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Table 1. Selected examples: British values and sexual orientation equality in recent Ofsted inspection reports

	School type and report details	Selected relevant text
1	Secondary maintained, Jewish. ‘Inspection report: JFS, 8–9 July 2014’, Inspection 446062. Brent	‘Teachers look for opportunities to develop students’ understanding of [SMSC] values [...] For example, older students are provided with opportunities to discuss values that may be different from their own, such as same sex relationships. Inspectors found no evidence to support the concerns raised in a letter to Ofsted claiming students were being indoctrinated by the extreme orthodox views of some teachers’. (p.5)
2	Secondary maintained, no religious designation. ‘Inspection report: The Charles Dickens School, 17–18 September 2014’, Inspection 447761. Kent	‘There is too little planned, high quality teaching about how differences in, for example, sexual orientation or ethnic heritages, are valued and respected, and so students are not prepared well for life in modern-day Britain’. (p. 5)
3	Secondary independent, Islamic. ‘Emergency inspection report: Mazahirul Uloom School, 16-17 October 2014’, Inspection 453163. London	‘The school does not actively promote principles that encourage students to have respect for those with different backgrounds. [...] The Principal told inspectors that the school’s curriculum does not currently cover learning about those of different sexual orientations’. (p. 1)
4	Independent secondary, Islamic. ‘Inspection report: Tawhid Boys School, Tawhid Educational Trust, 25–27 November 2014’, Inspection 447191. London	‘Senior leaders promote British values exceptionally well. As a result, students are proud members of British society and embrace people of different faiths and cultural traditions’. (p. 1) ‘Students learn about respecting all people regardless of their race, ethnicity, background or sexual orientation’. (p.5)
5	Free school (ages 4-18), Christian. ‘Inspection report: Grindon Hall Christian School, 26–27 November 2014’, Inspection 455402. Sunderland	‘The curriculum does not adequately prepare pupils for life in modern Britain. Pupils show a lack of respect and tolerance towards those who belong to different faiths, cultures or communities [...] Prejudice-based bullying, while reported on, is not tackled effectively enough. Discrimination through racist or homophobic language persists’. (p. 1)
6	Secondary free school, Christian. ‘Inspection report: The Durham Free School, 26-27 November 2014’, Inspection 455401. Durham	To improve, the school must ‘[review] the curriculum so that there are appropriate opportunities to teach students about sex and relationships and to promote respect for different faiths, beliefs and values so that they are fully ready to function as young citizens of modern Britain’. (p.3).
7	Primary free school, Islamic. ‘Inspection report: Al-Madinah School, 3–4 December 2014’,	‘The [SMSC] dimension of the curriculum is strong. Pupils have a good understanding of faiths and cultures other than their own. They are prepared well

	Inspection 447472. Derby	for life in modern Britain.’ (p. 1) ‘Pupils have a good understanding of different forms of bullying (p. 5)’
8	Independent (ages 3-16), Orthodox Jewish. ‘Emergency inspection: Talmud Torah Machzikei Hadass School, 15 July 2015’, Inspection 465133. London	‘The school’s ethos identifies its founding principle as “unconditional adherence to the Shulchan Aruch (code of Jewish law)”. Leaders are aware that this disregards the protected characteristic of sexual orientation within the 2010 Equality Act’. (p. 1)
9	Secondary independent, Islamic. ‘Inspection report: Iqra High School, 29 April-1 May 2015’, Inspection 463022. Oldham Progress monitoring school report Inspection 10010150	‘The teaching of Islam and citizenship, religious education, and personal, social and health education, along with Qu’ranic studies, combine well to promote fundamental British values. Parents spoken to feel that the school is effective in ensuring their daughters are developing into ‘British Muslims’. However, the [SMSC] development of students requires improvement because not enough regard is paid to the protected characteristics set out in the Equality Act 2010’. (p. 7) ‘Written policies now make specific reference to the protected areas that were previously omitted such as sex and sexual orientation. Leaders have introduced a curriculum map which identifies when and where specific topics will be taught’. (p. 1)
10	Secondary free school, no religious designation. ‘Inspection report: Perry Beeches III the Free School, 12- 13 May 2015’, Inspection 450235. Birmingham	‘Opportunities for [SMSC] development are seen everywhere around the school. Positive messages that reinforce [...] the [school’s values] of respect are displayed prominently and students told inspectors that British values mirror the [school’s] values. Students enjoy the themed weeks and “dropdown days” where they have opportunity to find out more about particular issues such as [...] lesbian, gay, bisexual and transgender (LGBT) issues’. (p. 6)
11	Primary independent, Islamic. ‘Monitoring Report: Olive Tree Primary School, 11 June 2015’, Inspection 464297. Luton	‘The [previous] inspection of October 2014 found that the school’s plans to promote tolerance and respect, by helping pupils to understand the diversity that exists in Britain, were too limited because they were restricted to understanding differences in faith [...]. The school now teaches pupils to understand a wider range of people who have contrasting lifestyles. Pupils understand that many different sorts of families exist. They know that same sex marriages are legal and that some mothers and fathers choose not to marry. Pupils say that although their Muslim faith does not promote these choices and lifestyles, they must respect people who lead lives different to their own’. (p.2)

12	Independent (ages 5-16), Christian (Epsom Christian Fellowship). 'Inspection report: The Cornerstone School, 29 September – 1 October 2015', Inspection 10007694. Surrey	'Pupils do not experience a balance of differing views on certain matters including the 'protected characteristics' (for example, relating to: age, disability, gender, marriage and civil partnerships, religion or belief, sexual orientation) of the Equality Act 2010'. (p.4)
13	Independent (ages 5-16), Christian. 'Inspection report: Covenant Christian School, 6–7 October 2015', Inspection 10007902. Stockport	'The school promotes fundamental British values well [...] Leaders ensure that lessons are planned so that pupils can access information from a number of objective sources. For example, in a unit on 'family studies' older pupils study the British law in relation to adoption and fostering and consider same-sex relationships within the same context'. (p. 4)
14	Independent (ages 7-16), Islamic Inspection report: Jameah Academy, 6–8 October 2015 Inspection 10007696. Leicester	'Leaders and staff teach pupils that the values of tolerance and respect are inherent to Islam. In their citizenship lessons, pupils have examined what these values mean in relation to different groups, and have prepared thoughtful and thought-provoking assemblies and display work on a range of issues, such as ageism, prejudice-based bullying and hate crime. These experiences prepare pupils well for life in modern Britain'. (p.4)
15	Independent (ages 3-11), Islamic. 'Inspection report: Leicester Islamic Academy, 7–9 October 2015', Inspection 10007693. Leicester	'All pupils exhibit, by words and deeds, the school's ethos of respect and tolerance of other people. This is underpinned by the Islamic ethos of the school. They have a clear understanding of all types of bullying and know that any form of bullying, including that categorised as homophobic, will not be tolerated'. (p. 6)
16	Independent (ages 4-16), Christian 'Inspection report: Bethany School, 14–16 October 2015', Inspection 100007853. Sheffield	'Pupils know about different lifestyle choices and talk about their respect for, and tolerance of, all people, including those who may be gay or lesbian. They have a good understanding about accepting difference and recognising similarity, including those of 'protected characteristics' [...] Together, these aspects prepare pupils well for life in modern Britain and support them in knowing about fundamental British values'. (p.5)
17	Secondary maintained, Islamic. 'Inspection report: Madani Boys School, 26–27 January 2016', Inspection 10001837. Leicester	'Pupils have an excellent understanding of the multicultural nature of British society and of how they can contribute positively to this. They are aware of the dangers of extremism and radicalisation and are sensitive to the differences between diverse ethnic and religious groups [...] Pupils are aware of the different types of bullying, including cyber, physical, sexual, emotional and homophobic bullying'. (p. 5)