

## 1. Democracy:

Students take part within a student executive which represents the views of the Student Body.

Students have the opportunity to work as Prefects.

Students consider the role of democracy within RE lessons and why and how people's views can be represented.

Students, within History, consider significant developments in British democracy such as the Magna Carta and the English Civil War.

Within assemblies, EPR and English students consider, through modern conflicts, what extremism is and steps that are taken to prevent this and how public services are held to account through parliament.

## 5. Individual freedoms and protection from discrimination:

Assemblies work around and present ethical themes as well as promoting a range of careers to raise aspirations.

In KS3 EPR, the Prejudice and Discrimination units helps students to reflect upon the negative impact and consider famous approaches taken to tackle discrimination. Within KS4 EPR, and/or PSHE lessons, students consider a range of ethical and faith based approaches to help them to form their views around current issues. The school's standards and expectations are rooted in the idea that everyone should achieve more than they thought possible, this is promoted not just within academic standards but within development of self. The school's mentor system enables students to develop an awareness of how a community functions and each student is treated as an individual with assemblies celebrating individual as well as learning community achievement.

### IES British Values statement:

**'IES aims to help children to achieve better than they thought possible, this means ensuring that they leave school fully equipped with the knowledge, understanding and skills to help them to be successful citizens within modern Britain.'**  
**Within all of the teaching and activities within school we take the opportunity to promote British values.**

## 2. The rule and role of law:

Within PSHE students learn how laws are made and the different groups that can influence them, such as political parties and also the role of pressure groups.

The school has good links with the local police force who regularly run sessions and assemblies with students about the laws and the implication for them.

Also, within PSHE lessons, students consider the importance of laws and how they protect us, such as laws about Drugs and staying safe.

## 4. Acceptance and tolerance of those of different faiths:

Within EPR, all students encounter a range of different faiths and ethical issues at KS3, exploring the beliefs, practises and attitudes of different faith groups, and the range of responses to key ethical dilemmas, for example Euthanasia. At KS4 students have the option to study a full GCSE in EPR, where Christianity and Islam are explored in greater depth. Even if students do not opt for a GCSE qualification in EPR they still receive delivery of key units within their PSHE curriculum. Whichever route is taken students develop their awareness of the different views within Modern Britain.

Our mentoring system enables students to discuss, within their mentor groups, current news items and ethical issues.

## 3. Mutual respect:

Our behaviour system promotes restorative justice and gives students the opportunity to develop a sense of right and wrong to apply in their lives.

Students' learning is celebrated by all students within end of term assemblies and displays around the school.

In KS3 EPR & History, students consider issues of good and evil within the wider issue of the Holocaust.

With PSHE, Year 7 consider what makes up identity and what 'Britishness' means and consider the role of citizenship in Britain within KS4 EPR GCSE.