



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

BRITISH VALUES

At Cannock Chase High School, we develop and promote British Values throughout our school and within our curriculum.

*“We want every school to promote the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.”
Lord Nash*

A key part of our plan for education is to ensure students become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

British Values

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

To do this our students will develop:

- 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 and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour;
- An understanding of the importance of identifying and combating discrimination.

British Value	Examples at Cannock Chase High School
Democracy	<ul style="list-style-type: none"> • School Council. The election of School Council tutor representatives reflects our British electoral system and demonstrates democracy in action. Students put themselves forward and are voted in by a democratic vote in tutor groups. The full Council meet to agree the agenda for the half term and then collect views from their respective tutor groups, this is then fed through into a Year group Council Meeting where the agenda items are discussed as well as Year group specific items. Two representatives from each Year group then feed this through to the whole School Council Meeting chaired by the Head Boy and Head Girl. • Students made aware of the Youth Parliament and encouraged to vote. The Student Council met to consider the candidates and to vote. • Parent and staff voice. The school have yearly surveys for staff and parents to feedback on all aspects of school life. Throughout the year there are also specific surveys and student/staff panels on area such as school technology, PSHE and mental health and wellbeing to name a few.

	<ul style="list-style-type: none"> • Student Panel interviews. Many of our appointments of new staff involve a Student Panel where the views of the students are taken into account when employing new staff. • Black Lives Matter assembly. • LGBTQ+ assembly led by Year 11 Prefects. • Remembrance Day. Understanding of World War 2 and being thankful for our current freedoms. • Students are involved in the tendering process for a new catering company and provide feedback to the canteen manager on food provided and canteen environment. • Students run a debate club and entered a regional speaking competition. • Visits from the local MPs and Head of the local council. • In Key Stage 3 Geography, students debate the politics of deforestation in the Amazon Rainforest, resource extraction in the Arctic and the settlement of Syrian asylum seekers in the UK. At the end of the debate students vote to either accept or reject the proposal. • Within English, students must produce a Spoken Language presentation as part of their GCSE English Language qualification. Audiences of students can ask questions to the speaker. In Years 7 and 8, students practise for their GCSE presentation by producing speeches based on social issues that have been identified in their reading of class-based texts (or texts of their own choosing). • History: Taught in Year 7 through King John and Magna Carta, Year 8 through the Civil War, and World Wars and GCSE units on Germany, Conflict & Tension and Normans.
The Rule of Law	<ul style="list-style-type: none"> • Mission Statement/School values • Behaviour Policy • Uniform and equipment policy • Classroom and corridor code of conduct • School out of bounds areas • At the start of each year there is a reminder of all key rules and policies of the school as well as timely reminders throughout the year via messages on FROG. We listen to the views of students, parents and staff to ensure that our rules are fair. • Visits from PCSOs on knife crime, drugs, anti-social behaviour. • Visits from network rail on rail safety and Staffordshire County Council on road safety. • Study of Law as a subject option in Sixth Form. • Marking criteria used in assessments for allocation of marks. • Child Development and Health & Social Care students learn about the importance of policies and procedures and ensuring they are up to date with current legislation • Staffordshire Road Safety visit the Sixth Form each year to discuss road safety for new drivers. • In Key Stage 4 Geography students learn about the role of the UK in relation to international agreements on Climate Change, The Antarctic Treaty, Deforestation and the impact of this on our own policy making e.g. climate change emissions. Through the Resource Management unit of the GCSE course students, examine the impact of Government targets on their way of life now and in the future. • In English, students explore laws and regulations related to texts that they study. This could mean that we look at poverty and child labour laws within our study of Oliver Twist and A Christmas Carol. Within our study of poetry (from Year 7 to 13) we can look at how legal systems and laws have impacted upon choices that the poet has had to make. Within our Shakespearean texts, we look at how Elizabethan and Jacobean laws impact upon characters, with a focus on cultural identities and gender politics. • History: Taught through Year 7 units on Normans, Thomas Becket, King John and Peasants' Revolt and Year 8 through Civil War, Empire and Slavery, World War units.
Individual Liberty	<ul style="list-style-type: none"> • E-Safety policy and strand in PSHE in every Year group. • Living in the wider world strand taught through PSHE in every Year group giving students an understanding of their economic well-being. • Physical and Mental well-being taught through PSHE in every Year group. • The school values: teamwork, resilience, responsibility, integrity and excellence are promoted throughout the school day. • War Poetry in GCSE English Literature brings a context to a time when people were fighting for their rights and liberty.

	<ul style="list-style-type: none"> • Student Leadership opportunities include application to be a Year 11 Prefect, Senior Student Leadership Team member (includes positions of Head Boy and Head Girl), Mental Health Ambassadors and Peer Mentors. • Holocaust Memorial Day with assemblies for each Year group. • Celebration of St George’s Day and assemblies for all Year groups. • Students actively encouraged to make their own choices of extra-curricular activities that they would like to participate in. • Student study a strand in PSHE on consent. • Sixth Form take part in the ‘Lessons from Auschwitz’ visit and virtual seminars each year. • NHS Sexual Health Practitioners visit the Sixth Form each year to discuss sexual health and the C Card initiative. • History: Taught through Holocaust unit in Year 8 along with Empire and Slavery Unit.
Mutual Respect	<ul style="list-style-type: none"> • Assemblies on Diversity led by Year 11 Prefects. • Religious Education lessons in Year 7 and 8 and GCSE RE in KS4 ensure that students have a good understanding of a range of religious beliefs and customs. • The school always challenges prejudicial and discriminatory behaviour. • World Mental Health Day in school raising awareness of mental health and the need to support each other. Year group assemblies on the topic during this week. • Anti-bullying week- focus on ‘Be Kind’ and passing on kindness to others. • Positive and healthy friendships strand taught through PSHE in every Year group. • Intimate and sexual relationships taught through PSHE strand in every Year group. • Students donate food to the local Cannock Food Bank at various points throughout the year, including through the olive circle foundation and taking part in the reverse advent calendar in the lead up to Christmas. • Peer Mentors – a trained group of students who support and help students across the school in a range of areas such as friendships, stress, mental health and behaviour. • Volunteers and charity week celebrated. • Staff constantly model mutual respect in their relationships with children and are training in Trauma and Attachment to raise awareness of how this can impact on students’ behaviour and decisions. • Library Team of Ambassadors and Assistants who support and help students who visit the library at lunch time and after school to find books and do their homework, but also provide a friendly ear if students are feeling a bit sad or lonely. They also help provide additional training and support to the new Year 7 Library Assistants. Teaching them how to perform tasks but also guide them how to interact with other students. This provides a real family environment with students across all Year groups happily working alongside one another. • Child Development students learn about the importance of children having their voice heard and their rights as set out by the UNCRC. • Health and Social Care students learn about the importance of patient centred care. • Visits to the Sixth Form from the Samaritans. • Sixth Form students take part in mentoring as part of their enrichment for different lessons. • As part of the Key Stage 3 Geography National curriculum students learn about society in China, India, the Middle East, Africa as a continent, Russia and the Amazon Rainforest. In addition, at Key Stage 4 students study a topic about society, the economy, and the politics of Nigeria. • Fundraising for school through Friends of Cannock Chase High School. • National Day of Languages cake making competition to raise money for a previous student to purchase a new wheelchair. • Food bank collection held at various points throughout the year. • History: Taught through Year 8 unit on Empire and Slavery. • All students study French at KS3 and as an option for GCSE at KS4. They gain an understanding of multiculturalism around the world and within a community.
Tolerance for those of different faiths and beliefs	<ul style="list-style-type: none"> • Visit to St Luke’s Church in Cannock for the Christmas Carol Service where students take part in the telling of the story of Jesus and the singing of hymns. • Visits by Rev Marie for Harvest Festival and Remembrance Service with prayers led by her and students.

	<ul style="list-style-type: none"> • European day of languages celebrated in school with cross curricular activities and a European Bake-off competition. • Notice boards showing diversity. • Students from any uniformed organisation including the girl guides, scouts etc are encouraged to wear their uniform to school on Remembrance Day. • The school has a prayer room which has been set up to allow for private worship for students. • LGBTQ+ History Month and assemblies for every Year group. • LGBTQ+ support group set up to support students in the school community with their sexuality and identity. • The Library Team actively encourage students to recommend books they would like to see purchased for the new LGBTQ+ section in the library demonstrating not only their acceptance but their support for an individual's personal preference. • All students study Geography in KS3 and as an Option at GCSE and A-Level and gain an understanding of different countries and cultures. • Sixth Form have produced their own assemblies on LGBTQ+ to deliver to the rest of the Sixth Form. • Remembrance Parade in Cannock where students take part in the walk to the cenotaph and church. • KS3 and KS4 Science, different topics take into account cultural and moral choices, e.g. medical, stem cells, drugs, pregnancy, environmental issues. • In Key Stage 4 Geography, students examine London as a multicultural city and the opportunities that this brings. • Within English, we study a wide range of texts (from Year 7 to 13) that allow us to explore belief systems and other cultures. We explore how these beliefs impact on decisions the writer has made or the impact that the text might have on readers. • History: Taught through Year 7 unit on Normans and unit on Native Americans, Year 8 unit on Empire and Slavery and GCSE unit on Germany and unit on Conflict & Tension.
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