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| **The DFE / Ofsted definition of British values** | **Content of the English Curriculum that addresses a value** |
| * democracy | Discussed and taught through context of texts e.g. how political parties come in to power, how democracy is different to a dictatorship (‘The Boy in the Striped Pyjamas’ for example)  Through speaking and listening discussion and debate – voting on the outcome  Through class decisions – explaining democracy and using voting as a way of deciding matters such as length of time for a task, when homework should be in etc. |
| * the rule of law | Applied through the school rules and how these teach the students to understand the importance of following them, just as they will be expected to follow the law outside of school.  Discussed and taught through context and content of texts such as ‘Macbeth’ (abuse of law and power); ‘The trial of Frankenstein’ (students argue their opinions on personal responsibility and societal responsibility); contexts studied for non-fiction speaking and writing (Animal Rights, legal ages and controlled substances – tobacco and alcohol)  Using language strategies such as checklists to ensure students can follow our rules. |
| * individual liberty and mutual respect | This is implicit in all teaching of texts (such as An Inspector Calls) and speaking and listening. Students are encouraged to present their beliefs and opinions in a variety of informal and formal settings, in written and spoken form. As part of this process, they are asked to listen to others and respond to those views in the correct manner. This covers everything from opinions on like or dislike of a text, to religious belief, thoughts on politics etc. It is reinforced that everyone is entitled to their opinion but nobody is entitled to insult anybody else or belittle them because of those thoughts or beliefs. |
| * tolerance of those with different faiths and beliefs | Students are invited to debate and understand language’s power through its pejorative and prejudicial use for example, in studying poetry from poets such as John Agard that tackle the themes of inherent or institutional racism. Students encounter different faiths and beliefs through literary characters and the historical contexts. |