



Modern British values

Modern British value	Achieved	Example(s)
Enable students to develop their self-knowledge, self-esteem and self-confidence;		Students are taught to become independent learners and thinkers; students are encouraged to take risks in lessons in order to grow their self confidence, and a wide range of trips are available for students in order to build up self-esteem and confidence.
Enable students to distinguish right from wrong and to respect the civil and criminal law of England;		Heads of Year, form tutors and staff build strong relationships with students and engage in reflective conversations with students in order to give them the opportunity to reflect on their behaviours and to understand the difference between right and wrong.
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;		A strong pastoral ethos which places the emphasis on the students' to accept responsibility for their behaviours; links with local community groups such as an old people's home where the choir and drama club perform every year.
Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;		Students learn about the police and the judicial system in Year 8 in Civics
Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;		Celebration of Black History Month which was led by the students; student voice demonstrates that students agree that Riverside celebrates all religions and faiths; LGBT forms an important part of the Civics curriculum, and an assembly has been delivered to all year groups highlighting the dangers of homophobic bullying; the Chairman of KPMG who is championing the rights of the LGBT community has also spoken to the students about the importance of not discriminating against people because of their sexual orientation.
Encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England		Students vote for their student representatives on the Student Council at the beginning of each academic year; the history curriculum explores the Magna Carta and the development of the democratic process.
An understanding of how citizens can influence decision-making through the democratic process;		Students learn about the political process in Years 8 and 9 in Civics lessons; the role of the Student Council in school demonstrates the impact that students can have on the school's decision making process; an assembly was held in General Election week in which the process of the election was explained, the main party leaders introduced and the students cast their votes for who they would like to win the election.

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<p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;</p>		<p>As part of the Civics curriculum students learn about the judicial system and the role of the police.</p>
<p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;</p>		<p>This is explored through the Civics curriculum, in which democratic institutions are explained and the roles of police and the courts are explored.</p>
<p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;</p>		<p>Outside speakers have come in to speak to the student regarding the importance of accepting people from all faiths and backgrounds. A prayer group is held every break time for students of all religions to freely practice their beliefs.</p>
<p>An acceptance that other 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; and</p>		<p>Arc Theatre group gave a presentation to Year 7s exploring themes of diversity within the community – student response to this was overwhelmingly positive; Riverside has a diverse population and students from different faiths and cultures freely mix and engage with each other; Freddie Knoller, who survived the Holocaust, gave an inspirational talk to the Year 9 students about his experiences and what we all need to learn from that period of history.</p>
<p>An understanding of the importance of identifying and combatting discrimination.</p>		<p>See above</p>