

Progression2Work British Values Statement

July 2022 (Reviewed June 23/July 24, August 25, August 2026)

Next Review: August 2027

The Department for Education states that there is a need

“To create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Department for Education defines British Values as follows:

- ✓ Respect for democracy and support or participation in the democratic process
- ✓ Respect for the basis on which the law is made and applies in England
- ✓ Support for equality of opportunity for all
- ✓ Support and respect for the liberties of all within the law
- ✓ Respect for and tolerance of different faiths and religious and other beliefs

****Roles and Responsibilities****

Evie Phillips has overall responsibility for promoting British values across Progression2Work. All staff are responsible for modelling and promoting these values in their daily practice. This policy is reviewed annually and links to our Behaviour Policy, Anti-Bullying Policy, Safeguarding Policy, and PSHE curriculum.

We ensure that the fundamental British values are introduced, discussed, and lived out through the ethos and work of Progression 2Work. All curriculum areas provide opportunities to explore these concepts. RE, PSHE, and group gathering sessions provide dedicated time to deepen understanding. See Appendix A for our curriculum map showing where British values are embedded across subjects.

We encourage our students to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our school, our local community, and the wider world. We aim to nurture our students on their journey through life so they can grow into safe, caring, democratic, responsible, and tolerant adults who make a positive difference to British Society and to the world.

How we monitor and evaluate:

We monitor the effectiveness of our British values provision through:

- Termly pupil voice surveys
- Learning walks focusing on British values
- Annual review of this policy
- Discussion at [governing body/leadership team] meetings

At Progression 2Work, we also uphold and actively promote British values in the following ways:

Democracy

- All students are encouraged to debate topics of interest, express their views, and make a meaningful contribution to the running of the school on matters that directly involve students.
- Students also have a voice; they can raise concerns and share ideas through pupil questionnaires and pupil conferences.

- Students vote for school council representatives.
- Our behaviour policy involves rewards which the students have discussed.
- The principle of democracy is explored in our Literature teaching and in PSHE as well as in group gatherings.
- Students have a voice in lunch choices.

Rule of Law

- The importance of laws and rules, whether they are those that govern the student/class, Progression 2Work, or the country, are consistently reinforced throughout Progression 2Work via regular daily activities. Our system for behaviour is aligned to an agreed code.
- We have behaviour for learning rules, which are displayed in every classroom and reviewed with students at the start of each term. Rules and expectations are clear, fair, and regularly promoted. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member can learn in a safe and ordered environment.
- Students are helped to distinguish right from wrong.
- Students are helped to respect the law. They are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Students are helped to understand that living under the rule of law protects individuals.
- Visits from/to authorities such as the Police; Fire Service; Ambulance etc. are arranged and help reinforce this message.
- The Behaviour and Anti-Bullying policies encourage participation in the restorative justice process to resolve conflict.
- The school has zero-tolerance for any form of aggression, abuse, or violence, which extends to students, staff, and parents/carers.

- We are committed to praising students' efforts. Students are rewarded not only for achievement in curriculum areas, but also for behaviour. Rewards are given in the form of points towards rewards and certificates. Students' achievements are also recognised during Celebration gatherings and via contact with parents and commissioning schools.

Individual Liberty

- Students are actively encouraged, and given the freedom to make choices, knowing that they are in a safe and supportive environment.

For example:

- Choosing from a range of enrichment activities
 - Selecting their own reading materials
 - Deciding on project topics within curriculum frameworks
 - Choosing the level of challenge in some lessons
-
- We educate and provide boundaries for our students to make choices safely, through the provision of a safe environment, a planned curriculum, and an empowering education.
 - Students are supported to develop their self-knowledge, self-esteem, and self-confidence.
 - Students are encouraged to take responsibility for their behaviour, for example through abiding and respecting our e-safety policy.
 - Students are encouraged to know, understand, and exercise their rights and personal freedoms and are advised how to exercise these safely, e.g. through e-safety teaching and PSHE lessons.
 - Freedom of speech is modelled through encouraging student participation.
 - Vulnerable students are protected, and stereotypes challenged.
 - A strong anti-bullying culture is embedded in the school.
 - We teach students about their rights and responsibilities as citizens through our PSHE curriculum, including understanding freedom of speech within the law.

- We create safe spaces for students to express opinions and engage in respectful debate on age-appropriate topics.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

- Respect is one of the core values of Progression 2Work. This can be seen and felt in our pervading ethos. The students know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.
- All the above is embedded throughout Progression 2Work and strongly promoted.
- Progression 2Work strongly promotes respect for individual differences.
- Students are helped to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- Staff and students are encouraged to challenge prejudicial or discriminatory behaviour.
- Actively promoting our values also means challenging students, staff or parents expressing opinions contrary to fundamental values, including 'extremist' views.
- Through our curriculum (particularly Humanities where we look at history, geography and RE, as well as PSHE and English), students learn about and discuss differences between people, including:
 - Different faiths and beliefs (including non-religious worldviews)
 - Different ethnicities and cultures
 - Disability
 - Different family structures (including looked-after children and young carers)
 - Gender and sexual orientation (taught in age-appropriate ways)
- We celebrate diversity through:
 - Religious festivals and cultural celebrations
 - Diversity weeks
 - Community visits

- Challenging extremism: Staff are trained to recognise and challenge extremist views in line with our Prevent duty. We create an environment where students feel safe to discuss controversial issues and learn to critically evaluate different viewpoints.

Equality of Opportunity for All

At Progression2Work, we are committed to the Equality Act 2010 and our Public Sector Equality Duty. This means we:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share protected characteristics and those who don't
- Foster good relations between different groups

In practice, this means:

- All students have equal access to our curriculum and experiential activities
- We make reasonable adjustments for students with disabilities
- We challenge stereotypes and prejudice
- We monitor participation and achievement across different groups
- We are an inclusive organisation committed to meeting the needs of all learners

Protected characteristics we consider: Under the Equality Act 2010, we consider: sex, race, disability, religion or belief, sexual orientation, gender reassignment, and pregnancy and maternity.

How we monitor equality: We review equality of opportunity through:

- Tracking which students participate in enrichment activities and educational visits
- Termly review of progress data and behaviour records
- Regular pupil voice surveys and one-to-one conversations with students
- Annual review of our equality objectives

Progression2Work SMSC Statement

Students' spiritual development is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings, and values
- Sense of enjoyment and fascination in learning about themselves, others, and the world around them
- Use of imagination and creativity in their learning and willingness to reflect on their experiences

Students' moral development is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Students' social development is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic, and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Students' cultural development is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

How we promote SMSC development:

We promote SMSC development through our whole-school ethos and values, dedicated PSHE and RE curriculum time, assemblies and group gatherings, and cross-curricular opportunities, particularly in Humanities (history, geography, RE) and English. Students also develop SMSC through enrichment activities and educational visits, student leadership opportunities (e.g., school council), and community engagement through our community visits.

Monitoring SMSC provision:

We monitor SMSC provision through curriculum planning and review, learning walks, student voice (surveys and one-to-one conversations), staff feedback, and annual review of this policy.

Appendix A: British Values Curriculum Map

This map shows where British values are embedded across our curriculum at Progression2Work.

Subject/Area	British Value(s)	How it's taught	Examples
Humanities (History, Geography, RE)	All values, particularly Mutual Respect & Tolerance	Learning about different faiths, cultures, and communities; exploring historical events that shaped British democracy and law	Study of world religions; exploration of different cultures globally; understanding UK democratic development
PSHE	All values	Dedicated units on rights and responsibilities, diversity, democracy, and citizenship	Understanding personal freedoms; learning about laws and why they exist; discussing equality and discrimination
English	Mutual Respect & Tolerance, Individual Liberty	Study of texts from diverse cultures; exploring themes of discrimination, tolerance, and freedom of expression	Reading stories that explore different perspectives; discussing characters' choices and consequences
Group Gatherings/Assemblies	All values	Regular discussions about respect, responsibility, and community values	Celebration of diversity; recognition of student achievements; discussion of current events

Subject/Area	British Value(s)	How it's taught	Examples
Student Council	Democracy, Rule of Law	Students vote for representatives and participate in decision-making	Voting for school council representatives; student voice in school decisions
Behaviour Policy	Rule of Law, Individual Liberty	Understanding rules, consequences, and personal responsibility	Clear expectations; restorative justice; student involvement in discussing rewards
Community Visits	Mutual Respect & Tolerance, Social Development	Engaging with the wider community and learning about different people and cultures	Visits to local community organisations; meeting people from different backgrounds
Enrichment Activities	Individual Liberty, Cultural Development	Students make choices about activities and develop new skills	Choice of enrichment activities; participation in cultural celebrations

This curriculum map is reviewed annually as part of our policy review process and updated as our curriculum develops.