



David Ross Education Trust and British Values

The Trust is very supportive of the ethos of promoting British Values, and preparing our pupils for success in a modern Britain. A heavy reliance is placed upon broadening horizons for each and every child and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self esteem. 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 via our extensive house system that lends itself to cultural and sporting competition, democratic principles, social mixing, the development of greater pastoral care and enhanced PSHE.

Modern British Values

At Havelock Academy we are dedicated to promoting values that ensure that our students develop a strong sense of social and moral responsibility. We prepare the students for life in Modern Britain because values such as individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the Academy ethos. In addition these values are promoted at various times throughout the school year, and regularly in assemblies. Our Academy embodies a democratic model in the way we work, the way we are structured and our general ethos and culture in the Academy. Additionally our rules and regulations are there for the benefit of everyone, and our Academy takes a holistic approach to teaching British Values rather than concentrating on individual subjects.

As school leaders and Governors, we are responsible for providing a curriculum which:

- is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance
- promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity and volunteering in their local community
- is supported by a well-rounded programme of assemblies which offer clear guidance on what is right and wrong

We endeavour to ensure that students;

- are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others' faith, feelings and values.

- Examples are; RE and curriculum assemblies, assemblies with RS in recognition of the significance of the November 11th Remembrance Service, choice of books for class reading during tutor time, History curriculum, Science curriculum, and general PSHE and tutor time, and the celebration of different faiths and cultures at certain times of the year.
- show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.
 - Examples are; Ethics and Morals curriculum, PSHE sessions, discussions in English, History and other areas of the curriculum, charitable work and links with local charities, Debating clubs and competitions, and current affairs assemblies and tutor time discussions.
- have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities.
 - Examples are; School plays, sporting fixtures, Young Journalists, Field trips, Library, World Maths Day, Maths Challenge, our extensive list of after school clubs and societies, musical opportunities and dance, sporting and cultural opportunities provided by the DRET organisation.
- recognise the difference between right and wrong, understand that actions have consequences, and apply this in their own lives by respecting the Law.
 - Examples are; School policies for welfare and health and safety, Behaviour policy [sanctions and rewards], Reward assemblies, clear posters about expectations and behaviour all around the school, visits from local police and other services.
- cooperate well, celebrate diversity and resolve conflicts effectively.
 - Examples are; Academy council, sports teams, maths team challenge, House competitions, anti bullying week, current affairs assemblies, school trips to local mosques and other religious sites.
- engage positively with life in a democracy.
 - Examples are; School council elections, interviews for head boy/girl, student voice panels when interviewing staff, mock general elections.
- understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.
 - Examples are; Recognition of the significance of November 11th, trips to France and overseas, outward bound courses, History and English curriculum, School Proms, fundraising, celebrating and going to events such as the Olympics and Commonwealth Games, visiting guest speakers and opportunities provided by the DRET organisation. In addition we have James Ashworth who earned a VC as part of the DRET alumni.

In short we believe that we allow our students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others beliefs and understand how communities function. These qualities will allow them to participate fully in life in Modern Britain.