

British Values and Cultural Capital at Cotswold Chine School

The Education Inspection framework (September 2019) states:

The provider should prepare learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect



The Education Inspection framework (May 2019) states:

- Leaders (should) take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Questions	Actions	Enrichment Curriculum Activities
<p>How do we promote the values of democracy in lessons and wider school life?</p>	<ul style="list-style-type: none"> • PSHE/SMSC lessons • Mock Elections • School Council Elections • School Council Participation • Citizenship units 	<ul style="list-style-type: none"> • Access Bike workshop – students use recycled and donated bike parts to build bikes for young people who do not have a bike • Eco Council litter pick • Working with community groups – Nailsworth community workshop,

	<ul style="list-style-type: none"> • Across the Curriculum in English, Citizenship and History • Focused School Assemblies • GHLL OPS survey annually 	<ul style="list-style-type: none"> • Boys shed – team project to make oak bench for use of our community • Working with the public – café/shop work experience • Actively involved in design consultation for community shelter at Westonbirt Arboretum – students will help to build in 2020/2021 • Respect for animals and nature – Wiltshire Wildlife Trust • Enterprise project – making soap, designing packaging, selling at Minchinhampton country market – Autumn 2019 • Royal Shakespeare Company: Boy in the dress and As you Like it
How do we promote the importance of identifying and combating discrimination?	<ul style="list-style-type: none"> • PSHE/SMSC • Focused School Assemblies • Black History Month • Anti- Bullying Week • Bullying Log • Across the curriculum in English, Citizenship and RE lessons • School Rewards Assemblies • Community Meetings • School's Collaborative Working Behaviour Policy 	<ul style="list-style-type: none"> • Visiting speakers • Forest School – working as part of a team • Access Bike Workshop – working alongside students from other settings and with a range of skills • Jane Tarr/Nick Clough – stories and music from other cultures
Do students understand that the freedom to choose and hold other faiths and beliefs is protected in law?	<ul style="list-style-type: none"> • PSHE/SMSC lessons • Citizenship units • School Rules • Focused School Assemblies • Local Police Spokesman giving a talk • Collaborative Working Behaviour Policy • Anti-Bullying Policy 	<ul style="list-style-type: none"> • Visiting speakers • Visits to places of worship
How do we promote tolerance between different cultural traditions by enabling	<ul style="list-style-type: none"> • Across the curriculum in MFL, History, Geography, RE and English • Focused Assemblies 	<ul style="list-style-type: none"> • Democracy – Eco School Council elections • Love for nature/British countryside through Forest School and similar activities

<p>students to acquire an appreciation of their own and other cultures?</p>	<ul style="list-style-type: none"> • Visits through the Enhancement curriculum to local cultural and heritage sites. 	<ul style="list-style-type: none"> • John Muir Award • Theatre trips • Visits to museums • Visits to exhibition • Visiting artist – Edwina Bridgeman • Visiting writer – Hannah Shaw • Festival Players drama workshops and performance • Frequent workshops – animal handling, hawk demonstrations, science workshops • Students visit industry/places of work – LandRover/Honda • Students support fund raising for Royal British Legion Poppy Appeal
<p>Do students understand the difference between executive (government) and judiciary systems?</p>	<ul style="list-style-type: none"> • PSHE/SMSC lessons • Across the curriculum in Citizenship, RE and PSHE • Focused School Assemblies 	<ul style="list-style-type: none"> • Visit from ex-students (Policeman)
<p>Are pupils made aware of the difference between the law of the land and religious law?</p>	<ul style="list-style-type: none"> • Across the curriculum in Citizenship, RE and PSHE • Focused Assemblies 	
<p>How do we challenge opinions or behaviours that are contrary to fundamental British values?</p>	<ul style="list-style-type: none"> • Across the curriculum • Safeguarding Policy • Anti-bullying policy • Prevent training for staff • Focused assemblies • PREVENT scheme of work KS3-5 in PSHE/SMSC 	