



## Broughton Hall Catholic High School

# RELIGIOUS EDUCATION BRITISH VALUES POLICY

### Introduction

The RE department at Broughton Hall Catholic High School seeks to promote the historical and current values that underpin the national identity of Britain. The RE curriculum actively promotes the fundamental values that make us 'British'.

British values are defined as:

- Respect for the basis on which the law is made and applies in England (taught at KS3 – responsibility, law, conscience, sin/KS4 – Catholic Responsibilities and Crime and Punishment/KS5 General RE – crime and punishment/KS5 AS and A2 level – Utilitarianism, War and Peace, Genetic engineering, sanctity of life, freewill and determinism, conscience)
- Individual liberty Support and respect for the liberties of all within the law (KS3 and KS4 - human rights, moral and natural evil and poverty/Catholic Responsibilities, matters of life and death, peace and conflict, environment and medical ethics and crime and punishment/ KS5 General RE – crime and punishment/KS5 AS and A2 level – Utilitarianism, War and Peace, Genetic engineering, sanctity of life, freewill and determinism, conscience)
- Respect for and tolerance of different faiths and religious and other beliefs (KS3 – ecumenism, values, virtue and teaching of other world religions/KS5 AS and A2 – religious experience)

### Aims

At Broughton Hall Catholic High School, and in line with the individual pupils' capacity to understand the concepts and ideas – we aim to:

#### 1. Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils learn how to argue and defend points of view
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

## 2. Rule of law

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

## 3. Individual liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Pupils, parents and staffs views are valued and sought, all pupils are made aware, where possible of others needs and how to support each other. Team Teach principles permeate the daily routines and care given to all.

## 4. Respect and tolerance

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
- Pupils are encouraged to celebrate diversity, recognise their own and others strengths, encounter, celebrate and appreciate difference – see SMSC, Special days, charity work

## **Teaching and Learning in the RE department**

Within this, schools are encouraged to develop the pupils' ability to:

- Describe their own identities and the groups that they feel they belong to;
- Recognise different identities and experiences;
- Appreciate that identity consists of many factors;
- Recognise that each person's identity is unique and can change;
- Begin to understand the idea of stereotypes.