



Coombeshead Academy

Together we grow, together we achieve

British Values Statement

2025-2027

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Modern British Values

At Coombeshead Academy, we are dedicated to promoting values which ensure that our students develop a strong sense of social and moral responsibility. We prepare our students for life in Modern Britain by developing an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

These values underpin the work we do and are promoted at various times throughout the school year.

As School Leaders and Governors, we are responsible for providing a curriculum which:

- Is broad and balanced, complies with statutory requirements and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain.
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.
- Promotes tolerance of and respect for people of all faiths, no faith and of different cultures through the effective spiritual, moral, social and cultural development of pupils.
- Is supported by a well-rounded programme of assemblies which offer clear guidance on what is right and wrong, with opportunities for students to reflect.

In conclusion, we believe that we allow our students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others' beliefs and understand how communities function. These qualities will allow them to participate fully in life in Modern Britain.

British Value	DFE Guidelines	Implementation	Where in curriculum?	Relevant RRS Articles
Democracy	<ul style="list-style-type: none"> • <i>an understanding of how citizens can influence decision-making through the democratic process</i> 	<ul style="list-style-type: none"> • Democracy and its advantages / disadvantages are explicitly taught across assembly and Life Skills. As a UN Rights Respecting School, we uphold the principles of democracy and that all students have a voice. • During election years the school will model the voting and election process in order for people below 18 to experience the process of making choices. • Leadership is at the heart of the Eleven by Eleven programme to build confidence and resilience. Learners must feel that they have a voice and can exercise this through the year group and school council model. All tutor groups and year groups have representatives who lead 'democracy' in the school and the student voice is carried across the Senior Leadership Team and Governing Body. Student Governors from the Sixth Form feedback the voice of the wider student body at every meeting. • All curriculum areas regularly conduct survey students and routinely publish a 'you said, we did' response in their departmental areas to show that student feedback is central to the delivery model of our curriculum. 	<ul style="list-style-type: none"> • Y8 History – Suffrage, Industrial Revolution, English Civil War • Y9 History – church, state and people • Whole school Mock elections 	<ul style="list-style-type: none"> • Article 12 (Respect for the views of the child) • Article 13 (Freedom of expression) • Article 15 (Freedom of association) • Article 17 (Access to information; mass media) • Article 42 (Knowledge of rights)
The rule of law.	<ul style="list-style-type: none"> • <i>enable students to distinguish right from wrong and to respect the civil and criminal law of England</i> 	<ul style="list-style-type: none"> • Our clear behaviour system, which is actively taught to all students and displayed in every classroom, models the principle of law which is built upon consent. The school operates on a basis that the overwhelming majority of young people develop their awareness between right and wrong. Students comply with the expectations of the community in order to create a place which is safe and free from disruption so that all young people can fulfil their potential. • Our behaviour policy and other associated policies are underpinned by the protection afforded by the UN Declaration of Human Rights. These rights are enshrined in the law in the UK. Students who are learning to distinguish between right and wrong are actively encouraged to use the UN Declaration of Human Rights to underpin their reflections about their own behaviour. • Students are actively taught about the law in RPE, Life Skills and in aspects of history. For example, in drug and alcohol education, it is made explicit that drugs are illegal (supported by Article 33). 	<ul style="list-style-type: none"> • Life Skills Y7 – Consent • Life Skills Y8 – consent/ fraud and scams/ smoking + drugs/ alcohol/ gambling • Life Skills Y9 – Gangs/ consent • Life Skills Y10 + Y11 – Forced marriage/ domestic abuse/ consent/ stalking • Life Skills Post 16 – Alcohol + drugs • Y9 History – Policing • Y10 history + RPE – crime and punishment 	<ul style="list-style-type: none"> • Article 3 (Best interests of the child) • Article 33 (Drug abuse) • The UNCRC is enshrined in law. Therefore, if you are a rights respecting school you should be constantly promoting the rule of law.

Individual liberty.	<ul style="list-style-type: none"> enable students to develop their self-knowledge, self-esteem and self-confidence encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely 	<ul style="list-style-type: none"> The school is committed to the development of the 'whole self'. The Eleven by Eleven is an opportunity and entitlement driven set of experiences that we are committed to providing for every young person during the time they are with us at school. The breadth of experiences every young person can experience across 7 years is designed to build confidence and resilience in order to go out into the world and be successful. The school recognises that for students facing disadvantage (socio-economic and learning based) must be championed in order to level the 'playing field' and promote opportunity for all. The school is committed to the development of mental health and employs non-teaching Student Support Officers to help young people realise their potential. We are also an MHST school and link in with MHST colleagues to support promotion of positive mental health Students can access a broad extra-curricular experience to enrich their lives in a wide range of areas. The annual enrichment week(Y7-9) and work experience opportunities in Year 10 and 12 helps young people to understand their strengths and areas for development as well as the role they play in the community. We celebrate young people's success through rewards and awards ceremonies. Charitable and community-based activities are built into the annual calendar and we celebrate national events such as Remembrance, Children in Need and hold an annual Christmas Fair to raise money for charity. The school supports the international charity of Edukid which sponsors children in Uganda. One of our core values is 'community'. Students have asked for and set up an LGBTQ+ support group / network. Young people volunteer for and become trained as Anti-Bullying and Mental Health and Diversity Ambassadors. We run the diversity project in order to help tackle racism and hate in our wider community. 	<ul style="list-style-type: none"> Assembly topics: physical wellbeing/ mental health/ praise Y7 Life Skills – empathy/ peer pressure Y8 Life Skills – identity/ managing feelings/ mental well-being Y9 Life Skills – families/ healthy relationships Y10/Y11 Life Skills – mental health/ relationships/ volunteering Post 16 Life Skills – mental wellbeing/ body image/ personal health and safety Y9 RPE – rights and responsibilities Y8 History -slavery 	<ul style="list-style-type: none"> Article 2 (Non-discrimination) Article 12 (Respect for the views of the child) Article 13 (Freedom of expression) Article 15 (Freedom of association) Article 16 (Right to privacy) Article 17 (Access to information; mass media) Article 19 (Protection from all forms of violence)
Mutual respect.	<ul style="list-style-type: none"> an understanding of the importance of identifying and combatting discrimination enable students to acquire a broad general knowledge of and respect for public institutions and services in England 	<ul style="list-style-type: none"> A House system is well established in the school to promote team-work and collaboration as well as a sense of identity and belonging. Students participate in House Sports and other activities culminating in House Champions in each year. Student leadership roles create a sense of belonging. Students are proud to support and promote their school as ambassadors leading open events and touring prospective families. Students wear their uniform well and with pride. The school supports students who identify as part of the LGBTQ+ community through their own student / staff partner group. The Human Rights of students are protected through policy which protects a child's right to an identity. Young people volunteer for and become trained as Anti-Bullying Ambassadors. They promote and support anti-bullying week activities in the school as well as lead the strategy in the school. All students study the RPE curriculum throughout the 7 years at the school. Our annual whole school Remembrance assembly held on 11/11 promotes the work that our armed forces and their families have done to protect democracy and how public institutions should be revered and protected. 	<ul style="list-style-type: none"> Assembly topics: anti bullying week/ diversity LGBTQ+/discrimination/ refugees/ extremism and radicalisation/ human rights Y7 Life Skills – making friends/ bullying Y8 Life Skills – stereotypes and prejudice Y9 Life Skills - transphobia/ homophobia and sexism Post 16 Life Skills – trust and intimacy Y9 RPE – Anti racism 	<ul style="list-style-type: none"> Article 2 (Non-discrimination) Article 20 (Children deprived of family environment) Article 29 (Goals of education) Article 30 (Children of minorities/indigenous groups)

<p>Tolerance of those of different faiths and beliefs.</p> <ul style="list-style-type: none"> • <i>an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</i> 	<ul style="list-style-type: none"> • All students in all year groups follow an RPE curriculum enabling young people to learn about world faiths and reflect on their own beliefs. In our school this curriculum is called RPE (Religion, Philosophy and Ethics). • The school is a Beacon School for Holocaust Memorial working with national and international organisations to lead on Holocaust Education. • We actively encourage staff and students to report all types of bullying and hate so we can track data and intervene using a re-education and restorative approach before punitive. We believe that we can change opinions through education and a strong culture inside the school. • Young people volunteer for and become trained as Anti-Bullying Ambassadors with the Diana Award. They promote and support anti-bullying week activities in the school as well as lead the strategy in the school. • Providing spaces and time for religious observance 	<ul style="list-style-type: none"> • Assembly topics: extremism/ refugees/ Remembrance Day/ • Y7 RPE – What is religion? • Y8 RPE – Heroes of the holocaust/ • Y9 RPE – anti racism/ peace and conflict • Y10 RPE – extremism • Y11 RPE – medical ethics • Y10 History – Weimar Republic and Nazi Germany 	<ul style="list-style-type: none"> • Article 2 (Non-discrimination) • Article 13 (Freedom of expression) • Article 29 (Goals of education) • Article 30 (Children of minorities/indigenous groups • Article 14 (Freedom of thought, conscience and religion) • Article 15 (Freedom of association)
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