

How we promote British Values at Goffs?

What is our statutory duty?

At Goffs we have embedded The Department for Education published guidance on promoting British values in schools and ensure young people leave Goffs School prepared for life in modern Britain. We actively promote:

- The fundamental British values of democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

Examples of the understanding and knowledge students learn include:

- An understanding of how citizens can influence decision-making through the democratic process
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

How we prevent radicalisation & extremism - extracts from our school policies:

Goffs School is fully committed to safeguarding and promoting the welfare of all our students. We recognise that safeguarding against radicalisation is no different to safeguarding against any other vulnerability. All staff at Goffs uphold and promote fundamental British Values and must report any concerns.

- Our SMSC provision is embedded across the curriculum (see school website) and directs our assemblies and underpins our school ethos. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves
- Students are regularly taught how to stay safe when using the internet and are encouraged to recognise people who aren't always who they say they are online. They are always taught to seek adult help if they are upset or concerned about anything they read or see on the internet
- Behaviour policy- Goffs staff have a learning focus, build relationships and encourage students to take responsibility. Restorative approaches are encouraged and supported by teachers calmly explaining when students behaviour has failed to meet community expectations and community response is put in place

Further reading:

- 1) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
 - 2) Goffs School Website SMSC section - <http://www.goffs.herts.sch.uk/enrichment/smsc.shtml>
 - 3) Goffs School Website – [Anti Radicalisation Policy](#)
-

Examples of how we promote British Values across the curriculum?

(Please see SMSC statements from all departments and year groups for how this is embedded into the curriculum)

We achieve this in three interlinked ways: Through the taught curriculum (day to day lessons) School structures Extra-curricular provision				
Key Stage	Value: democracy	Value: the rule of law	Value: individual liberty	Value: mutual respect and tolerance of those with different faiths and beliefs
ALL	<p>Student Parliament, Leadership Academy, focus groups, student conferences and student questionnaires</p> <p>ATM whole school vote e.g. should Malala go to school?</p> <p>Across Goffs students are given the opportunity to agree and disagree on a range of topics</p> <p>Take turns and share ideas and give peers the opportunity to contribute</p> <p>Work co-operatively and collaboratively</p> <p>Public Speaking on topical issues</p>	<p>Common behaviour, anti-bullying and Equality policy, written by staff and students collaboratively</p> <p>Debating Club</p> <p>ICT in every year– student study e-safety, e.g. reflecting on how Facebook and Twitter is used across different communities and the law regarding internet usage</p>	<p>Student voice is part of lesson observations and embedded in each department’s improvement plan</p> <p>BLP - creativity and listening are learning habits all lessons promote</p> <p>Youth Worker support programmes</p> <p>Public Speaking on topical issues</p>	<p>Assembly programme – weekly spiritual reflection themes</p> <p>Develop an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties</p> <p>Experience and observe good role models</p> <p>Public Speaking on topical issues</p> <p>Ghana partnership Dance show</p> <p>MFL – Exchange trips to promote respect and tolerance of other cultures</p>
3	<p>Drama – the impact of the judicial system on the topic ‘stabbing at the disco’</p>	<p>Drama explore the judicial system and the law through a topic ‘stabbed at a disco’</p> <p>RS -Does it matter how we behave?</p> <p>Prison me no way (Year8)</p> <p>Gang and Joint enterprise education Youth Court -How the law works (Year 9)</p>	<p>Textiles – consider the impact of individuals on the environment in terms of ensuring sustainable methods of production</p> <p>Geography – Individual rights linked to sustainability units including – Olympics and tropical rainforests</p>	<p>Geography Year 7 – What does England look like, exploring the idea of multiculturalism</p> <p>Leadership Academy students teach ATM Scheme of learning to Year 7 and Year 8 students on discrimination and encourage students to listen and talk to each other.</p> <p>Year 7 DDD – Around the world countries</p> <p>Bend it like Beckham scheme of learning e.g. exploring stereotypes and cultural differences in modern Britain</p>
4	<p>Textiles – debate the causes and consequences of the role technology in society</p> <p>Year 11 Prom Committee work with their year group to vote on what they would like at the Prom</p>	<p>ICT – Students reflect on the impact of ICT on our culture and how it has affected life in modern Britain</p> <p>Psychology – Understand the law surrounding psychological research around what is and is not acceptable behaviour</p>	<p>RS Rights of the Individual</p> <p>Drama – topic based issued, including war and conflict including impact of individuals</p>	<p>RS – Moral and Ethical dilemmas</p> <p>Geography – Asylum, refugees and UK’s immigration policy</p> <p>Textiles – Explore different cultural dresses in UK and around the World, using this to inform own ideas</p>
5	<p>Top Team – Hustings for Head Boy/Head Girl</p> <p>Psychology – Debate the negative impacts of stereotyping, prejudice, and discrimination and understand impact of antisocial behaviour</p>	<p>Drama – reflection of the changing social, historical and political meanings behind set texts in contrast to modern Britain</p> <p>RS - students complete a module on ‘Crime and Punishment’, exploring different kinds of crimes</p>	<p>RS - AO1 element of the course requires students to reflect on the social, historical and political aspects of their moral philosophy as well as the application to modern life</p>	<p>ICT – Availability of electronic media and how it affects relationships</p> <p>MFL – Explore cultures and countries comparing and linking them to the UK</p> <p>RS – students are encouraged to give other view points as well as their own</p>

	on society	and the laws that could be broken		Amnesty International Awareness Group
--	------------	-----------------------------------	--	---------------------------------------

