



NOTTING HILL & EALING  
HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST

Whole School

# Promoting British Values Policy

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2024-2025

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# Promoting British Values

## Whole School Policy including EYFS

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils, and to actively promote the **fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance.**

The school is also mindful of the Equality Act 2010 and the need to treat others with awareness about protected characteristics, which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy & maternity, race, religion or belief, sex, and sexual orientation.

These values are promoted through the curriculum, through extra-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

The school's curriculum is designed to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in the UK;
- further tolerance and harmony between different racial and cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and others' races and cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in the UK.

The examples below give a flavour of how the school seeks to embed these fundamental values.

### *Democracy*

The principle of democracy is explored in subjects such as RS and history, in PSHCEE and in assemblies. The practice is encountered by pupils in the process of electing peers to the school's council, and in the selection of House Representatives, the Head Girl Team and Team Captains in the Junior School.

### *The rule of law*

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the *ICT Acceptable Use Agreement*. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHCEE programme and the RS syllabus.

### *Individual liberty*

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through onlinsafety and PSHCEE lessons.



Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

### *Mutual respect*

Respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

### *Tolerance of those of different races, faiths and beliefs*

Pupils are encouraged to explore and understand their place in the UK's racially and culturally diverse society, and they are given the opportunity to experience and learn about diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in RS, History and PSHCEE.

Pupils are given the opportunity to encounter other perspectives, religions, races, cultures and languages in numerous ways, including trips abroad. A full map is given in Appendix 1 of this policy.

### *The role of the school in the prevention of political indoctrination*

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views.

The school is a safe space in which pupils 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.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course and in line with our policy on preventing radicalisation.

Reviewed July 2024

Next Review July 2025



# Appendix 1: Mapping of promotion of british values in the curriculum

Biology	Careers	Classics	DT	Psychology	Art	PE
MFL	Science	Computing	Economics	Music	RS - Religious Persecution	
English	Geography	RS, Philosophy, Ethics	History	PSHCEE	History of Art	

Core Theme	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
1. Democracy	Magna Carta: development of democratic principles through relationship between King and barons	English Civil War: conflict between King Charles I and Parliament	Parliamentary reform in nineteenth century: Reform Act 1832, extension of the franchise	Votes for women: the suffrage movement led by NUWSS and WSPU	Cold War: the difference between western democracies and Communist dictatorships.	We discuss governance and rights in development and consider the importance of stable government as well as the pros and cons of state-led and free market approaches.
			Nazi Germany: life under dictatorship - the failures of Weimar democracy in Germany	Democratic form of government (how to vote) election lessons		
	Parliament: Origins of Parliament as an institution in 13th century	English Civil War: development of democratic views and beliefs	Votes for women: the suffrage movement led by NUWSS and WSPU	Cold War: the difference between western democracies and Communist dictatorships.	Nazi Germany: life under dictatorship - the failures of Weimar democracy in Germany	French Revolution: the birth of democracy in France - establishment of new political system
	Animal Farm	Glorious Revolution: establishment of constitutional monarchy	Dictatorship v. democracy: a comparison of the political system of Britain with that of Nazi Germany/USSR	The American political system, and political change in 1920s & 1930s	Macbeth - Military Coups vs. King vs good rulers	Britain 1930-97: British political change in 20th century, including elections
	Foundations: Equality of humanity	English - newspaper media		Of Mice and Men - the American dream and ideals, socio-historical context.	Lord of the Flies - social and political background	US Civil Rights: African American struggle for democracy
	Hinduism: the caste system	Roman Government: procedure for fair elections	Eightfold Path and Five Precepts in Buddhism	Religion and Poverty and Wealth	Religion and Equality	Applied Ethics: Personhood. Virtue Ethics.
				Selection of team captains		Russia 1855-1964: Tsarist autocracy followed by Communist dictatorship
	Judaism: Orthodox and Liberal Judaism	Sharia Law in Islam		PSHCEE look at Electoral system		MFL - Spanish Civil War
			British history: legal changes to improve living and working conditions			Chosen by each group democratically
				British history: legal changes to improve living and working conditions		All trips lead to discussion/awareness of democratic value
2. The Rule of Law	Crime and punishment in the Middle Ages	English Civil War: legal constraints imposed on the monarchy	Industrial Revolution: legal changes to improve working conditions	USA: the importance of the Supreme Court in upholding the Constitution	Nazi Germany: lack of legal protection for minorities (eg. Nuremburg laws)	Terrorism, Secularity, Media, Freedom of Speech, Racism and Discrimination
	Magna Carta: establishment of legal principles	African American history: the struggle to achieve equality under the law	War Poetry (Propaganda and government)	The Roman Army: suppression of occupied Britain	Cold War: the role of the UN in upholding international law	Law court speeches: Cicero and Lysias
	The Tempest	Roman law courts: judicial system in Rome	Global Warming - Biology		Designer Babies - Biology	We consider intellectual property and corruption in LDCs
				Religion and Medical Ethics	The environment internet safety	looking at different laws regarding immigration; the burqua and comparing with England.
	The Ten Commandments and Hammarabi's Law	Sharia Law in Islam	Eightfold Path and Five Precepts in Buddhism	PSHCEE - units on time and punishment	Religion and Equality	French Revolution: The role of the Parlements; legal changes after the revolution; codified laws under Napoleon
			Abiding by sporting rules			
			Application of inclusive design principals	Stem Cell research and ethics of designer babies etc	Britain 1930-97: legal reforms of 1960s, eg. abolition of death penalty	
3. Individual Liberty	Magna Carta: individual liberties in relation to the State	Inclusive design (disabilities)	Revise same topics as year 8	First World War: individual liberties expressed by conscientious objectors	Application of inclusive design principals	Britain 1930-97: legal reforms of 1960s, eg. abolition of death penalty
						Russia 1855-1964: abolition of serfdom; legal changes in USSR



	Religion: individual liberties in relation to the Church	Civil War: individual liberties v. power of absolute monarchy	Industrial Revolution: protests of Chartists, suffragettes	Votes for women: individual liberties expressed by suffrage movement, eg. hunger strikes	Nazi Germany: lack of individual liberty	Hamlet: social and political background
	Feudal system: lack of individual liberties for peasants	Slavery: lack of individual liberty for African Americans	First and Second World War: individual liberties of conscripted soldiers	USA: individual liberties expressed by groups discriminated against by wider society	Cold War: lack of individual liberty in Communist controlled countries	Family adoption
	Jane Eyre/R-J (English) female liberty and freedoms.	Empire: limitations of individual liberties under colonialism	Life under dictatorships: restrictions on individual liberty	Roman Britain: ruling through violence over occupied territory	Internet Safety	We consider markets and role of the state in economies
		Slavery: relationship between master and slave	Roman Britain: pros and cons of Romanisation		Female philosophers: the potential of aggression towards marginalised groups	Law court speeches: Cicero and Lysias
	The art curriculum delivers British values by promoting student enjoyment and interest in learning about the world and by pursuing artistic and creative activities. Students are encouraged to question and explore sensitive and controversial issues, particularly at KS4 and KS5, whilst maintaining tolerance and respect for the views and beliefs of others; examples can be found in student work made for our GCSE 'Identity' Project and in A Level work made in response to the refugee crisis.					
	Independent reading project	Open Homeworks on gladiators	Open Homeworks on the client king Cogidubnus	Of Mice and Men		Natural Law
						Application of inclusive design principals
						Chem - students to decide their own approach to a practical problem, all views considered.
						A level - Far right in France
		English roll of Thunder		Geography + Migration		Geography, Globalisation, Migration
		Geography population policies	Slavery: relationship between master and slave			Understanding the creative choices of composers and genres
			Jane Eyre	SRE - Freedom of expression and sexuality		French Revolution: concept of <i>liberté</i> and birth of political liberalism
				Poverty and Wealth: sharing of resources. Medical Ethics: personhood		
	Hinduism: the caste system	Sikhism and the Oneness of Humanity	The Moral Argument		Religion and Equality	
				PSHCEE - SRE - Respecting differences	A view from porridge! Debates about immigration from Sicily to America for economic reasons	
	Feudal system: mutual relationship between different levels in society	Slavery: relationship between master and slave		Conduct of League of Nations	The Jewish Revolt: the violent oppression of the Jewish people by Titus and the celebration by the winning side	Britain 1930-97: individual liberties relevant to empire and decolonisation; role of the state in relation to individuals, eg. social reforms of 1960s
	Foundations: Equality of humanity	Sikhism and the Oneness of Humanity	Moral Argument in Ethics	Religion and Medical Ethics: personhood	Religion and Equality	Russia 1855-1964: individual liberties of those who resisted Tsarist and Communist rule
4. Mutual Respect	Rejection of the Caste System in Hinduism			Science - we cover topics on which there may be different opinions such as evolution, the big bang, IVF, animal testing, organ donation, renewable/nuclear energy, pollution etc, and so as a		Freedom of the press
		Roll of Thunder Hear My Cry				



				consequence teach respect for the views of others		
	Anti-bullying					
	The Tempest - racial/respect eg Caliban					Literature: freedom of expression in the Augustan age
	Lab and practical work entails cooperation, respect for others' ideas and recognition that teamwork is required. Accessible to all.				Peer assessment of the end of each topic. Critical judgement appreciation for others' tastes of music	
5. Tolerance of those with different beliefs	The art staff help to foster mutual respect in their students by setting tasks which involve sharing ideas and resources, peer-assessment and by encouraging students to support each other.					6th form run our Classics Surgery for the younger years
				More in-depth understanding; application	Revise same topic	
	Medieval period: prejudice shown towards different religious faiths, eg. Jews	Social, cultural and moral issues in design	Revise same topic; apply to own work	USA: dispute between evolutionists and creationists; Native American culture not tolerated in 1920s	Vietnam: traditional Buddhist beliefs incompatible with Communist rule	Virtue Ethics. Applied Ethics: abortion
	Crusades: conflict between Christians and Muslims in the Middle East	Reformation: lack of tolerance shown between Protestants and Catholics	Holocaust: Intolerance of religious and racial minorities under Nazi rule	Aquae Sulis: the syncretism of Roman and British gods	Homosexuality: the acceptance of difference	
	Judaism: anti-semitic views	Slavery: traditional beliefs of enslaved Africans not tolerated	Alexandria: the multiculturalism in ancient Egypt	Religion and Medical Ethics	Religion and Equality	
	Hinduism: abolition of the caste system	Islamophobia: wearing of the hijab and burkha	Buddhism: no God and belief there is no such thing as self	Bio - evaluation	Fundamentalism vs evolutionism	Applied Ethics: Personhood. Virtue Ethics.
				A View from the Bridge: attitudes to immigrants		Biography - discussion of differing opinions on importance of conservation
		Globalisation	Non-fiction anthology - awareness of different culture and how they shape writers' attitudes	Family - IVF tolerance - Biology	A Streetcar Named Desire: queer theory	
Chinese: Variety of religions	Roll of Thunder Hear My Cry	Trade and Aid: Types and Effectiveness	Participation is inclusive/adaptive for different teaching		How to be a good citizen; multiculturalism; integration	
	Sikhism: all paths lead to one God				More in-depth understanding; application	
					The Minimus Project works with local schools and the Junior School - helping to move the girls outside their own sphere of experience	
					Enlightenment in 18th century France: tolerance of religious difference, eg. Voltaire	
					Britain 1930-97: the development of a multicultural society following mass immigration of 1950s and 1960s	
					Cultural Relativism	
					Throughout - burqa ban in France; terrorism; racism; discrimination	
					Meta-Ethics	
					Gothic Lit - the bloody Chamber	
					MFL - Immigration, integration, racism	
					Discussing different family models, traditional, same sex parenting adoption etc	
					Beginnings of the universe	
					World music topics. Religious music at different events - of an ecumenical base	



