visits and experiences to art galleries, events and volunteering in their local community.*
- o Students have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other.*

Business Business

British Values underpin many aspects of the course that we deliver within the

Department

As such, these themes recur in many topics that we teach.

On our courses the areas of democracy, governing of markets and distribution of wealth are fundamental topics which are covered within the course. As part of our GCSE Business Studies courses, both Business Law and Employment Law are covered at some depth as well as the importance of these laws in determining British liberties and freedoms. In our recruitment units, we analyse the impact of mutual respect, tolerance and equal opportunities when working with employees. Discussions and debates on how different ethnic groups and religious beliefs help contribute to the overall success of the global economy are regularly witnessed within business lessons, these are key to students understanding how every individual has a place in today's society.

Dance

The Dance department at Newmarket Academy actively promotes the key values of mutual respect, diversity and plurality. By gaining an appreciation of different Dance styles students are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies.

This in turn emphasises the need for tolerance and justice, and through their studies, our students come to value the rule of law in different countries. They learn about varied customs, festivals and national

characteristics that makes every society so unique.

The Dance curriculum develops teamwork as individuals work together to devise performances and concepts. This in turn fosters tolerance and mutual respect. The students also develop resilience through performing in front of their peers and using the peer assessment feedback provided to further develop their choreographic skills. Self-esteem is built through performance and peer encouragement.

English

curriculum.

British values are intrinsic to the work that we cover in the English

Working in groups;

Co-operation, motivation and respect is the basis of the learning, which encourages the students to develop patience and esteem both within themselves and towards others.

The topics we cover celebrate British achievements and morals from World War 2, to British playwrights and the Victorians; giving the students a breadth of knowledge and understanding of the country that they live in.

The combination of self-discovery supported by the rich history, culture and performance art that we have in Britain provides English students with a well-rounded subject to enjoy and learn from.

MFL

The MFL department at Newmarket Academy actively promotes British Values (the key values of mutual respect, diversity and plurality) through the curriculum and our teaching methods. There is a strong emphasis on promoting cultural values and traditions of other countries and global citizenship. By gaining an appreciation of the countries where the language the students are studying is spoken, they are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn, emphasises the need for tolerance and justice, and through their studies, our students come to value the rule of law and democratic systems that European countries and countries further afield enjoy despite the varied customs, festivals and national characteristics that makes every society so unique.

Geography

Students learn about British Values through Geography lessons at Newmarket Academy by exploring how places have been changed by the contexts and processes that have shaped them. It helps students to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds e.g. Kenya Year 9 and Globalization in Year 8.

Geography also helps students to understand society better e.g. less economically developing countries and more developed countries.

Appreciating diversity encourages positive relationships and shared values as celebrated in Year 9 and Year 10 Migration topic. It promotes tolerance and partnership, within local and wider communities

These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build students' self-esteem. This includes, for example,

respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions in lessons.

History

British values, including those of democracy, the rule of law, *individual* liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying events such as the Civil War and establishment of the Republic and also the Suffragette movement. This enables the students to understand how, over-time, changes happened and to evaluate their impact.

By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work in periods such as the Industrial Revolution as well as the contribution made in both World Wars.

Teaching students to respect and value diversity is developed in the study of issues such as Britain's involvement in the slave trade. Furthermore by investigating modern day issues such as terrorism, students are made aware of the importance of British values overtime. These values are also encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

ICT

Within Computing and ICT we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Students have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. We regularly try to use peer assessment. In particular the idea of working in teams is vital in Year 8 with Apps for Good and Year 13 where units of work require that students work in groups. When working in groups students are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, students are rewarded for positive behaviour.

Maths

All students are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Students of all abilities, are encouraged to believe they are able to achieve and this builds confidence and self-esteem. Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This also

promotes the British values of mutual respect and support for one another. Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as students are encouraged to persevere, take risks and try different methods. Students will learn that Mathematics comes from different cultures. They study Indian Rangoli patterns, Pythagoras and Fibonacci which all originate from different cultures.

All students have the right to a safe and secure learning environment and teachers and students have the right to be treated with respect.

Music

The music department at Newmarket Academy promotes British values through the breadth of its curriculum and by exploiting the opportunities that arise to engage students in a dialogue about values. In particular:

The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world (North America, South America, Africa and India as well as from other cultures closer to home in Europe and the United Kingdom). Civil liberties are discussed as a context for Blues and Jazz music in KS3 and KS4 when recounting the history of the African slaves and their musical influences on the genre.

- Freedom of expression is a regular feature in KS3 listening work as we distinguish between opinion and fact when discussing different music and encourage students to support their differing opinions with factual references.
- The discussions surrounding music from different cultures allow teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour with the students.

PE

Within the PE Curriculum students have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Students need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first students don't succeed. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules. For LPA students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.

RE

Many of the values are studied explicitly as religious and non-religious concepts across the key stages in RE. In our lessons we aim to foster mutual respect through structured debate and discussion. Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the RE curriculum is focused on understanding the beliefs and world-views of different people all over the world and through understanding, true tolerance develops. Teamwork is also encouraged through the Dragons' Den competitions. Being able to hold a debate, explain one's own view and the views of others clearly is key to building resilience of character and conviction. Students also develop practical values of self-esteem through these debates. At GCSE issues to do with the moral agency and liberty of the individual and our responsibility as citizens is explored through ethical issues and discussions. Through these courses, students are also encouraged to consider the philosophical religious foundations on which concepts of democracy and liberty are built. For example, at GCSE the concept of the sanctity of life is studied and what it means for our treatment of other human beings.

Science

Individual liberty of own views, tolerance and mutual respect of others views is taught through the topics where different views / ethics are involved. This includes the topics of evolution versus creation, genetic modification, selective breeding, stem cell research and animal testing. Rule of law relates to:

- Students following laboratory rules for the safety of all
- Understanding of the need to have speed limits (speed, force, change of momentum)
- Alcohol, tobacco and illegal drugs
- Practical activities in science require students to engage in team work and show mutual respect for each other.
- Democracy is taught through student debates in issues such as:
- Where to place limestone quarries
- Examining issues such as whether smoking and drinking should be made illegal
- Resilience and self-esteem are developed through students building independent learning skills, experiencing

Technology

Years 7/8/9

All media areas

Rotations within Textiles(misfits, bags & skirts) Food(basic, meals & desserts)

RM (jewellery, speakers, clocks, shelves) (Electronics)

Students are taught about the moral choices facing designers & manufacturers when deciding on materials. Students use the six 'Rs' of sustainability to understand and apply ways of conserving the earth's resources. Focus on recycling in food and how to manage portion sizes to minimise waste helps students to connect with the dilemmas of those who do not have an abundance of food. Students develop an awareness of Health & safety for themselves and others within each work area.

Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group

Exploring how products contribute to lifestyle and consumer choices.

Understanding how products evolve according to users' and designers' needs, beliefs, ethics and values.

Resistant materials - Students study iconic British designer and art & design movements

Food Students look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries.

Years 10 & 11

Textiles, Food, Resistant Materials, Engineering

What students learn:

Principles, application, advantages/disadvantages to society and the environment of minimising waste production throughout the product life cycle using the following 4 Rs:

- reduce materials and energy
- reuse materials and products where applicable
- recover energy from waste
- recycle materials and products or use recycled materials.

Renewable sources of energy

What students need to learn:

The characteristics, applications and advantages/disadvantages of using the following renewable sources of energy:

- wind energy using turbines and wind farms
- solar energy using solar cells and photovoltaic cells
- biomass converted into biofuels for transportation.

Climate change

What students need to learn:

The responsibilities of 'developed' countries in minimising the impact of industrialisation on global warming and climate change including:

- reducing greenhouse gas emissions through the Kyoto Protocol.

What students learn:

The strategy, characteristics, applications and advantages/disadvantages

Appendices

Teaching and Learning

Every school is expected to ensure that its curriculum enables the students to explore what it means to be British.

Within this, Newmarket Academy staff are encouraged to develop the students' ability to:

- describe their own identities and the groups that they feel they belong to;
- recognise different identities and experiences;
- appreciate that identity consists of many factors;
- recognise that each person's identity is unique and can change;
- begin to understand the idea of stereotypes.

Activity Examples

In line with their individual cognitive difficulties and special educational needs, the students may:

- discuss the different groups to which they belong;
- describe themselves to other people:
 - Where are they from etc?
 - What do they like doing?
 - What are they good at?
 - What are their beliefs?
 - What clubs do they attend?
- Identify a celebrity who they think is typically British
- Understand how Britishness differs from being English, Scottish, Irish or Welsh
- Use flash cards to choose qualities they believe best represent Britishness?
- Identify where they form their opinions from (media, family, holidays etc.)
- Evaluate a range of statements about Britishness and state if they are fair? For instance, are they
 - Realistic?
 - Do we all share the same values?
 - Do we all eat roast beef?
 - Do we all binge drink?
- Explore the value of over-generalisations about people and the pitfalls of stereotyping
- Explore examples of what other people say about the British (stereotypical):
 - Which of the stereotypes are negative?
 - Can a stereotype be positive?
- Understand why they think other people have these stereotypes of Britishness
- Produce a report which will examine and explore the question of Britishness - targeting different audiences for their report (for example a year eight child, a visiting student from overseas, etc.)