



British Values Statement

At Helston Community College (HCC), we promote 'British Values' through our PSHE Programme, our Assemblies, our School Curriculum and through extra-curricular events held through the year.

These values and attitudes are promoted by all the staff who provide a model of behaviour for our students. All staff know that they are role models and ambassadors for HCC whilst at school and when out and about in the wider community. This aspect of our work is covered in staff policy documentation and within our induction for new employees.

'British Values' have been identified as:

Democracy

The principle of democracy is consistently reinforced within the curriculum, e.g. the democratic process used for important decisions within the community, such as elections – both local and national. The principle of democracy is explored in History and Religious Education as well as in PSHE and assemblies.

Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour, through school assemblies and on PSHE days. Students are taught the values and reasons behind laws; that laws are there to govern and protect us, and the consequences when laws are broken.

Students are helped to learn to manage their behaviour and to take responsibility for their actions. Staff are committed to providing a consistent and predictable environment within the school and beyond. An environment of this type enables students to feel safe and secure; this in turn, promotes the optimum conditions for learning to take place and achievement to be celebrated.

Individual Liberty

Students at HCC are encouraged to become good and valued citizens. We do this by supporting each student to become as independent as possible.

We invest a great deal of time in creating a positive culture in our school so that all students are in a safe environment where choices and freedoms are encouraged. We offer a range of enrichment activities which students have the freedom to choose from, based on their interests.

Mutual Respect

Mutual respect is at the core of school life. Students learn to treat each other and staff with great respect. This is evident when walking around the school and within classrooms.

Under the Equality Act (2010), there are nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

At HCC, we actively promote these in our curriculum and work to embed them into our ethos, PSHE lessons and in the wider curriculum.

It is important to facilitate opportunities for HCC to be part of the community as the students, families and staff have much to offer in the development of community cohesion. Our school is proud of the fact that we host community groups and organisations.

Tolerance of different faiths and beliefs

Each person at HCC is respected and valued equally without regard to ability, gender, faith, heritage or race.

We offer a broad and balanced curriculum in which all major religions are studied and respected. Our Assemblies help all students to find out about themselves and others, linking their lives to the communities in which they belong. We place great emphasis on providing encounters and participation in events and celebrations to broaden all students' experiences and awareness of others.

We believe that tolerance of different faiths and belief is best gained through knowledge and understanding. This is delivered through our curriculum as well as the routines of daily life as we strive to not only learn about but also demonstrate tolerance, and help students to become knowledgeable and understanding citizens who can build a better Britain for the future.

SMSC Definitions

At HCC we are committed and passionate about developing students' Spiritual, Moral, Social and Cultural (SMSC) awareness. These are defined as:

Spirituality – provide students with an opportunity to reflect upon their place in the world whilst also acknowledging and respecting other people's faiths, feelings and values.

Moral – ensure that our students understand the difference between right and wrong whilst also being able to debate empathetically and reasonably why other people's moral and ethical standpoints may be different to their own.

Social – provide students with opportunities to discuss and engage in wide-ranging enrichment and community based initiatives with other groups of people from different socio-economic backgrounds, faiths and cultures.

Cultural – develop students' awareness of the wide-ranging cultural influences that have shaped their own lives and heritage, whilst also acknowledging that there are a whole range of influences from further afield which have helped shape Britain's history, values and place in the world. We are committed to providing our students with a variety of sporting, artistic, musical and cultural opportunities.