

# STATEMENT ABOUT THE PROMOTION OF BRITISH VALUES

Given the current world political situation, it is important that schools enable young people to value the fundamental principles on which our society is based. At Knole Academy, we believe that we should all be valued and respected for our individual characteristics and abilities. We are aware of the importance of protected characteristics and teach them to the young people in our care. We use both the taught curriculum and extra-curricular activities to enable us to do this effectively. Our ethos is built on accepting each other for what we are, whilst striving to be the best we can. We recognise that people learn in a variety of different ways and at different speeds and often when they make a mistake, they learn from realising what they did wrong. We encourage our students to take risks and be brave in a controlled and safe environment.

We acknowledge that some people are vulnerable and sometimes vulnerability may lead to being influenced by others. At the extreme, this can lead to people being influenced incorrectly. The Prevent Strategy recognises the importance of schools in counter-terrorism activities, and we are committed to ensuring that our students know how to keep themselves and others safe. All staff and governors are given training on the Prevent Strategy with key staff being trained to a higher level. In addition, students are taught about issues of radicalisation and extremism in PSHE sessions and during assemblies.

## WHAT IS MEANT BY “BRITISH VALUES”?

We believe that the following list exemplifies some of the values held dear by British citizens:

- Democracy
- Respect for the rule of law
- Equality of opportunity
- Appreciation of the rights of other citizens
- Individual liberty
- The promotion of opportunities for all
- Support for those who cannot, by themselves, sustain a dignified lifestyle
- Religious tolerance and respect for cultural diversity
- Treating others with fairness
- Participation in community life
- The contribution to, as well as the benefit from, community, cultural and economic resources.

Although this list is not exhaustive, we believe it encapsulates the attitudes that Knole Academy values and seeks to inculcate in its young people.

## HOW DOES KNOLE ACADEMY GO ABOUT PROMOTING THESE VALUES?

All our students study PSHE and SMCE. In addition, we hold Citizenship and Ethics days. In all these areas of the curriculum, we examine elements of the key British values given above and promote them to our students. For example:

- 1. Participation in community life** – for example, supporting charities - all year groups contribute to the school Christmas fair. Knole has an Interact Group which raises money for charity each year. It is linked to and sponsored by The Rotary Club. Students act as chairperson, secretary and treasurer. They involve the whole school in their fundraising activities.
- 2. Respect the rule of law** – magistrates visit the school to talk to year 10 students yearly. The PSCO works with students on Citizenship and Ethics days and is invited into school to talk to specific students when the need arises. PSHE sessions cover a wide variety of laws that apply specifically to young people, such as the age of consent and when it is legal to buy certain goods. Students are taught about key issues, such as “What is consent?” drugs and female Genital Mutilation in assemblies.
- 3. Democracy** - The Academy holds elections in years 7, 9 and 11 to choose representatives to the school council. We also participate each year in elections to the Kent Youth Council; we usually have at least one Knole student on the Kent Youth Council. All year groups vote in these elections. We held mock general elections and held a mock referendum vote regarding the UK remaining in or leaving Europe. Members of the major political parties are invited to the school to participate in mock elections.
- 4. Religious tolerance and respect for cultural diversity** – we teach students about all the major religions, such as Judaism, Christianity, Hinduism and Islam and some of the more minor ones, including Aboriginal and Native American. Students also consider philosophical questions of humanism and the right to life, such as abortion and euthanasia.

- 5. Appreciating the rights of other citizens** – Knole Academy uses assemblies to talk to the students about the Protected Characteristics. Year 7 also has a unit of study on using the Internet where they look at the advantages and disadvantages and how to keep themselves and others safe on the Internet. Year 8 has a unit of study which is based on issues of ethics and looks at abortion, animal rights, and discrimination, among other topics.

Knole Academy also uses curriculum lessons like geography, when looking at immigration, history, when studying the Second World War and English using a variety of different texts and poems to teach students about British values. In music, drama, dance and art lessons students learn to value and appreciate other cultural influences in the expressive arts.

Knole Academy has a wide ranging extra-curricular programme that makes a significant contribution to the promotion of British values. In year 10 we established a CCF programme. Currently fifteen students are training with students from Sevenoaks School, our education sponsor. This will expand in future years. We also have over 40 students completing their bronze Duke of Edinburgh Award, with growing numbers completing silver and gold awards. This is scaffolded by a Knole passport in the lower years. A great many students participate in the team sporting activities as well as performances in dance, drama and music. These activities build a sense of working together, fair play, resilience and tolerance in students. In addition, there is a thriving house system. This incorporates traditional house activities, such as Sports Day, and inter-house team sports, but also has more unusual house activities, such as the competition to decorate and fill a form harvest box for the disadvantaged families in the area, a talent contest and a decorated Easter egg competition.

Although Knole Academy is not a denominational school it recognises that the predominant religion in the UK is Christian and organises a number of activities to ensure that students recognise and value this. Every year at harvest time, food is donated to the local food bank and a local vicar visits the school to give an assembly to all year groups. Year 7 and 8 students visit a local church for a carol service at Christmas, whilst year 9, 10 and 11 students organise a special Christmas assembly. The school also works with a local Christian group that visits the school once a week and holds a lunchtime club on the school premises.

In a rapidly changing world, Knole Academy acknowledges the role it plays in enabling young people to embrace British values and respect all people whilst keeping themselves safe.

SMSC OVERVIEW Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b> Researching famous people who have affected the world we live in	Researching famous people who have affected the world we live in	Religion / Faith / prayer (ethics and values)	Debate on religious / political beliefs	Theories on creation project	Researching different religions
<b>Year 8</b> Developing an understanding of the protected characteristics and promoting an inclusive attitude	Developing an understanding of the protected characteristics and promoting an inclusive attitude	Discussing genocide, propaganda and human rights	Discussing genocide, propaganda and human rights	British Values: developing an understanding of the way in which a range of British people have affected the political world we live in	British Values: developing an understanding of the way in which a range of British people have affected the political world we live in
<b>Year 9</b> To develop an understanding of abortion and e-safety. To develop research skills and an ability to work independently	To develop an understanding of abortion and e-safety. To develop research skills and an ability to work independently	Global Issues and religions of the world Islam Malnutrition Immigration	Global issues Fair trade Women's rights radicalism	Religious festivals Christian festivals Muslim festivals Hindu festivals	Religious festivals Buddhist festivals Sikhism festivals Jewish festivals
<b>Year 10</b> To develop an appreciation of the difficulty of making a moral choice. To consider if morality changes depending on your religious beliefs.	To develop an appreciation of the difficulty of making a moral choice. To consider if morality changes depending on your religious beliefs.	The problem of evil	The problem of evil	Philosophical dilemmas The Pig That Wants to be Eaten Free Simone Don't blame Me I Am a Brain Amoebaesque Pre-emptive Justice Double Trouble	Philosophical dilemmas The Veil of Ignorance The Ship Theseus The Lifeboat Squaring the Circle Last Resort Life Dependency Future Shock

<p><b>Year 11</b></p> <p>Researching the great thinkers of our time</p>	<p>Researching the great thinkers of our time</p>	<p>Global issues Discrimination Racism Homophobia Sexism</p>	<p>Global issues Ageism Genocide Humanitarianism</p>	<p>Philosophical dilemmas To develop an appreciation of the difficulty of making a moral choice. To consider if morality changes depending on your religious beliefs</p>	
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