



ROYAL HIGH SCHOOL BATH

GDST

BRITISH VALUES / SPIRITUAL, MORAL, CULTURAL AND SOCIAL DEVELOPMENT

Applicable to: All staff, students and parents

Aims:

- To comply with the aims set out in the **Education Act (1996) Section 351**: “The curriculum should be balanced and broadly based: (a) promoting the spiritual, moral, cultural, mental and physical development of pupils and of society; (b) preparing pupils for the opportunities, responsibilities and experiences of adult life.”
- To comply with the DfE advice: The Independent School Standards: guidance for independent schools (April 2019)
- To comply with the Handbook for the Inspection of Schools: The Regulatory Requirements (September 2022)
- To comply with the dimension of ‘international education’ demanded by the IB Programme

Principles which the school aims actively to promote:

1. Enabling students to develop their self-knowledge, self-esteem and self-confidence [**Self-worth**]
2. Enabling students to distinguish right from wrong, and to respect the civil and criminal law of England [**Morality**]
3. Encouraging students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working locally, nationally and internationally [**Responsible Citizenship**]
4. Providing students with a broad knowledge of public institutions and services in England and promoting respect for those institutions and services [**Knowledge of Institutions**]
5. Assisting students to acquire an appreciation and respect for: their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; those who possess ‘protected characteristics’ as set out in the Equality Act 2010(a) [**Tolerance**]
6. Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; encouraging respect for and participation in the democratic process [**British Values**]
7. Preventing the promotion of partisan political views by offering a balanced presentation of opposing views both inside and outside the classroom [**Anti-Bias**]

Implementation:

A. Prep School

- **Self-worth:** Superstar certificate (weekly) and Head teacher's merits (termly) are awarded in 'Celebration' assembly on a Friday. We also recognise individual and collective achievements beyond the classroom. Within classrooms teachers adopt an approach of positive praise in all they do and house points are awarded for good behaviour, work or attitude. Students are provided with opportunities to exercise responsibility as members of School Council, Class captain and in Year 6 as Prefects. Through our Prep School curriculum, we celebrate a vast array of worldwide cultures and religions. Whole school, Key Stage and Year assemblies involve 'Celebrations of Achievement' which relate to achievements in general as well as awards based on the Royal High Learner Qualities (Brave, Reflective, Inquisitive, Collaborative, Kind and Sparky).
- **Morality:** Assemblies and RSHE lessons help students from EYFS to Year 6 understand the expectations re behaviour. Our school rules and sanctions have been written with the students helping them to feel part of the process. All staff encourage the use of good manners and self-control around school and will praise or remind the students when required. Any serious issues will be dealt with by the Deputy or Head of the Prep School.
- **Responsible Citizenship:** Through the Prep School charity events the students begin to understand the importance of being a responsible citizen. Many classes implement a system of leadership and/or weekly class tasks that need to be completed to ensure collective responsibility for their classrooms. The school's link with the Crane Academy in Kenya involves the community thinking of Developing World problems and links to Royal United Hospital and Julian House helps them understand some of the issues closer to home. The broad range of Modern Languages on offer encourages students to think of themselves as World Citizens.
- **Institutions:** Prep School pupils begin to get introduced to some of the ideas surrounding 'belonging' and the need for rules. These begin with belonging to our school community, thinking of classroom rules and understanding wider school rules. Some examples of institutions discussed with the students could include schools, prisons, hospitals, the government and the Royal family.
- **Tolerance:** In the Prep School we constantly recognise our differences in a positive manner. Assemblies continuously note that the school is a multi-ethnic and multi-cultural society in which we treat others as we would expect to be treated ourselves. We encourage families to share their own values and beliefs and welcome class visits to talk about and explain them to the pupils.
- **British Values:** In the Prep School the students learn about the monarchy and how this impacts on them. We celebrate traditional days such as Harvest, Christmas, May Day, Pancake Day and other religious festivals. We also celebrate values such as fairness, respect and patience.
- **Anti-Bias:** In all areas of school life staff are to provide a balanced approach, looking at both sides of an argument, in all situations. Through the modelling of this behaviour, Year 5/6 can begin to decide on their own point of view. If a member of staff expresses a personal opinion/belief, it must be made clear that it is just that, and student responses encouraged. Student discussion is to be encouraged so that they learn views must be justified and their implications considered.

B. Senior School (Years 7-13)

Self-worth:

- For those students who find this on the religious path there is a non-denominational area for reflection called The Contemplation Room, which is located in the Hive (Wellbeing Hub.) This is a space that is designed for quiet reflection for students of all faiths or for those who have no particular faith. Boarders who so wish to may also visit local places of worship.

- Whole school, Key Stage and Year assemblies involve 'Celebrations of Achievement' which relate to achievements in general as well as awards based on the Royal High Learner Qualities (Brave, Reflective, Inquisitive, Collaborative, Kind and Sparky)
- The rounded curriculum allows for different students to shine in different areas of life: sporting (PE), creative and interpretative (Music, Drama), aesthetic (Art), linguistic (Modern Languages and Classics), intellectual (Arts and Sciences).
- The Head of Careers ensures that students are prepared for the world of work by assisting choice-making providing speakers, job and HE information, along with Work Experience opportunities.
- Merits are awarded for good behaviour (debts for bad). Merits are awarded either a general award for good behaviour, or for
- Students are provided with opportunities to exercise responsibility as Form Leaders, as House Leaders and as members of the School Council.
- Extra-curricular clubs enable students to broaden their interests in many different areas, as do participation in Duke of Edinburgh and Outdoor and Adventurous Activities.
- The chance to broaden cultural horizons is provided by many trips abroad (Spain, France, Italy, Germany, China, Sweden, Australia, Cambodia) which are being re-introduced post Covid restrictions starting with Barcelona and Nice.
- In the Sixth Form students are encouraged to expand their horizons by, for example, becoming involved in the IB CAS programme or A Level Tripos. Both of these challenge the students to go beyond their comfort zone and they are praised for doing so, building self-worth.
- Team-building takes place for all Sixth Formers at the residential to Dorset in September.

Morality:

- Assemblies and tutor times, plus the Student Planner, make students aware of expectations *re* behaviour.
- Serious disregard for others (theft, lying, ill-treatment) is dealt with by Heads of Key Stage and the Pastoral Deputy Head.
- For boarders, moral guidance is provided by the Head of Boarding and her staff.
- Religion and Philosophy (R&P) lessons encourage students to examine their own beliefs and values whilst trying to understand the outlooks of others. Ethical questions are raised throughout the History syllabus and through the study of literature in English and other MFL texts (Sixth Form).
- R&P Y8, GCSE and A Level involve the examination of ethical problems.
- Ethics is covered in the IB Theory of Knowledge course which all IB students take, and by Higher Level students taking IB Philosophy.

Responsible Citizenship:

- R&P in Y8 covers the work of Amnesty, M. L. King and campaigning for justice.
- In RSHE students examine: Rights and Responsibilities (Y7), the UN and Human Rights (Y8), government (Y9), the Police and Drug Laws / Global Issues and the UN (Y10-11).
- In Sixth Form Economics issues of rights to housing, the living wage and unemployment issues are addressed.
- Speakers from charities regularly come in to talk about their work.
- The school's link with the Crane Academy in Kenya and the school being built with school-raised money in Cambodia involves the community thinking of Developing World problems, e.g. the issue of education for women.
- Students are involved almost weekly in raising money for charities both at home and abroad.
- The broad range of Modern Languages on offer encourages students to think of themselves as World Citizens.
- Citizenship also comes into play in IB Philosophy (Politics) and Theory of Knowledge.

Institutions:

- Students are introduced to political institutions through visits from the local MP, debates between invited candidates from political parties in Bath at election times, in-school elections at such times, with students

researching and representing the positions of the main political parties before the school community votes by secret ballot.

- We have two seats on the Bath Student Parliament (2023).
- The Festival of Ideas (2019) for KS3 pupils was centred on democracy and was backed up by four visiting speakers. The 2021 Festival of Ideas focused on the question, 'how is diversity our strength?' in 2022 it was 'Finding your voice?' and in 2023 it was 'Health.' These large events include off-timetable projects for students in KS3 and a programme of visiting speakers for the whole school.
- Sixth Formers are encouraged to participate in the Model United Nations (researching and representing a country from anywhere in the world).

Tolerance:

- Assemblies continuously note that the school is a multi-ethnic and multi-cultural society in which mutual respect is expected.
- The boarding houses strive to ensure the students from many backgrounds integrate and learn from each other.
- A calendar of global celebrations was introduced (2021).
- R&P considers the religious and non-religious backgrounds of students when composing Schemes of Work. World religions are a key part of Key Stage 3 work, and the need to listen and be able to explain different viewpoints is core to the delivery and assessment of R&P at all Key Stages.
- Respect for those with the 'protected characteristics' under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) are dealt with specifically within the RSHE programme.

British Values:

- Respect for democracy, the rule of law, individual liberty and tolerance comes through the approaches mentioned above and below.
- History and Classics draw attention to the roots of democracy in the European tradition.
- The whole ethos of the school builds upon the four 'British' values, which are also the values of an IB school. The only place for intolerance is in 'intolerance of the intolerant' (Karl Popper).
- The school supports open debate on difficult and complex issues but draws the line at propaganda and the expression of extremist views. Any teacher or student who steps over the line will be dealt with by the Head.
- Mock elections are held at key moments (e.g. General Elections).
- Politics (the state, democracy, justice and liberty) is also taught as an option within the IB Philosophy course, Knowledge and Politics is part of the Theory of Knowledge Scheme of Work and the British political system is the main item of study in the AS Government and Politics course in the A Level enrichment block.

Anti-Bias:

- In all subjects, staff are required to provide a balanced approach, looking at both sides of an argument so as to provide an unbiased knowledge base, thus allowing students to decide their own critical response free from undue pressure.
- If a member of staff expresses a personal opinion, it must be made clear that it is just that, and student responses encouraged. Teachers are counselled to always be circumspect in doing so.
- Student discussion is to be encouraged so that they learn views must be justified and their implications considered. For example, when marriage is discussed in GCSE R&P, students examine civil partnerships and same sex marriage.

An audit is carried out every three years via those in charge of subjects/areas or departments/Key Stages to determine how the Prep and Senior Schools are promoting British Values and helping to prepare students for engagement with public institutions and civic responsibilities. The most recent one was carried out in September 2023.

GDST's 'Undivided' project

- As a response to the unrest of 2020, the GDST has created a Trust-wide project which seeks to promote the visibility of Black experience and history, and the contribution made to national and international culture by members of this community. Undivided is designed to promote the voices and awareness of minority perspectives in terms of race, religion, gender and sexual orientation.
- The values to be inculcated in the school community are those of diversity, inclusivity, anti-prejudice, anti-bias and anti-racism. Staff attend a range of Undivided (EDI) training provided by GDST which is a constant part of the GDST CPD Programme.
- A centralised GDST whole school (Y5 upwards) Undivided Survey is completed annually, and responses are used to update our RHSB Undivided Action Plan. There are two Undivided Prefects appointed each year to lead work in this area from a student perspective.
- The Senior School Deputy Head (Academic) is responsible for examining the curriculum in order to question the balance of content in subjects like History and English. All subjects conducted curriculum reviews in 2020-2021 to assess balance and diversity of subject areas. This remains an ongoing area of focus.
- In September 2020 one session on a Staff Study Day was led by representatives of the Bristol-based group SARI (Stand Against Racism and Inequality). Their workshop focused on unconscious bias. SARI led pupil workshops and attended the 2021 Festival of Ideas.
- In the Year 7 Problem Based Learning course pupils research and nominate festivals that they would like to be added to the school calendar and a winner is chosen. In 2023 the school held a week long celebration of Cambodian New Year.
- The Head of Sixth Form is responsible for the Student Voice aspect, liaising with pupil representatives to ensure that any school response is not merely tokenistic.
- Two students (Prep and Senior School) attended the GDST Undivided Conference (Summer 2021) to share RHSB initiatives.
- It is important to understand that 'Black' is a loose term, because the school community involves people from other minorities from China, Asia etc.
- The school shows its commitment to a 'whole world' approach by supporting schools in Kenya and Cambodia.

Reviewed: August 2023	Next Review: August 2024
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