

Supporting British Values at Space Studio West London

Introduction

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

Fundamental British values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.
- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other 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; and
- an understanding of the importance of identifying and combatting discrimination. It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that Space Studio West London will take

- SSWL will include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;

Through the core project in year 10 students will investigate the key question 'are we alone' a project developed with the Rye Studio school. Students will look at the similarities and differences in various cultures starting at a local level and moving to Rye and linking with international schools. The product at the end of the project will be a manifesto of rights for all humans and students will consider whether this would apply to extra terrestrial life.

- SSWL will ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;

Space studio west London will have an elected school council. A 'you said, we did' page will be set up on the school website as well as a display board at the school. Students members will present to the Local advisory board. A Head boy and Head girl will be elected. Students will look at the way various organisations are set up and run to compare these models. e.g. ESA, NASA, and the Royal Aeronautical Society

- SSWL will use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;

The Studio School model encourages the use of Project based learning with strong elements of voice and choice, team work, instructional critique and project tuning. All of these contribute to the ability to argue and defend a point of view. Indeed they go beyond this to look at separating the point of view from the person. Hard on the idea soft on the person.

- use teaching resources from a wide variety of sources to help pupils understand a range of faiths,

The Aviation and space theme of Space studio west London will encourage the students to have a global perspective. Both industries rely of cooperation of nations for success. Our resources will be drawn from a natural broad and diverse range.

- SSWL will monitor and regulate the use of the internet.

One of the central themes of the SSWL learning model is the availability of 24/7 digital access. To allow this to happen students must be taught how to use the internet in a responsible way as well as having secure safeguards in place. There will be sessions at the beginning of the year on appropriate usage.

- The use of personal mentors

Every student will have a personal mentor who they meet on a regular basis. Every mentor will be trained in a coaching model and on the main strands of the prevent strategy.

- The use of assemblies/events

SSWL will plan a series of assemblies linked to major national/ international/ religious events.

- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

SSWL will run an extensive electives and extra curricular activities program. These will be mapped for SMSC and for promoting british values.

