

# British Values – Intent, Implementation & Impact

## Thornden School 2025 – 2026

### 1. Intent

Thornden School's Personal Development and wider curriculum have a single strategic aim: to ensure that every student not only feels safe, but is safe, confident, and equipped to make informed, ethical choices in modern Britain.

British Values are woven through every aspect of the school's life — from tutor sessions and assemblies to curriculum lessons and student leadership — so that students understand the principles that sustain a democratic, fair and inclusive society.

Our intent is to:

- Develop civic literacy and critical awareness, so students recognise democracy as both a right and a responsibility.
- Promote empathy, fairness and respect through a coherent, spiral PD curriculum.
- Prevent discrimination, prejudice and exploitation by teaching legal rights, consent, equality and digital safety explicitly.
- Empower students to use their voice through participation in the Unloc Student Parliament, Student Council and school-wide consultations.

Every tutor group, PD strand and subject contributes to this aim. The curriculum has been re-designed following detailed student and parent consultation, ensuring contextual priorities — mental health, respectful relationships, online safety and future readiness — are fully embedded.

### 2. Democracy

#### 2.1 Intent

Students learn that democracy is not an abstract concept but a lived practice: listening, compromising, and influencing decisions fairly.

They explore *how* democratic systems function, *why* citizens must engage, and *what happens* when fairness or freedom of speech is undermined.

They practise democracy through class charters, student elections, leadership roles and national participation such as mock general elections.

## 2.2 PD Tutor Programme (Years 7-11)

Year	Core Focus & Lesson Detail	Skills / Knowledge Developed	Safeguarding / Citizenship Link
Year 7 – Belonging & Our Class Charter	Tutor groups design their own charters, discussing fairness, rule-making and the need for shared responsibility. A paired task asks: “ <i>What makes rules fair?</i> ” Students vote on their final charter statements.	Collaboration, voice, compromise, understanding majority vs minority.	Foundation for behaviour expectations & community safety.
Year 8 – Community and Change	Lessons explore how campaigns influence change. Students examine petitions, charities and online activism, then create a mini-campaign on a cause they value (e.g. reducing litter or improving mental health awareness).	Civic engagement, leadership, teamwork, persuasive writing.	Preventative safeguarding: positive activism vs extremism.
Year 9 – Citizenship and Local Democracy	Students experience a full mock-election cycle: forming parties, writing manifestos, producing posters and debating in assemblies before voting. Debrief includes comparison with national election coverage.	Critical thinking, informed participation, evaluating information sources.	Political literacy; counter-radicalisation.
Year 10 – Media Truth and Democracy	Students analyse case studies of misinformation, propaganda and censorship. They use the BBC Bitesize “Fake News” toolkit to evaluate bias and reliability.	Media literacy, discernment, recognising manipulation.	Online safety & Prevent duty.
Year 11 – Rights and	Tutor sessions explore the role of voting, taxation and jury service. Students	Practical understanding of adulthood,	Preparation for post-16 life and legal awareness.

Year	Core Focus & Lesson Detail	Skills / Knowledge Developed	Safeguarding / Citizenship Link
Responsibilities at 18	complete a “My Adult Rights” quiz and reflect on responsibilities of citizenship.	equality before law, accountability.	

### 2.3 KS4 PD Lessons

Across Year 10 and 11, democracy is revisited through several explicit teaching sequences:

- Philosophy & Ethics – Lesson 2: Fake News  
Students evaluate how truth underpins democratic society. They discuss questions such as “*Should misinformation ever be banned?*” and complete a bias-identification exercise using current media headlines.
- Philosophy & Ethics – Lesson 5: A Fair Society  
Through scenarios on justice and inequality, students debate whether the UK’s systems achieve fairness. They link this to voting, taxation, and representation.
- Careers & Citizenship – Employment Rights and Democracy at Work  
Students examine trade unions, collective bargaining and workplace democracy, connecting these to national democratic principles.
- Philosophy & Ethics – Lesson 6: Racism  
Students explore how equality law protects democratic participation and analyse case studies of civil rights campaigns.

**“Students regularly link moral and political concepts, demonstrating how democracy depends on empathy, fairness and accountability.” – Teacher feedback (2025 QA Review)**

### 2.4 Assemblies (2025 – 2026)

Term	Assembly Title	Lead / Group	Link to Democracy
Aut 1	<i>“British Democracy and Fairness”</i>	Mr Thomas (Headteacher)	Introduction to rights, responsibilities and student voice.

Term	Assembly Title	Lead / Group	Link to Democracy
Aut 2	<i>“Mock Elections – Your Voice, Your Vote”</i>	Student Council & Unloc Leaders	Whole-school election and manifesto launch.
Spr 1	<i>“Student Voice in Action”</i>	Unloc Student Parliament	Students report back on motions raised to SLT.
Sum 2	<i>“Democracy Beyond School”</i>	Head of Year 11 & Careers Lead	Encourages voter registration and civic participation.

## 2.5 Student Leadership and Civic Participation

- Unloc Student Parliament: Thirty students undertook accredited leadership training covering communication, representation and problem-solving. They created two school motions – one on *wellbeing spaces*, another on *eco sustainability* – both adopted by SLT.
- Student Council: Elected representatives from every tutor group meet half-termly to discuss equality, inclusion and school improvement priorities.
- Mock General Election 2024: Over 1 000 votes cast; students designed party logos, recorded video manifestos and ran hustings for all year groups.
- Wellbeing Ambassadors: Led Anti-Bullying Week assemblies and peer mentoring campaigns, modelling inclusive leadership.

*“It was the first time I realised how much our voices can actually change something.”* –  
Year 9 Student Leader

## 2.6 Curriculum and Reading Links

Subject	Quoted Evidence (from Audits)	Democratic Link
History	“Students study the development of democracy from Ancient Greece through Magna Carta, the Civil War and suffrage.”	Builds historical understanding of civic rights.
English	“Through <i>Animal Farm</i> and non-fiction rhetoric, students analyse how propaganda undermines democracy.”	Encourages critical literacy and political awareness.
Geography	“Decision-making exercises on sustainable planning and global governance.”	Promotes collective responsibility.
Drama	“Forum Theatre used to debate fairness and authority.”	Enables experiential understanding of voice and change.
Computing	“E-safety and data rights lessons emphasise accountability and free speech.”	Digital democracy.
Tutor Reading Programme	<i>The Bone Sparrow</i> – discusses justice and representation; <i>The Boy at the Back of the Class</i> – citizenship and advocacy for refugees.	Encourages empathy & active citizenship.

## 2.7 Cross-Curricular Projects

- “Voices of Change” Writing Competition (English & PD): students wrote persuasive letters to MPs on topics such as vaping regulation and youth mental health funding.
- “Design a Campaign” Project (Art & PSHE): Year 8 created poster campaigns inspired by national awareness weeks, linking design with civic message.
- “Sustainability Summit” (Geography & Science): students presented environmental proposals to the Eco Committee, practising lobbying skills.

## 2.8 Impact and Evaluation

- Participation: 1 084 students voted in the mock election – a 96 % turnout.

- Student Voice: 88 % of surveyed students (Spring 2025) agreed “I understand how my voice can make a difference in school.”
- Curriculum Evidence: All departments now reference democracy explicitly within SMSC audit templates.
- Behaviour Impact: Increase in restorative practice conversations where students negotiate outcomes – modelling fairness and accountability.
- Staff Feedback: Lesson visits note confident student debate and high levels of respect for differing opinions.

**Democracy at Thornden is taught, modelled and experienced daily — from tutor-group charters to national-level simulation.**

### 3. The Rule of Law

#### 3.1 Intent

Students at Thornden learn that laws exist to protect individuals, ensure fairness, and maintain order in a democratic society. They are taught that understanding and respecting rules — whether in school, online, or in the wider world — is essential for personal safety and the safeguarding of others.

The Rule of Law strand in the PD curriculum develops:

- Understanding of the purpose and processes of law.
- Respect for authority and fair justice.
- Awareness of consequences and accountability.
- Knowledge of rights and legal protections, particularly under the **Equality Act 2010, Human Rights Act, and Children’s Act.**

Law is consistently presented through a safeguarding lens: students link rules to *safety, justice, fairness, and wellbeing.*

#### 3.2 PD Tutor Programme (Years 7–11)

Year	Core Focus & Lesson Detail	Skills / Knowledge Developed	Safeguarding / Citizenship Link
Year 7 – Understanding	Students explore why we need rules, linking school expectations to national	Understanding equality before the rules,	Foundations for behaviour, anti-

Year	Core Focus & Lesson Detail	Skills / Knowledge Developed	Safeguarding / Citizenship Link
Rules and Consequences	laws. They discuss fairness in sanctions through role-play scenarios.	empathy, and justice.	bullying and peer accountability.
Year 8 – Online Law and Responsibility	Tutor discussions explore cyberbullying, image sharing, and privacy rights. Students review real-life case studies under the Communications Act (2003).	Digital citizenship, accountability, e-safety.	Online safeguarding, consent, child-on-child abuse prevention.
Year 9 – Consent, Discrimination and Equality Law	Students unpack the Equality Act 2010 and consent laws through applied scenarios (e.g., social media misuse, harassment). They use decision trees to evaluate what constitutes a legal vs. moral boundary.	Moral reasoning, empathy, boundary-setting.	RSE, Prevent, personal safety.
Year 10 – Technology Ethics and Legal Boundaries	Students examine legal aspects of data privacy, surveillance, and copyright. They debate: <i>“Should AI be regulated to protect democracy?”</i>	Ethical thinking, civic awareness, critical literacy.	Online privacy, data rights, misinformation.
Year 11 – Medical Ethics and the Law	Students debate cases such as organ donation, assisted dying, and reproductive rights, comparing moral and legal positions.	Respectful debate, empathy, application of law.	Safeguarding ethical awareness in adult life.

### 3.3 KS4 PD Lessons

- Lesson 5 – A Fair Society: Students analyse whether current systems deliver justice equally. They examine the role of policing, courts and rehabilitation, then compare global justice systems.
- Lesson 6 – Racism: Students apply the Equality Act 2010 to real incidents, discussing hate crimes and protected characteristics.
- Lesson 7 – Technology Ethics: Explores data rights and online law, highlighting how misinformation and bias can breach equality legislation.
- RSE and Consent: Students study coercion and control in relationships, linking behaviour to legal and moral frameworks.
- God on Trial (Ethics & Religion): Students explore moral responsibility, free will, and justice through the Nuremberg Trials and theological questions about good and evil.

***“Students consistently connect ethical and legal understanding, showing how law reflects shared moral values and prevents harm.” – PD Curriculum Review (2025)***

### 3.4 Assemblies (2025–2026)

Term	Assembly Title	Lead / Group	Rule of Law Focus
Autumn 1	<i>“Rules, Fairness and Safety”</i>	HOY 7	Why school rules mirror societal laws.
Autumn 2	<i>“Digital Footprints and the Law”</i>	Computing Department	Online conduct, accountability, cyber laws.
Spring 1	<i>“Consent and Consequences”</i>	Safeguarding Team	Legal and moral boundaries in relationships.
Spring 2	<i>“Justice and Rehabilitation”</i>	Unloc Student Leaders	Debate on punishment vs. reform.
Summer 2	<i>“Being a Responsible Citizen”</i>	Headteacher	The importance of law in maintaining democracy.

### 3.5 Curriculum Subject Examples (Quoted Evidence)

Subject	Quotation from Departmental Audit	Link to The Rule of Law
History	“Students study legal milestones such as the Magna Carta, English Civil War, Suffragettes and Civil Rights Movement.”	Demonstrates evolution of justice and equality before the law.
Science	“Ethical debate on animal testing and bioethics introduces regulation and legal responsibility.”	Reinforces safety and ethical law in research.
Computing	“Students examine GDPR, copyright and computer misuse legislation.”	Promotes legal and digital accountability.
PE	“Students learn respect for rules and sanctions through sport.”	Develops fairness and adherence to boundaries.
Drama	“Improvised scenarios exploring guilt, truth and consequence.”	Emotional literacy and restorative understanding.
English	“Analysis of justice in <i>An Inspector Calls</i> and <i>To Kill a Mockingbird</i> .”	Encourages empathy and critique of fairness.

### 3.6 Reading Programme

- *Ghost Boys* – explores racial injustice and police accountability.
- *The Bone Sparrow* – highlights the consequences of unjust systems.
- *The Giver* – examines control, law, and the suppression of choice.

Tutor reflection questions include:

“What makes a rule fair?”

“Who decides what is right?”

“When should laws change?”

### 3.7 Impact

- 91% of students (PD Entry/Exit 2025) state they “understand the purpose of laws and consequences.”
- 78% could name examples of protected characteristics and related legislation.

- Fewer online-behaviour incidents logged on CPOMS due to explicit legal education in PD and assemblies.
- Unloc feedback shows improved debate quality and understanding of accountability.

**Students leave Thornden understanding not only that rules exist, but why they exist — to protect rights, ensure fairness, and safeguard communities.**

## 4. Individual Liberty

### 4.1 Intent

Students are taught that liberty is not the absence of rules, but the freedom to make informed, respectful choices within the boundaries of law and morality.

They explore themes of self-expression, belief, and conscience while developing resilience against coercion, extremism, and peer influence.

Individual liberty at Thornden means helping students to:

- Recognise and respect personal boundaries.
- Express themselves freely while considering others’ rights.
- Make safe, informed choices about health, relationships and online activity.
- Understand how liberty and law work together to protect freedom.

### 4.2 PD Tutor Programme (Years 7–11)

Year	Core Focus & Lesson Detail	Knowledge & Skills	Safeguarding Focus
Year 7 – Identity and Belonging	Students explore what makes them unique, create identity shields and share positive affirmations.	Self-awareness, confidence, empathy.	Emotional wellbeing, self-esteem.
Year 8 – Influence and Pressure	Lessons on resisting peer pressure and online manipulation. Students discuss case studies about digital consent and “choice under pressure.”	Assertiveness, decision-making, reflection.	Prevent, exploitation prevention.

Year	Core Focus & Lesson Detail	Knowledge & Skills	Safeguarding Focus
Year 9 – Freedom and Responsibility	Students debate the boundaries of free speech and individual responsibility.	Ethical reasoning, critical thinking.	Safeguarding from extremist views.
Year 10 – Who Are You? (Philosophy & Ethics)	Students examine identity, conscience, and authenticity. Activities include “I am...” reflections and debate on belief systems.	Self-respect, autonomy, self-reflection.	Resilience, Prevent duty.
Year 11 – Careers: Rights at Work	Students learn about contracts, workplace discrimination and whistleblowing rights.	Application of liberty to real-world contexts.	Preparedness for adult life.

#### 4.3 KS4 PD Lessons

- Lesson 3 – Who Are You?: Students consider identity and personal authenticity. They write a reflection piece titled “*The labels that help and the ones that limit.*”
- Lesson 4 – Introduction to Ethics: Students explore free will and conscience through real dilemmas.
- Lesson 1 – What is Real?: Analyses perception and autonomy, linking to media and influence.
- RSE: Consent & Control: Explicitly teaches bodily autonomy and emotional freedom.
- Careers: Workplace Equality: Students investigate equal pay and discrimination cases, learning how liberty is protected under law.

“Students increasingly articulate that freedom comes with responsibility – they show strong empathy and self-awareness in reflection journals.” – Year 10 PD Teacher Feedback (2025)

#### 4.4 Assemblies (2025–2026)

Term	Assembly Title	Lead / Group	Link to Individual Liberty
Autumn 1	<i>“Being Yourself”</i>	Student Leaders	Promotes individuality and respectful expression.
Autumn 2	<i>“Freedom and Responsibility”</i>	Headteacher	Balances liberty with accountability.
Spring 1	<i>“Online Choices, Real Consequences”</i>	Computing Dept	Digital freedom and online safety.
Summer 1	<i>“Voices of Change”</i>	Unloc Student Parliament	Encourages advocacy and safe self-expression.
Summer 2	<i>“Taking the Next Step”</i>	HOY 11 & Careers Lead	Personal freedom through informed adult choice.

#### 4.5 Curriculum Subject Examples (Quoted Evidence)

Subject	Quotation from Departmental Audit	Link to Liberty
RS / Philosophy	“Students explore free will, conscience and responsibility.”	Spiritual and ethical liberty.
English	“Study of dystopian texts such as <i>1984</i> and <i>The Giver</i> exploring loss of freedom.”	Critical thinking about liberty and control.
Art & Design	“Students express personal identity and respond to social issues through artwork.”	Self-expression, agency.
Drama	“Improvisation around personal choice and moral conflict.”	Emotional freedom, empathy.
PE	“Encourages leadership and decision-making in sport.”	Responsibility and confidence.

#### 4.6 Reading Programme

- *The Giver* – explores loss of individuality and liberty.
- *The Bone Sparrow* – freedom vs oppression in refugee contexts.

- *The Boy at the Back of the Class* – advocacy and speaking up for others.

Tutor reflections prompt discussion such as:

“Why is freedom important?”

“Can freedom exist without respect?”

#### **4.7 Student Leadership**

Unloc training includes modules titled “*Finding Your Voice*” and “*Leadership for Inclusion*”, where students practise assertive communication, speech writing, and mediation.

Wellbeing Ambassadors model liberty through peer-led campaigns on mental health and body confidence, encouraging students to speak openly about wellbeing.

Mock election speeches and campaign videos further demonstrate students’ ability to express views responsibly and respectfully.

#### **4.8 Impact**

- 89% of students (Student Voice 2025) say they “feel able to express their opinions safely.”
- Increase in student-led initiatives (e.g. *Pride Week displays, Wellbeing podcasts*).
- Teachers report higher engagement in debates and ethical discussions across PD and humanities.
- CPOMS data shows more proactive self-referrals and peer support.

**Students at Thornden understand that liberty and responsibility are inseparable — freedom flourishes where empathy and accountability coexist.**

### **5. Mutual Respect**

#### **5.1 Intent**

Mutual respect is the cornerstone of Thornden’s culture. Students are taught that respect means recognising the value and dignity of every person, regardless of background, belief, or ability.

Respect is modelled through language, behaviour, and inclusion — it underpins all PD content, tutor interactions, and restorative practices.

The intent is that students:

- Show empathy and kindness towards others.
- Recognise diversity as a strength.
- Engage in constructive dialogue and difference.
- Understand respect as an active choice in daily life.

## 5.2 PD Tutor Programme (Years 7-11)

Year	Focus & Lesson Detail	Knowledge & Understanding	Safeguarding Link
Year 7 – Belonging & Respect	Students co-create “Our Class Charter”, exploring how respect keeps everyone safe and valued. Tutor time debates ask “ <i>What does it mean to belong?</i> ”.	Emotional literacy, empathy, shared responsibility.	Positive culture, anti-bullying.
Year 8 – Community and Digital Respect	Lessons on respectful online behaviour and digital footprints. Students complete “Think Before You Type” scenarios.	Digital citizenship, self-awareness.	Online safety.
Year 9 – Respect and Relationships	RSE sessions explore equality, discrimination, and inclusive language.	Respect in relationships and identity.	RSE & Prevent.
Year 10 – A Fair Society	Students analyse respect in politics, media, and the workplace.	Civic respect, ethical reasoning.	Equality, Prevent.
Year 11 – Traditions and Beliefs	Students discuss how respect sustains multicultural communities.	Tolerance, interfaith awareness.	Community cohesion.

### 5.3 KS4 PD Lessons

- Lesson 6 – Racism: Students examine prejudice and discrimination through personal testimony, exploring allyship and the law.
- Lesson 7 – Technology Ethics: Discussions on respect for privacy and digital conduct.
- Health and Wellbeing: Body image, mental health stigma, and respectful language about difference.
- Traditions: Explores respect across faith traditions, religious expression, and moral leadership.

“Students show increasing maturity in challenging stereotypes and using inclusive language; they recognise that respect means action, not just words.” – PD QA Review (2025)

### 5.4 Assemblies (2025–2026)

Term	Assembly Title	Lead / Group	Focus
Autumn 1	<i>“Belonging at Thornden”</i>	Headteacher	Shared values and inclusion.
Autumn 2	<i>“Anti-Bullying Week – Make a Noise”</i>	Wellbeing Ambassadors	Respectful relationships and kindness.
Spring 1	<i>“Equality in Action”</i>	Unloc Student Leaders	Challenging stereotypes and promoting allyship.
Summer 1	<i>“Pride, Respect and Community”</i>	PD Team	Celebration of identity and inclusion.
Summer 2	<i>“Respect for Difference”</i>	HOY 9	Celebrating diversity across cultures.

### 5.5 Curriculum Subject Examples (Quoted Evidence)

Subject	Quotation from Department Audit	Link to Mutual Respect
English	“Students explore prejudice and empathy in <i>Of Mice and Men</i> and <i>The Bone Sparrow</i> .”	Understanding respect through narrative empathy.

Subject	Quotation from Department Audit	Link to Mutual Respect
History	“Holocaust and Civil Rights units teach respect for human dignity.”	Respect for human rights and justice.
PE	“Fair play and teamwork are modelled in every lesson.”	Respect through collaboration.
Drama	“Ensemble work emphasises listening, cooperation and empathy.”	Mutual understanding and trust.
Music	“Students perform collaboratively, valuing each other’s contributions.”	Shared celebration of diversity.

## 5.6 Reading Programme

- *Ghost Boys* – racial prejudice, allyship, and respect.
- *The Boy at the Back of the Class* – empathy and inclusion.
- *A Monster Calls* – emotional honesty and respect for difference.

Tutor reflection:

“How do we show respect even when we disagree?”

## 5.7 Impact

- 94% of students (2025 survey) agree “People at Thornden are treated with respect.”
- Reduction in reported peer conflicts and discriminatory language.
- Students actively challenge unkindness and exclusion in tutor groups.
- Staff voice identifies high levels of mutual respect in lessons and social spaces.

**Respect is visible, taught, and lived daily — it defines Thornden’s culture.**

## 6. Tolerance of Different Faiths and Beliefs

### 6.1 Intent

Students learn that tolerance is not passive acceptance but *active understanding*. They study a range of religions, ethical systems, and worldviews to build empathy and

respect.

Thornden’s PD and KS4 lessons ensure that all students encounter both shared human values and diversity of belief, preparing them for life in a pluralistic Britain.

### 6.2 PD Tutor Programme (Years 7–11)

Year	Focus & Lesson Detail	Learning Outcomes	Safeguarding Context
Year 7 – Introduction to World Religions	Students explore major faiths, customs, and celebrations represented in the school community.	Curiosity, empathy, respect.	Prevent, cohesion.
Year 8 – Faith in Action	Case studies of charities inspired by belief.	Moral understanding, social responsibility.	Citizenship.
Year 9 – Stereotypes and Belief	Students discuss misconceptions about faith and culture.	Challenging bias, critical awareness.	Anti-discrimination.
Year 10 – God on Trial	Students debate morality, suffering and belief, comparing secular and faith perspectives.	Ethical reasoning, empathy.	Prevent, resilience.
Year 11 – Traditions and Believing & Belonging	Exploration of global traditions, identity and culture.	Intercultural understanding.	Global citizenship.

### 6.3 KS4 PD Lessons

- God on Trial: Explores moral philosophy and religion in conflict, prompting reflection on justice, suffering and faith.
- Traditions: Introduces diverse festivals, practices, and moral teachings. Students research a world faith and present on how belief shapes identity.

- Believing and Belonging: Students analyse how communities of faith support belonging, comparing religious and non-religious frameworks.

“Students demonstrate high levels of curiosity and sensitivity when discussing faith; they show genuine interest in beliefs different from their own.” – KS4 PD Observation (2025)

#### 6.4 Assemblies (2025–2026)

Term	Assembly Title	Lead	Focus
Autumn 2	<i>“Diwali – Festival of Light”</i>	RE Dept	Celebration of Hindu faith and symbolism.
Spring 1	<i>“Holocaust Memorial”</i>	History Dept & Students	Reflection on prejudice and humanity.
Spring 2	<i>“Ramadan and Reflection”</i>	Student Voice Team	Fasting, discipline, empathy.
Summer 1	<i>“Faith, Belief and Community”</i>	Unloc Parliament	Promoting understanding across difference.
Summer 2	<i>“Peace and Forgiveness”</i>	RS Lead	Universal human values across belief systems.

#### 6.5 Curriculum Subject Examples (Quoted Evidence)

Subject	Quotation	Link to Tolerance
<b>RS / Philosophy</b>	“Comparative religion units explore Christianity, Islam, Hinduism and Humanism.”	Knowledge of faith diversity.
<b>History</b>	“Medieval Church, Reformation, and Holocaust studies emphasise religious tolerance.”	Understanding consequence of intolerance.
<b>Art &amp; Design</b>	“Religious symbolism explored through Islamic pattern and Christian iconography.”	Aesthetic appreciation of belief.

Subject	Quotation	Link to Tolerance
English	“Global texts reflect faith and moral struggle ( <i>Life of Pi, Noughts and Crosses</i> ).”	Cultural empathy.
MFL	“Exploration of customs and traditions in target-language countries.”	Respect for global culture.

## 6.6 Reading Programme

- *The Bone Sparrow* – explores faith, persecution, and human dignity.
- *The Kite Runner* (KS4 extension) – forgiveness, culture, and identity.
- *A Christmas Carol* – moral transformation and redemption.

Tutor reflections:

“How does belief influence behaviour?”

“What can we learn from faiths different to our own?”

## 6.7 Impact

- 95% of students agree “I understand that people have different beliefs and values.”
- Student-led Faith & Culture group established (2025).
- Assemblies and PD lessons regularly referenced in safeguarding meetings as preventive practice against prejudice.
- Staff report high confidence in facilitating sensitive discussions.

**Tolerance at Thornden is expressed as curiosity, respect, and shared humanity.**

## 7. Reading Programme and Cultural Capital

The *Tutor Reading Programme* complements British Values by exposing students to global voices, ethical dilemmas, and diverse perspectives.

Books are selected to reinforce democracy, law, liberty, respect, and tolerance.

Book	Key Themes	Linked Value
<i>The Bone Sparrow</i>	Refugee rights, justice, belonging.	Democracy, Tolerance.
<i>Ghost Boys</i>	Prejudice, equality, racial justice.	Rule of Law, Respect.
<i>The Giver</i>	Conformity vs individuality.	Liberty.
<i>The Boy at the Back of the Class</i>	Empathy, inclusion, citizenship.	Respect, Democracy.
<i>A Monster Calls</i>	Loss, honesty, compassion.	Respect, Liberty.

Each text includes reflective tutor questions and cross-links to PD lessons.

Book discussions are logged in tutor folders as evidence of SMSC and BV engagement.

## 8. Student Leadership & Representation

Student leadership structures are explicitly designed to model democracy, liberty, and respect.

- Unloc Student Parliament: Students undergo formal leadership training in communication, teamwork and governance. They debate motions on wellbeing, inclusion, and sustainability.
- Student Council: Half-termly meetings with SLT influence uniform policy, enrichment and anti-bullying strategies.
- Mock General Election 2024: Over 1,000 votes cast; party leaders created manifestos and campaign speeches.
- Wellbeing Ambassadors: Lead assemblies on kindness, respect and mental health awareness.
- Faith & Culture Group: Established in 2025 to celebrate diversity and challenge stereotypes.

“Through Unloc, students not only learn about democracy but live it — they present motions, negotiate and experience decision-making first-hand.” – Student Leadership Coordinator

## 9. Assemblies (2025–2026) Overview

The Assembly Programme embeds British Values across the year through themes of *Belong, Care, Aspire, Succeed*

Term	Theme	Example Assemblies	Linked Values
Autumn 1	Belong	<i>Our Class Charter, British Democracy and Fairness</i>	Democracy, Respect
Autumn 2	Care	<i>Anti-Bullying Week, Diwali – Festival of Light</i>	Respect, Tolerance
Spring 1	Aspire	<i>Student Voice in Action, Holocaust Memorial</i>	Democracy, Law, Tolerance
Spring 2	Resilience	<i>Consent and Consequences, Ramadan and Reflection</i>	Law, Respect
Summer 1	Achievement	<i>Pride and Community, Faith &amp; Belief</i>	Liberty, Tolerance
Summer 2	Transition	<i>Democracy Beyond School, Peace and Forgiveness</i>	Democracy, Law, Respect

## 10. Whole-School Impact and Leadership Evaluation

### Impact Evidence

- Knowledge: 90% of students can identify all five British Values (Exit Survey 2025).
- Attitudes: Student voice and lesson observations confirm high empathy, fairness and respect.
- Behaviour: 22% reduction in prejudice-related incidents since 2023.
- Engagement: Increased student participation in leadership, charity, and community volunteering.
- Curriculum: Every subject now references British Values in schemes of work and displays.

### Leadership Commentary

British Values are not confined to PD — they are a unifying framework underpinning safeguarding, curriculum, and culture.

Through deliberate sequencing, explicit teaching, and authentic lived experience, Thornden ensures that all students are not only aware of these values but can *apply them thoughtfully in their daily lives*.

**At Thornden, British Values are not taught in isolation; they are embedded in every lesson, conversation and decision. They are lived.**