

Core British Values & Prevent Statement

This is a Catholic school which seeks to live out the values of Jesus Christ. British values are defined as:

- Democracy
- The rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

We promote these values by:

1. **Catholic Ethos** - our words, deeds, and Catholic doctrine and practice which permeates every aspect of the school's activity recognising that every pupil is unique and is created in the image of God (Gen 1:27)
2. **Curriculum** which is broad and balanced and is designed to enable every pupil to discern their vocation and to be well-equipped to follow it as active citizens in service to the world. Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) and the foundation of the entire educational process. Our pupils learn about other faiths and visit places of worship as part of their core curriculum in RE. We also provide a wide range of extra-curricular activities and strong pastoral support. We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected. The pastoral curriculum includes specific themes covering how democracy works in the UK and the European Union.
3. **School Policies** in relation to Safeguarding of pupils, Staff Code of Conduct, Acceptable use of the Internet, Equal Opportunities, Staff Discipline, Whistle Blowing. These provide a framework of expectation about the behaviour of staff, the procedures for reporting breaches of such protocols and the consequences if they are breached. Policies on Pupil Behaviour and Anti Bullying also set out clear expectations of pupil behaviour and the likely consequences of anti-social behaviour.
4. **Pupil Voice** in the form of the School Council, Subject Leaders and Student Leadership meetings to role model how democracy works.
5. **Staff Training** through specific INSET as well as guidance contained in school policies and awareness of the DfE's advice on Keeping Children safe in Education, Preventing Extremism in Schools and the Prevent Strategy

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6. **School Assemblies** occurring twice a week cover a wide range of issues which promote empathy and a responsibility for the welfare of others. There is an annual assembly focused specifically on British Values.
7. Monitoring of **External Speakers**.
8. Use of **Teaching Strategies** which promote discussion, reflection, listening, critical thinking and respect for different opinions.
9. Use of the School's **Filtering of Internet Usage** to identify pupils at risk of being radicalised.
10. Accepting our **PREVENT duty** to protect our students from being radicalised as part of our Safeguarding procedures (details in School Safeguarding Policy – Section 15).

In order to fulfil our Prevent duty it is essential that staff at St Michael's are aware of children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is part of our wider safeguarding duties and is similar in nature to protecting children from other harms (eg drugs, gangs, neglect, FGM, sexual exploitation), whether these come from within their family or are the product of outside influences.

We can also build resilience to radicalism by promoting fundamental British Values (see curriculum map below) and enabling them to challenge extremist views. In St Michael's we want to provide a safe place in which young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.



Y12/Y13 Politics

The study of Terrorism in relation to Anarchism
US/UK Civil Rights
Examination of the founder of the Far Right

Sociology

Crime & Deviance
Mass Media – Examination of how extremist groups manipulate the media
Culture & Identity

Pastoral

Love, understanding, respect, forgiveness, trust & peace
Yr7 - Culture, customs and traditions in different religions and cultures/critical thinking
Yr7 - Endorsement of multicultural society and celebrating diversity and cooperation in the community to combat extremism
Yr8 - Cyberbullying and social media manipulation and female intimidation
Yr9 - Promoting confidence in one's self and own opinion – assertiveness vs aggressiveness; passiveness vs interaction – to build resilience, critical thinking skills and combat radicalisation
Y10 – Citizenship – ‘How Shamima Begum was radicalised by ISIS’
Yr11 – 3 tutorials on British Values ‘What it means to be British’
6th Form - ‘Since 9/11’ presentation Y13 assembly on anti-radicalisation
Yr12 – Prevent tutorial

Music –Yr7/Yr8/Y10/Y11

There is discussion and study of music from other cultures, which underlies being respectful of other cultures.

Art

Radicalisation, Terrorism & war in the Middle East

Drama

Yr7 – Manipulation of people and the truth. How people lie to make themselves look better and manipulate the truth to suit their purpose, eg propaganda by Far Right extremist groups
Yr8 – Radicalisation, prejudice and extremism – Based on the Northern Ireland conflict, how one person's freedom fighter is another person's terrorist. Students are radicalised and then de-radicalised.
Yr10 – The Crucible – Looking at how hysteria can spread and how bad things happened when good people do nothing.

Science - Biology

Genetics, Evolution & Natural Selection addresses the importance of diversity amongst individuals – decreasing Far Right ideas and promoting freedom of the individual

RE

Promotion of the dignity and sanctity of human life. Life must be respected and all killing is wrong
Study of different factors in the UK which lead to tolerance and understanding
Y13 Core RE – Analysis of the growth of fundamentalisation

English – Y11

Study of Kamikaze suicide bombers and current suicide bombers. Study of poem Kamikaze in GCSE

History

All key stages teaches pupils how to think, rather than what to think. This quality affords pupils the ability to see through false claims of extremism.
History cultivates an understanding of attachment to place, promoting the UK. This gives pupils a feeling of attachment to their home country, in which they live, which is an antidote to being drawn into extremism.