

## How Brent Knoll Promotes Fundamental British Values

### Through promotion of students' spiritual, moral, social and cultural understanding

Criteria	School evidence
Enable students to develop their self-knowledge, self-esteem and self-confidence	<ul style="list-style-type: none"> <li>➤ Interwoven into achievement in all its forms – e.g. formal occasions such as assemblies; praise in lessons.</li> <li>➤ Sports reps enable students to develop their self-esteem and self-confidence. e.g. London Youth Games.</li> <li>➤ Helping students to make the most of the gifts they have been given e.g. all have the opportunity to perform in or lead an assembly.</li> </ul>
Enable students to distinguish right from wrong and to respect the civil and criminal law of England	<ul style="list-style-type: none"> <li>➤ From the early years onwards emphasis is given to help children make the 'right' choices, especially through the Citizenship and PSHE curriculum e.g. all children contributed to the drawing up of the new behaviour policy (September 2014).</li> <li>➤ Good partnership with the local police who visit regularly.</li> <li>➤ Have been occasions to bring in police with parental permission, to point out how particular behaviour could be viewed by the law.</li> </ul>
Encourage students to accept responsibility for their behaviour, show initiative, and show how they can contribute positively to the lives of others in the local community and society more widely	<ul style="list-style-type: none"> <li>➤ Charity fund raising – Royal Marsden cancer care; termly fund raising for national charities; children support local food bank; harvest festival donate the produce either to the food bank or a local care home.</li> <li>➤ DoE – volunteers for a weekly commitment to assist in the running of a play centre.</li> <li>➤ Introduced a new rewards system 'Vivo' – has made students more aware of consequences of their actions and behaviour.</li> </ul>
Enable students to gain a broad general knowledge for public institutions and services in England	<ul style="list-style-type: none"> <li>➤ Visits from and to police, fire brigade, medical centres.</li> <li>➤ Visits to museums in central London e.g. Imperial War Museum; 2012 Olympics.</li> </ul>
Further tolerance and harmony between different cultural traditions through appreciating and respecting their own and other cultures	<ul style="list-style-type: none"> <li>➤ PSHE/RE are central to the delivery of these aspects.</li> <li>➤ Multi-Cultural Day – celebrating different cultures enables students to appreciate and respect the views and beliefs of others.</li> </ul>

Encourage respect for other people	<ul style="list-style-type: none"> <li>➤ One of the school's core values is 'Respect'.</li> <li>➤ School prayer is founded on 'respect' – students have memorised this and say it aloud every week in assembly.</li> </ul>
Encourage respect for democracy and support in the democratic processes, including respect for the law in England	<ul style="list-style-type: none"> <li>➤ School Council – voted their class mates into office.</li> <li>➤ All secondary children participate in Lewisham Young Major programme – as a result all students gain a first-hand view of democracy in action.</li> </ul>

### Knowledge and understanding

Criteria	School evidence
How citizens can influence decision-making through the democratic process	<ul style="list-style-type: none"> <li>➤ School Council – suggested that secondary students should wear blazers</li> <li>➤ Removal of the vending machine (from SC members)</li> <li>➤ Year 11 are permitted to choose their own leaving activities</li> <li>➤ Jack Petchey Awards – nominations and have an influence on decision making</li> </ul>
How the law protects individual citizens and is essential for their wellbeing and safety	<ul style="list-style-type: none"> <li>➤ Work with Police on 'Stranger-Danger' – high police presence in the school and the local community.</li> </ul>
Understanding of the separation of power between the executive and judiciary. That some bodies e.g. the police and army can be held to account through parliament, the courts, for instance, maintain independence	<ul style="list-style-type: none"> <li>➤ In Years 10 and 11 the role of the courts and the judiciary is covered in some depth.</li> </ul>
The freedom to choose and hold other faiths and beliefs is protected in law	<ul style="list-style-type: none"> <li>➤ Reinforce different faiths and beliefs across the school.</li> <li>➤ Is enshrined in assemblies through the RE curriculum and visits to places of worship.</li> <li>➤ Representatives from different faiths have led assemblies.</li> </ul>
Accept that people have different faiths or beliefs and that these should be accepted and tolerated, and are not a cause of prejudice or discrimination	<ul style="list-style-type: none"> <li>➤ Positive promotion of different festivals and beliefs – across all aspects of school life, have enabled students to gain a strong perspective of this aspect.</li> </ul>
The importance of identifying and combatting discrimination	<ul style="list-style-type: none"> <li>➤ Enshrined in the culture of the school – the concept fairness and giving all students a chance to succeed in whatever they want to undertake.</li> </ul>