



BRITISH VALUES POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

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Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	May 2021	RHI	New Policy
2.0	October 2023	RHI	Changes to reflect current operation of the school.

At Brook Mead Academy, we actively teach British values by promoting tolerance, the rule of law and individual liberty. We want our pupils to engage with the democracy and develop the dispositions, skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain.

Some examples of how we actively teach British values at Brook Mead:

- Having a broad and balanced curriculum which promotes preparation for and an appreciation of life in modern Britain.
- Developing wider dispositions which promote British values through our Brook Bonus Time.
- Each subject leader and team identifying exactly where in their curriculum they touch on or actively teach British Values.
- Actively teaching positive behaviour for learning and underpinning this with a strong praise and rewards system and seeing how this is in keeping with the rule of law.
- Having clear school routines communicated to all and consistently implemented.
- Actively teaching and promoting equality of opportunity, mutual respect and tolerance and challenging discrimination across the curriculum.
- Teaching of the stoic virtues of justice, courage, temperance and wisdom through our tutor time and assembly programme and linking those to British Values.
- Through our assembly programme.
- Developing a sense of self and identity and how to contribute to society through our Careers programme which supports scholars to reflect on the skills and qualities they possess and how they can develop and articulate these to build better futures.
- Developing awareness and tolerance of other cultures and viewpoints through our tutor time reading programme and reading for pleasure lessons.
- Developing pupil voice and an understanding of democracy through a democratically elected Scholar Parliament.
- Exploring in Citizenship how democracy and the law works in Britain, the advantages and disadvantages of democracy, contrasting this with other forms of government in other countries, and exploring the difference between the law of the land and religious law.
- Involving pupils in decision-making and school evaluation through the Scholar Parliament and scholar voice exercises.
- Learning about the historical context of how our constitution came to exist in History.
- Using opportunities such as general or local elections to hold whole school mock elections.
- Providing scholars with opportunities to learn how to argue and defend points of view through all subjects and particularly during Debating Society and in English.
- Helping pupils explore and understand a range of faiths in Religious Education at both Key Stage 3 and Key Stage 4.
- Marking key religious festivals/events.
- Links with the police, army and navy (the latter through careers work).
- Providing a wide range of pupil leadership opportunities.

Scholars British Values are demonstrated by their:

- Ability to recognise the difference between right and wrong, their readiness to apply this understanding in their own lives and, in doing so, respect the civil and criminal law of England.
- Broad general knowledge of, and respect for, public institutions and services in England.
- Understanding of the consequences of their actions.
- Interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to appreciate the viewpoints of others on these issues.

Subject	We learn about Democracy by.....	We learn about the Rule of Law by.....	We learn about Individual Liberty by....	We learn about Mutual respect by.....	We learn about Tolerance of those of different faith and beliefs by.....
Art	<p>Learning about the context of the work of artists in terms of what was happening in the world at this time. Mark Rothko's opinion of how war affects childhood. Max Ernst's collages are very different post WW1 compared to pre WW1.</p>	<p>Scholars learn about guerilla art and Russian suprematism. Links between the importance of art under the soviet union where all art was burned and making art which wasn't soviet realism was punishable by death. The importance of the artist Kazimir Malevich in this movement.</p> <p>Learning about the rules that we have when handling, using and sharing, equipment and working harmoniously and co-operatively.</p> <p>Developing an understanding of why rules are needed and that without this there would be chaos. Understand how to undertake safe practices.</p> <p>Understanding the consequences of rules are not followed and how artists subvert these rules sometimes to create wonderful works of art.</p>	<p>Learning about creativity and the rights and freedoms that exist for people to express their own opinions and ideas.</p> <p>Realising that art questions the ways that we see things in an individual way.</p> <p>Understanding that sometimes the state or religious bodies try to dictate what sort of art is acceptable.</p> <p>Working within boundaries to make safe choices in art and design</p> <p>Making independent choices within art and design projects.</p> <p>What happens if we don't 'fit in' to our environment, like Van Gogh didn't.</p>	<p>Understanding the art of other people and that we should value and appreciate others ideas.</p> <p>Appreciating each other's work and being critical thinkers.</p> <p>Experiencing and talking about art and design work from different cultures and religious beliefs.</p> <p>Using art and design pieces to learn about different faiths and cultures around the world.</p> <p>Appreciating that art is universal.</p> <p>Accepting that artists may express different sexualities for example Frida Kahlo as a bi-sexual, Andy Warhol as a gay man. That it is right to embrace diversity.</p>	<p>Following a rigorously designed curriculum which supports the teaching of great masters from all over the globe as well as their contemporaries. This gives the scholars the knowledge of art in different cultures.</p> <p>Respecting that cultural and religious identity is personal and being proud of this through our use of art.</p> <p>Embracing the impact of one culture on another and that what binds us together is being human.</p> <p>Behaving appropriately allowing all participants the opportunity to work effectively.</p> <p>Reviewing each other's work respectfully. Experiencing different festivals, traditions and celebrations through art and design.</p> <p>Childhood stories of Frida Khalo and background of other artists is delivered in a knowledge rich context.</p>
Computer Science	<p>Researching information online and filtering for reliable/ unreliable and fake resources.</p> <p>Scholars are taught how to research information online and how to filter for reliable/ unreliable and fake resources in lesson and through the</p>	<p>The impact of current legislation on technology in relation to DPA, GDPR, FOI, CCL, Copyright and Patents Act.</p> <p>Scholars are taught about computer legislations, such as the computer misuse</p>	<p>Scholars learn about computer science and how technology companies conduct themselves. They consider their impact on their digital footprint and how the choices they make can influence and impact their futures</p>	<p>IDEA award to create Digital Citizens that understand how to use technology safely covering a range of different topics such as digital ethics, social media ethics, GDPR, Staying Safe online, Cyber Security, Fake News.</p>	<p>Understanding the impact technology has globally and how data is a global currency. Allowing scholars to understand how different companies and countries would use their data for different purposes.</p>

	IDEA award.	act, data protection act/GDPR, copyright and patents act, freedom of information act, health and safety when using computers.		Scholars will also learn this through ethical, legal and moral issues in GCSE content.	
Music	Jazz and Blues: historical study - jazz and R&B. How rights were not always available to all and this influenced music of the time and period.	<p>Appreciating the rules when working in groups and working harmoniously and cooperatively.</p> <p>Developing an understanding of why rules are needed and that without this there would be chaos.</p> <p>Understanding how to undertake safe practices, following class rules during projects and activities for the benefit of all.</p> <p>Understanding the consequences if rules are not followed.</p> <p>Exploring the legalities of music production, copyright, MCPS and the support musicians can received from bodies like the PRS.</p>	<p>Understanding that music can question and challenge in order to highlight individual liberty or the experiences of individuals whose liberty is oppressed.</p> <p>Encouraging the use of Music to question decisions made for us in society or question the behaviours and treatment of higher authority or society's attitudes. For example themes of bullying and slavery.</p>	<p>Appreciating each other's work and to be give feedback in a supportive way.</p> <p>Listening to and learning from each other</p> <p>Being a respectful audience and the expectations for different genres e.g. pantomime.</p> <p>Being evaluative and drawing own conclusions about issues.</p> <p>Recognising others perspectives and respect alternative viewpoints.</p> <p>World Music: The Caribbean History of Caribbean music Dance music</p> <p>Singing - Jamaican folk songs Bob Marley</p> <p>Group performance – reggae.</p>	<p>Exploring the beliefs of others and exploring ideas in response to a stimulus.</p> <p>Exploring the conflicts within religion, between religious groups and how this impacts the individuals.</p> <p>Dealing with topics sensitively and with respect considering the audience reaction and the impact their work will have on them. Music in religion.</p>
English	<p>Encouraging students to share their perspective and respect others through class discussions and debate.</p> <p>Study of the <i>Tempest</i> and the idea of Monarchy and the Italian City States.</p> <p>Study of <i>Julius Caesar</i> and the idea of</p>	<p>Studying <i>The Tempest</i> (history of Colonialism and Empire).</p> <p>Dickens' <i>Oliver Twist</i> and how laws in Victorian England affected the poor.</p> <p>Blake's <i>Songs of Innocence and Experience</i> and how labour laws affected</p>	<p>Studying the idea of slavery through Caliban in <i>The Tempest</i> and understanding that the system of slavery prevented basic human rights.</p> <p>Studying varied viewpoints on war and conflict through an anthology of WW1</p>	<p>Encouraging students to share their perspective and respect others through class discussions and debate.</p> <p>Studying transactional writing and the appropriate use of formal language to express opinions in formal environments in</p>	<p>Exploring diversity in Britain in <i>My Name Is Leon</i> and the benefits and problems that this can create.</p> <p>Studying historic Anti-Semitism (<i>Oliver Twist The Merchant of Venice</i>) and understanding racism is formed from</p>

	autocratic government. Study of <i>Macbeth</i> and tyranny. Study of <i>Animal Farm</i> and political systems including Communism.	the poor during the Industrial Revolution. Studying <i>My Name is Leon</i> and the history of discrimination within the police force.	and WW2 poetry. Studying <i>Punching the Air</i> and the concept of a miscarriage of justice within the legal system, referencing the Central Park Five.	a respectful way.	stereotypes. Exploring racism as an inexperience of inequality including the heritage of colonialism (<i>The Tempest, My Name Is Leon</i>).
Latin	Studying the Roman political systems and senate and understanding how these form the basis of our modern political systems.	Exploring how Roman laws were different to ours and why they were so e.g. rights of enslaved people, manumission.	Considering the nature of the Roman Empire and what it means to be a citizen in a society. Reflecting different points of view across society e.g enslaved people, women.	Appreciating that cultures across time are different to ours and that societies change for multiple reasons. Understanding that Roman societal structure had its benefits and its drawbacks depending on social status.	We study Roman religious festivals and reflect on similarities and differences with religions we are familiar with. We learn the concept of polytheism.
Geography	Exploring the impact of different types of government and their attitude to the environment. Challenges for Humans – Land-use conflict, Climate Change, response to erosion, response to flooding. Economic geography – how politics decides how tax revenue is spent on infrastructure. Impact of colonialism on politics and conflict. Exploring how international governments react to the issues of whaling and how that may cause socio-economic conflict with different stakeholders.	Learning about international and national management of climate change. Learning about international trade and tariffs. Learning about environmental standards and legislation – the different ability of LIC/NEE/HICs to manage sustainable development. The context of Colonisation in Nigeria, and how political aspects of the country changed as a result.	Encouraging the development of the sense of self and ability to be evaluative and draw their own conclusions about issues. Free speech. Studying the role of human rights in development. Studying the role of human rights in industry.	Evaluating and drawing conclusions about socio-economic and environmental issues. Recognising others' perspectives and respecting alternative viewpoints in debates. Challenges for Humans – land use conflict – e.g. <i>To what extent do you agree with the Grand Renaissance Dam in Ethiopia?</i> Protected characteristics and their role in development. Role of women in development Interdependence in a global world.	Local and international importance of Leicester, the UK, Lagos and Nigeria.
History	Studying British politics and the development of democracy, voting, and political parties through	Discussing rights and responsibilities, concepts of liberty, rules & laws, justice	Examining the campaign by Suffragettes for the vote.	Studying global history (unit of work on West African Kingdoms, Silk Roads, Medieval Islamic	Studying the reformation. Studying how the Holocaust happened.

	various topics throughout the KS3 and KS4 curriculum. What shaped the world c1000?,The Normans, the Reformation, WW1 etc	system. Discussing the development of British law and order. Examining the creation of different government systems and the way they manifest their features through Rules and Laws.	The Revolution Unit in Yr8 focusing on three key revolutions, one of which led to the abolition of slavery.	World). Studying patterns of migration, pull and push factors and impact of migration.	
Religious Education	<p>Discussing the freedom to worship and how this varies across the world.</p> <p>Discussing the purpose of elections and how this gives people a voice. For e.g Mohatma Gandhi.</p> <p>Reflecting on the power democratic success can provide for inspirational leaders, for e.g. Aung San Suu Kyi.</p>	<p>Examining laws such as those relating to abortion and euthanasia.</p> <p>Examining laws in other countries were particular aspects of religion are mandatory, for e.g. France and the Niqab/Saudi Arabia and the Hijab.</p>	<p>Exploring liberties in relation to crime and punishment.</p> <p>Discussing marriage within families and relationships.</p> <p>Discussing the importance of Individual Liberty in expressing one's religion.</p> <p>Reflecting upon the idea that religious belief is personal and there are different variations of belief across the world.</p>	<p>Examining different beliefs and people's views about issues in society.</p> <p>Respecting the views of all faiths and listening to others and their views.</p> <p>Reflecting on how multi-cultural/multi-religious Leicester is and the importance of respecting and accepting religious views that are different to our own.</p>	<p>Understanding how the different cultures in today's world have developed and the impact religious belief has on individuals and communities.</p> <p>Respecting the views of all faiths.</p> <p>Exploring themes of</p> <ul style="list-style-type: none"> • Prayer and Pilgrimage • Festivals • Future Planet • Science V's religion • Religious Leaders • Inspirational Leaders • Buddhism • Christianity • Family and Relationships • War and Conflict • Crime and Punishment • Religion and Life
Maths	<p>Engendering that all people have opinions which should be equally heard.</p> <p>We learn about applying fractions to a variety of contexts, how to change these fractions into percentages, and how to view these percentages as proportions of a whole, which is vital for understanding election results.</p>	<p>Having high standards and aspirations, and ensuring the understanding of the importance of rules within the classroom and the wider department.</p>	<p>Discussing post 16 choices with scholars, and highlighting the ways in which Maths can help them to choose the kind of future that they want to build for themselves.</p>	<p>Understanding mutual respect for each other, especially in question and answer sessions. Expecting collaboration and mutual respect.</p>	<p>Being tolerant with others with different beliefs or abilities. Embracing working with all others, regardless of their faith or beliefs.</p>
MFL	<p>Taking turns in games and class voting. Encouraging democratic</p>	<p>Being held to account through the school behaviour policy.</p>	<p>Practising spoken and written answers and expressing their own</p>	<p>Creating class rules together to ensure mutual respect of all</p>	<p>Discussing similarities and differences between Britain and</p>

	voting for a variety of class decisions.	Conversations with those who do not meet school expectations about the rationale behind school rules. Understanding the consequences if rules are not followed and learning that next lesson will start afresh.	opinions.	students in the class. Respecting each other, for example through not laughing at others when a mistake is made, listening carefully when someone else is speaking.	France, in various aspects of culture. Learn about different aspects of the Francophone world. Having the opportunity to ask questions to further their understanding of French culture. Working in pairs to learn to work together and understand others.
Science	Exploring embryonic stem cells and having the opportunity to put views forward to generate a debate. Discussing the advantages and disadvantages of using embryonic stem cells. Discussing the use of nuclear energy which can be debated to include the use of renewables in light of our current environmental issues. Discussing the development of biofuels as a resource that is cleaner for the environment and conserving fossil fuels.	Recognising and accepting that the school's rules apply in Science and that the teachers too follow rules set by the school. Doing practical work where safety is of paramount importance and realising the dangers if rules are not followed. Following safety rules. Realising the consequences of not following rules especially if under the influence of alcohol or any other drugs and the implications this can have on families for example speeding.	Understanding the importance of the work of scientists who have worked without any recognition. For example Charles Darwin and his work on evolution at a time when religion ruled people to the work of Rosalind Franklin whose work lead to a noble prize for the structure of DNA but was only acknowledged after her death. Discussing the use of vaccination and how individual choice (parents' choice regarding MMR) can have an impact on the community. Appreciating that recycling is an important part of our life's and the choices we make now will affect all our lives. Examining the work of Greta Thunberg, a 16-year-old girl who has voiced her opinion and demanded people look after the Earth.	Working together to come up with ideas and then to share and discuss findings in a respectful manner. Discussing the issues with over eating and the dangers of obesity from heart attacks to cancer. Discussing how to avoid being overweight, the cost to the National Health if people do not follow good advice. Discussing Genetics and the variety of human characteristics.	Being tolerant of each other's views and beliefs. Learning that religious beliefs are taken into account when discussing issues about abortion, use of embryonic stem cells, blood transfusion and donating organs. Discussing the different types of contraception and linking this to religious belief.
PE	Examining the need for different roles and different responsibilities,	Understanding age appropriate rules, fairness and respect,	Recognising individual differences.	Understanding historical, cultural and religious differences,	Allowing pupils to observe modesty in

	<p>including team work and decision making.</p> <p>Knowing how to behave in PE in a way that is acceptable socially.</p> <p>Understanding and accepting the roles of captain, vice-captain, team players, coaches and volunteers.</p> <p>Working individually and in teams to make informed choices.</p> <p>Providing an extracurricular programme which is inclusive and well attended.</p>	<p>through a variety of PE activities.</p> <p>Working individually and in groups recognising how to win and lose fairly and understand good sportsperson ship.</p> <p>Competing against oneself.</p> <p>Understanding the need for rules, adhering to them and developing rules for activities.</p> <p>Adhering to and understanding the rules of safety.</p> <p>Solving problems both individually and with others.</p> <p>Demonstrating good social skills and social etiquettes related to any type of competition.</p>	<p>Respecting individual differences and expressing opinions with respect to others' views.</p> <p>Making judgements about an individual's and others' performance.</p> <p>Scholars are encouraged to use their freedom of speech when questioning certain decisions which they may/may not agree with in a respectful manner.</p>	<p>through a variety of PE activities.</p> <p>Respecting cultural differences.</p> <p>Appreciating the environment and different activity contexts.</p> <p>Engaging in competition and encouraging competition within and across the community.</p> <p>Understanding and being able to articulate different styles of dance and the historical aspects of various activities.</p> <p>Avoiding stereotyping groups. Articulating own beliefs.</p> <p>Respecting PE equipment and school buildings/facilities.</p> <p>Respecting the countryside and venues during off site visits.</p> <p>Knowing that the values of the school and PE, contribute to development, and accepting rewards and sanctions.</p> <p>Access to competitions within and outside of the school and demonstrating appropriate behaviour and regard for rules and regulations.</p>	<p>sports kit as their religion requires.</p> <p>Reflecting on diversity (or lack of) in sport.</p> <p>Respecting our Muslim scholars who are observing fasting during Ramadan, which is done by providing an opportunity for practical and non-practical engagement.</p>
PHSCE	Understanding the right to express opinions and freedom of speech.	Who makes the law and where it comes from.	Friendship and relationships	Accepting other's opinions even when they are different.	Exploring the prevent strategy and the local 'respect' programme.

	<p>Discussing hate crime and the laws that protect all people irrespective of race/gender. PSHCE Ground Rules</p>	<p>Age of criminal responsibility</p> <p>The court system and the role of the police.</p> <p>Discussing laws around sex and relationships and the law of consent.</p> <p>Relationships and legal rights.</p> <p>Examining specific crimes such as rape and homophobia and how the law protects victims of crime.</p> <p>Exploring laws around extremism and radicalisation.</p> <p>Examining the law and discussing their opinions.</p> <p>Learning that our voting system is 'first past the post' and that different countries have different voting system.</p>	<p>Considering what makes a healthy relationship.</p> <p>Discussing the difference between gender and sexuality.</p> <p>Exploring the right to be the sexuality that you choose and that this right is upheld by law.</p> <p>Discussing LGBTQ+ and the protected characteristics.</p> <p>Examining tolerance and respect of all, irrespective of race/ gender/ sexuality</p>	<p>Discussing issues with each other in a respectful and thoughtful way. PSHCE Ground Rules</p>	<p>Understanding that extremists can be groomed and that acts of terrorism can affect others and their individual freedoms and liberties.</p> <p>Understanding that extremists can be from all cultural and racial backgrounds and that radicalisation is most likely to effect the most vulnerable in society.</p> <p>Convention of the Rights of the Child.</p>
<p>Assemblies years 7-11</p>	<p>By attending assemblies about</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	<p>By attending assemblies about</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	<p>By attending assemblies about</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	<p>By attending assemblies about</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	<p>By attending assemblies about</p> <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day