

BRITISH VALUES CURRICULUM AUDIT 2024/2025

**Examples of how this is achieved at
Broughton Hall Catholic High School**



DEMOCRACY

The strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.

English: Study of a range of British texts and texts from Other Cultures throughout history gives students access to research on how the law changes with time. This also allows for discussion on the advantages and disadvantages of living in a particular time period and how authors/playwrights/poets show the effects of rules in society on their characters. This can be evidenced in all Key Stages.

Maths: The mathematics department encourages learning and behaviour strategies that allow all pupils a fair chance to answer and to explain their methods.

Pupils in all year groups, as part of their work on Data Handling, study the creation of questionnaires and examine bias and sampling methods.

In all lessons, students consider the consequences, advantages and disadvantages of ethical decisions relating how mathematics, business, economies and the world interrelate, how mathematics is used and abused, and how data can be used to change perception, opinion, and action and cause reaction. Opportunities to discuss viewpoints are encouraged in Mathematics lessons and the use of data has a significant role in the democratic decision-making and influencing change. Students will hear statistics quoted to justify and argue for particular positions. The development of critical thinking skills using mathematics will help develop student resilience to being exploited by extremists. Whilst ensuring students are respectful to others, understand the consequences of radical or extremist views and the implications of such actions through Mathematics. At the same time, students are reminded of an expectation of respect for all others. Through various forms of mathematical issues, freedom of speech is discussed.

Science: Looks at democracy in terms of how this country deals with Genetic engineering, drugs and alcohol, stem cell technology and nuclear power. We analyse the issue from both sides and look at all parties involved. Covid strategies for large scale immunization discussed in higher year groups. This can be seen across all key stages.

History:

Students have the opportunity to explore the historical development of democracy and human rights with evaluating fundamental features of political structures implemented in Britain and the wider world.

KS3 Topics: Feudalism, Magna Carta, Islamic Civilisation and the Mali Empire, the Peasants' Revolt, the Reformation, the American and French Revolution, Protest and Reform in Victorian Britain, Russian Revolution, rights and status of women through time - breaking the glass ceiling, the Holocaust and the different groups impacted by Nazi persecution, Civil Rights Movement in the USA and Britain and challenging de facto segregation, Northern Ireland and the Troubles.

KS4 Topics: Elizabethan England the role of the privy council and parliament, the rise of dictatorships and the development of fascism in the interwar period, the development of the Welfare State and government intervention in Britain and the 20th century.

KS5 Topics: In-depth analysis of democracy in Britain and America where students assess changing political environments and society in transition in the 20th century. Students study and provide a response to '*Who bears the greatest responsibility for the Holocaust?*' as part of their coursework in Year 13.

Geography: Geography helps to develop an understanding of democracy across a range of themes and topics. The importance of democracy is encountered in the KS3 curriculum when identifying some of the causes of the global inequalities of wealth. This is particularly important where countries are dominated by non-democratic governments resulting in impacts on the development of a country. This idea is revisited in year 9 when students reflect on the impact of dictatorships and civil wars on countries affected by conflict.

MFL: Within MFL lessons we aim to create a safe and trustworthy environment in which every student feels comfortable learning about, debate and reflect on the countries where the language they study is spoken. Students are encouraged to appreciate the need for tolerance and note injustice throughout the world and, in turn, develop an understanding of what it means to be a global citizen. As well as studying the culture and customs of these countries, our students also come to understand and value the rule of law and their democratic systems. A Level looks at political differences & systems in UK Spain.

Business Studies: Employment Legislation- Teaches them about laws around employing people and what they are entitled to as employees as well. Consumer Legislation- Teaches them about what their rights are as consumers, what to expect from a business when buying products online and how European Legislation. The EU – looking at countries within Europe and how they have different laws to that of the UK. In Business we discuss our economy in relation to other economies. Students are taught at both KS4 and KS5 regarding ethics and the importance of a business being ethical and using ethical suppliers. Further to this students are taught it is imperative for all stakeholders within a business to be treated ethically. During class room discussions, the value of democracy is incorporated and we ensure all students view points.

Art & Design Technology: In design technology copyright and marketing laws are explored together with consumer ethics and company ethical commitments. In addition technology students look at social footprint and enterprise new technologies and impact.

Computing: Legislation in computing normally comes about due to pressure from society, this is democracy in action. On a national level computing legislation is constantly changing, but the main acts or laws that we cover in the curriculum are Data Protection/GDPR (specifically the countries that are 'trustworthy' when dealing with their personal data), Computer Misuse, Copyright, Designs and Patents, and Health & Safety. Throughout the curriculum, students are reminded of the reason why these laws are necessary e.g., data protection will help protect their data from being used inappropriately; computer misuse helps to keep their data safe from malicious use e.g., from hackers; copyright legislation helps to keep any of their original ideas safe and health and safety helps to protect them physically. Pupils are made aware of the potential changes in legislation that will arrive due to Brexit.

Media: In Media studies we analyse newspapers and their political stance in both KS4 and 5 and how this affects the voting public. Media Studies allows students to study a broad range of products across different media industries, allowing students to develop their media literacy and reflect upon the influence that the media has upon the world they live in. From the oldest forms such as newspapers, to the modern role of vloggers, influencers and video gamers, we explore creations from a diverse variety of producers, promoting fundamental British values such as diversity and equality. The course also provides opportunities for rich discussion through its consideration of stereotyping and the representations of gender, race and class in the media.

PE: British values are prominently demonstrated in Physical Education (PE) through the promotion of teamwork and co-operation, respect, and fair play. Within lessons and sporting events throughout the academic year, students are encouraged to work collaboratively as teams, fostering a sense of community and cooperation that reflects the value of mutual respect. The emphasis of fair play teaches students the importance of integrity, reinforcing the idea that competition should be conducted in the spirit of fairness and equality. Physical Education provides opportunities for pupils to appreciate diversity through exposure to various sports and activities, helping to cultivate an inclusive environment where everyone, regardless of ability or background, can participate and thrive; working within the rules of each sporting activity and developing an understanding of right and wrong. These sporting experiences not only enhance physical skills, but also instill essential life values that align with the principles of democracy, tolerance, and respect for others.

During KS4 Sport and Coaching Principles, pupils must demonstrate their leadership within a sporting context. Leadership in sport closely aligns with British Values by fostering qualities beneficial in society, such as respect, relationships, and responsibility. These roles in sport often involve making ethical decisions and holding oneself accountable, reinforcing the importance of responsibility. Through these experiences, individuals develop essential skills that not only enhance their sporting abilities but also prepare them to be conscientious citizens who contribute positively to their communities.

Dance: The GCSE specification allows pupils to experience a broad and balanced curriculum incorporating their own unique interests. Component 1 (Practical Element) allows pupils to work as individuals, partners and larger groups; therefore, pupils put forward their own opinions and ideas, alongside the choreography component where pupils select their own stimulus based on their own interests. In addition, Component 2 (Theoretical Element) allows the pupils to study different professional works;

- Shadows, Christopher Bruce – Nazi Germany, Holocaust and Hitler's Reign;

- Infra – London 7/7 bombings;
- Emancipation of Expressionism – Freedom, your right to express your individuality.

At KS3 pupils are taught a broad and balanced curriculum throughout styles and stimuli of dance. In year 8, pupil voice resulted in a selection of musicals to study; ranging from The Lion King to Hairspray – both portraying themes of family, responsibility, adversity, tolerance and racism.

Psychology: Aspect of democracy can be found in the following areas:

Paper 1 – Social Influence: how individuals may feel pressure to conform to the majority or obey authority figures. This can be applied to strategies used by election campaigns, the decisions made by juries and how people identify with political parties. Case studies such as the suffragettes and campaigns such as legalizing gay marriage and banning smoking in public places are also considered as example of minority social influence.

Paper 2 – The consideration of free will within psychological approaches includes examples of individual freedoms and having a voice. For example the concept of hard determinism within the biological and behavioural approaches suggest that an individual does not have control over their own behaviour. However, court systems within democracies argue that all individuals have free will and can consciously choose to exercise their rights legally and accept the consequences when they do not.

Paper 3 – Debates regarding online freedoms in democracies are considered within the area of virtual relationships. Within the topic of schizophrenia, arguments as to whether individuals have the right not to be medicated even when exhibiting debilitating symptoms of the disease are considered.

Health and Social Care: In Unit 2 and Unit 5, government legislation protecting the rights of service users in the UK are discussed in-depth. For example, the Human Rights Act (1998) and the Equality Act (2010) are the cornerstone of anti-discriminatory policies and codes of practice that all professionals in fields of health and social care must follow. The rights of service users are considered in several other ways, including the right of empowerment and having a voice in regard to their own care. Specific case studies illustrate the democratic rights of whistleblowers in the UK; this ensures students understand that professionals within health and social care fields are protected if they choose to report instances of criminality and negligence within the organisations they work for.

PSHE & Citizenship:

Y7 Democracy and elections

Y8 Young people and the law, the electoral process and Britain's government

Y9 Choice in a democracy; Freedom; Should 16 year olds be allowed to vote?

Y10 Free press and freedom to protest

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: teamwork, decision-making, respect for and value of the individual

Music: Music: Musicianship: all years: teamwork: forming & justifying opinions & voting on preferences. Year 8: The Blues: History of slavery. General health & safety. KS4: Choice of songs and self expression for performance unit. Health & safety. Extra Curricular: Bands/Choirs: Discussing & deciding on performance material and understanding the considerations behind final choices.

Drama: All year 7-8 students study Drama and are expected to show good team skills. Students form their own opinion on certain performances respectfully. Students express themselves and other viewpoints through performing and devising as well as exploring texts.

RULE OF LAW

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.

RE: Key stage 3: Covenant and Justice

Year 10: Must be a connection between law and justice

St Aquinas said an unjust law is not a proper law because...

- 1) If a law is unjust people will feel that it is right to break the law.
- 2) If some are unjust people may think all laws are unjust
- 3) If laws don't give justice people will take law into their own hands
- 4) If think the legal system is not working it may lead to a civil war e.g. Kosovo

Theories of Punishment:

- 1)Retribution – punished in proportion to the crime e.g. kill those that kill. Believe criminals should suffer for what they have done wrong.
- 2)Deterrence – if you cut someone's hand off for stealing then they will not steal again.
- 3)Reform – include educating criminals so they gain qualifications and don't have to turn to crime
- 4)Protection – keep criminals in prison for so long that when released they are no longer a danger

Most forms of punishment are a mixture of these

KS3 students explore issues around marriage including the law. KS4 students explore the issues around abortion including the law.

English: Wide range of 'voices' heard through study of literature across time gives the students the opportunity to listen to and respect all varieties of opinion. For example, the Spoken Language presentations at KS4 encourage pupils to present a speech in a persuasive style on a topic of their choice. Students of all Key Stages are taught debating and discussion skills within lessons.

Maths: We have high expectations of all pupils which are made clear in the routines that have been established in the department with regards to acceptable behaviour and the level of work required. We consistently follow school policy with regards to the use of Class Charts monitoring system for rewards and punishments, and pupils are aware that their actions carry a consequence. We have implemented star of the week to encourage positive behavior amongst pupils and have also incorporated this into our departmental displays. We also ensure pupils are respectful towards their peers in lessons and ensure that the classroom is a safe environment where pupils feel comfortable to share their ideas.

Science : Genetic engineering and Pre-implantation genetic diagnosis (PGD) – Linking to the Human Fertilization and Embryology Act (HFE) of 2008 – students analyse legality and ethical issues these tests raise.

History: The History curriculum aims to challenge a Eurocentric and monolithic education, with an objective to be evidently multi-dimensional and fully decolonised. High expectations are evident in all lessons in History where students respect their peers and school policy. Students are encouraged to assess and evaluate the development of democracy and legal rights of society in Britain and make comparisons with political institutions in the wider world. With this, students study topics where empathy and respect is essential so that there is a profound understanding of the past.

KS3: Magna Carta, the American and French Revolution, politics in 19th century Britain, Female suffrage in Britain, the British Empire, Race relations in Britain, and civil rights in Northern Ireland.

KS4: Elizabethan law and order, the collapse of democracy in Germany, poverty and healthcare in Britain

KS5: Britain transformed in the 20th century – democratization, elections, race relations and the legal rights of women in the 20th century

Geography: Geography encourages students to investigate countries from around the world and helps our students to empathize with people from different countries and people with different cultures around the world. For instance, laws and international law are also explored when studying stewardship and management of global issues, such as climate change and the development gap. Students investigate legislations around the world and how some poor countries do not have strict legal codes in place to protect workers and to protect the environment. This is a recurring theme within the subject when looking at the growth of TNC's, laws on employment, deforestation and carbon emissions. At KS5 students evaluate at depth the effectiveness of global governance and the methods used to manage society and the environment in sustainable ways.

MFL: The importance of laws, whether those that govern the class, school, or countries of the languages we are teaching, is consistently reinforced. Students are taught the value and reasons behind laws – that they govern and protect us – the responsibilities that this involves and the consequences when laws are broken. At KS3 and KS4 we learn about school rules and discuss their value. We study law and order and delinquency in GCSE and A level units of work. We explain rules and laws when we visit target language countries. A Level topic: Crime and Punishment, Independence Movement, Terrorism, Immigration etc.

Business Studies: Current discussion in Business and Economics have taken place with regards the UK position on Europe. We explored in detail the advantages and disadvantages of staying and leaving the EU and if you voted to remain why because of democracy you need to respect the decision. In Business we cover all employment, consumer, environmental and competition laws. This provides students with opportunity to understand the British legal system.

Art & Design Technology: Environmental laws are covered in design technology as well as patenting and copyright laws. Food and Design Technology similarly covers food standards and laws relating to sale of goods. Ideas around politics and democracy are often popular topics for exploration at GCSE and A level Art and Photography. This includes researching ideas around Feminism past and present.

.Computing: Computer scientists, Web developers, roboticists, and software engineers must understand both when and how the law applies to them and others, and insofar as they develop modules, systems, or applications for a specific use, they should be aware about how and when the law may apply. This goes for issues of privacy and data protection, cybercrime, intellectual property rights and health and safety, but also for issues of jurisdiction (what law applies) and international law (how national legal systems interact at the global level). Our curriculum encourages students to follow the data protection laws to respect other people's data e.g. When using a database, we encourage them to use fictitious data. Students are encouraged to not login to their friends accounts thus complying with computer misuse legislation. Students are encouraged to reference all sources found on the WWW to comply with copyright legislation. Students are encouraged to be safe in the computing classroom, by not eating or drinking next to electrical equipment, observing ergonomics and watching out for trip hazards, this helps them to understand the health and safety legislation.

Media: In Media studies we analyse journalistic practices and some of the laws surrounding them. We also look at the laws of regulation and censorship and why it is necessary to protect vulnerable members of the public from harmful, offensive and violent images. We look at regulation of the press, film and video gaming.

PE: Agreed rules and laws of the games must be followed in sport.

Working as a team encourages listening to each other's ideas, mutual respect and giving support to each other in differing situations.

Students of all abilities are encouraged to believe that they are able to achieve and this builds confidence and self-esteem.

Respect for umpires/ coaches/ leaders is addressed in PE lessons.

Healthy competition both against other pupils and with themselves is encouraged to demonstrate a understanding of good sportsmanship.

Through range of individual sports and teams sports pupils demonstrate problem solving on their own and with others and social skills.

WJEC coaching styles is addressed and respect for the different leadership styles.

Psychology: The legal system is considered within the following topics:

Paper 1 – Memory; the process used by police and court officers to question witnesses is investigated, including legal protection given to child witnesses.

Paper 1 – Social Influence; case studies are used to show changes in the law due to minority influence (e.g. women's right to vote).

Paper 1 Social Influence and Paper 3 – Aggression; a number of defence strategies used by individuals engaging in violence are investigated. For example, the defence used by American and British soldiers who abused prisoners in the Iraqi prison Abu Ghraib allows students to argue for and against situational factors of obedience. Paper 3 – Issue and Debates; within the concepts of free will and determinism, the views of the court system in terms of legal responsibility are considered.

Health and Social Care – Legislation such as the Data Protection Act, the Equality Act, and the Children's Act are the cornerstone of Units 2 and 5. Case studies such as that of Baby P and Victoria Climbié argue the need for continued monitoring and updating of this legislation.

PSHE & Citizenship: Year 7- You and the law- explores types of laws and the implications on students own lives, they also looks at the law surrounding FGM. Year 8- Cover the laws on illegal drugs, gaming and gambling and age restrictions on the viewing of films and online content, in term 3 they look at the Justice system and Youth Crime and their rights and the Police, In Year 9 students look at the law on Consent, the age of consent and sharing sexual images, the laws surrounding marriage and terrorism. Year 10 cover the laws surrounding Pornography and sharing sexual images, the freedom to protest legally, extremism, Year 11- The laws on vaping, nitrous oxide and ketamine, gambling. 6th Form cover laws on consent, drink spiking, and workers rights.

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: discuss school policies, why they exist and why it's important to respect them. Participation – both active and as an audience member – is practised.

Music: Music: Year 8: The role of music in promoting social change which then leads to changes in law is discussed. General health & safety issues.

Drama: Students learn how to be a respectful audience member. This is important that students understand how to behave appropriately when other students are performing.

Dance: Within Dance all pupils are given the opportunity to flourish and excel with their physical education, as a result of the department demonstrating consistent learning and behavior strategies. Pupils in their Dance lessons have equal opportunities to demonstrate their knowledge and understanding through a range of assessment for learning and more specifically freedom of speech.

The GCSE specification allows the pupils to experience a broad and balanced curriculum. Component 1 (Practical Element) allows the pupils to work as individuals, partners and larger groups; pupils therefore put forward their own opinions and ideas. Alongside the choreography component where pupils get to pick their own stimulus based on their own interests. In addition Component 2 (Theoretical Element) allows the pupils to study different professional works;

- Shadows, Christopher Bruce- Nazi Germany, Holocaust and Hitler's Reign
- Infra- London 7/7 bombings
- Emancipation of Expressionism- freedom, your right to express your individuality.

At KS3 pupils are taught a broad and balanced curriculum throughout styles and stimuli's of dance. In year 8 a pupil voice is adhered too and they get to pick what musical they want to study for that unit of work. Finally, our extracurricular program is inclusive and dance is offered at all levels in a range of styles as a result extracurricular is well attended across the school.

Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.

RE: Key Stage 3: All students are encouraged to debate issues in RE

General Sixth Form RE: Ethical issues

English: In KS3/4/5, students' ability to talk/write persuasively is developed, with a strong emphasis placed on how to debate through careful listening and response. During these modules, students are encouraged to respect the views of others and use these to present strong opinions of their own.

Maths: Students adhere to the rules and laws of the land including privacy, and understand how such legislation is applicable to life in school and the community to help make the community safer. Pupil voice at KS3, KS4 and KS5 to gauge opinions and views on curriculum content and delivery.

Science: In KS3/4/5, students' work together practically in groups which encourages teamwork and respect for others, allowing decisions to be made for the good of the group. Practical Science makes up a significant proportion of our Curriculum and working as a team is a skill all Science staff foster for all students.

History: Across all key stages, we encourage students to have a voice and confidently make a contribution in every lesson via answering questions and freely expressing their answers; participation in class debates where students must listen and reflect on different opinions of peers and respect one another. There are assessments in the KS3 curriculum where students participate in a classroom debate similar to a parliamentary debate in the House of Commons. Additionally students have the opportunity to participate in 'pupil voice' where they can express their opinion on their learning needs.

Geography: Students engage in a number of contentious debates across the year and are invited to share their ideas in a number of formats (classroom debates/discussion, teacher questioning, group work). Each unit studied offers stimulus for debate and as students move into year 9, we encourage students to be global citizens so that they know how to lead sustainable lives, but also that they know they can use their powerful geographical knowledge as a force for good. We assess the impact of individuals such as Greta Thunberg and how her voice has acted as a vehicle for change on a global level.

MFL: Pupils could have the opportunity to work together in different ways (reading, listening, speaking, writing and visual, auditory and kinesthetic activities) Pupils sometimes could choose the activity that is most suitable for them and their needs. Within MFL lessons, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for young people to make choices confidently and safely. Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, especially on MFL trips. In lessons and in written and spoken assessments, we encourage students to express their individual views whilst respecting the views and choices of others.

Business Studies: In Business and Economics we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly.

Art & Design Technology: Opinions of others are sought in Design Technology including client interviews . In art pupil voice exercises are conducted and peer review is built into art and design critiques at all key stages. Having an opinion or message voiced visually through art work is encouraged- particularly with GCSE. In A level Art, Photography and Textiles personal investigation projects allow students to explore their own project which have included diverse personal subjects for exploration of their own culture to mental health & body image .

Computing: Pupil voice at KS3 and KS4 to gauge opinions and views on curriculum content and delivery. We use online MS forms surveys.

Media: We look at Identity and how people can shape their identity using social networks and petitions which in turn adds to a more democratic society. Some media texts lend themselves to discussion and debate around political bias and how this influences voters. We also look at minority groups and there is a focus on LGBTQ+, disability and ethnic diversity at A level.

PE: Group and teamwork encourages pupils to listen to each other and show mutual respect.

Equal voice when voting for activities to be covered in the year by the group.

Equal voice when voting for different roles within PE lessons.

Pupil voice exercises to that allow for choice of activities and assess quality of PE provision.

Pupil's voice exercises when designing extracurricular program.

Introduction of PE ambassadors at KS3. One representative per form who will, amongst other things, be the voice of their form and representative for Dance and PE.

Psychology: Students participate in both open and silent debate, with all student playing a role (i.e. prosecution, defence, jury)

In Paper 1 Social Influence, minority groups and individuals who created social change are investigated. Their strategies to convince the majority – from drawing attention and creating a cognitive conflict are studied by students, who create presentations that educate their peers.

In Paper 3, students consider how social media can break down barriers to give people a voice (absence of gating) and reduce social hierarchies.

Health and Social Care – Students create presentations outlining the impact various life events have on an individual's physical, intellectual, emotional and social development. They then strengthen their oracy skills by completing these presentations and being positively critiqued by their peers.

PSHE & Citizenship: School Council Elections. Liverpool Schools Parliament MSPs elections. Y8 The electoral process, Y9 Should 16 year olds have the vote?

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: valuing each member of our community, encouraging discussion and openness to a variety of ideas.

Music: Music: Across KS: variety of situations where students are asked to express opinions and vote for next steps. Freedom of expression in the ability to perform with individual flair and compose in styles of one's own choice. KS3: Invited to share their own knowledge, experiences and reflections around the city's music scene.

Drama: Across KS3, students participate in group work where they develop communication and negotiation skills. Group leaders are selected within lessons, leaders change with different activities.

Dance: In dance pupils take leadership of their own learning majority of the lesson this allows them to work in groups. The pupils show teamwork and are encouraged to listen to each other and show mutual respect. Across the curriculum pupils are asked to express their opinions and vote for next steps, whilst having the freedom of expression in the ability to choreograph in the style of their own choice. Finally, in GCSE Dance pupils complete the choreography unit. Pupils are given the opportunity to take ownership of their work. Pupils get to pick their stimulus, music, dancers, group size and choreographic content.

Understanding of how citizens can influence decision-making through the democratic process.

English: Throughout all key stages, English students are introduced to how citizens have campaigned for change in various contexts throughout history. Topics such as racial segregation in the Year 9 module on Malorie Blackman's *Noughts and Crosses* develop student knowledge on how change can be influenced over time.

Maths: Within mathematics there are opportunities to study areas where numerical data is part of the rule of law. Examples to teach different aspects of mathematics can come directly from statistics used in law. This might include taxation or calculations which need to be made to make sure that industry complies with Health and Safety legislation.

Statistics can also be used to identify the impact of legislative change. The Office of National Statistics may be helpful (GCSE students) and it could include use of national statistics to identify strong, weak and negative correlation in understanding the dangers of assuming causation.

At all times within the subject, students are encouraged to recognise an individual's strength and support their development. Students are encouraged to embrace diversity and treat all others with respect both in and out of the classroom.

Science: Looks at democracy in terms of how this country deals with Genetic engineering, drugs and alcohol, stem cell technology and nuclear power. SEPT 2020 – Covid discussed in lessons, issues such as approach to vaccine research and different countries approaches considered.

History: In all Key stages, students develop the key discipline of evaluating cause and consequence. With this, students critically assess election results, changes in the law through time and reasons for election results. In addition, students assess how changes to the electorate has influenced the implementation of key laws being in Britain and the Wider world.

KS3: Feudalism to the development of Parliament, American and French Revolution, Chartism and the rise of the working class, Female suffrage and equality, US and British Civil Rights legislation, Northern Ireland and the Troubles

KS4: The development of the Welfare State in Britain. America 1920-1973- constitution and presidency

KS5: US constitution and presidency 1955-1992, Post war consensus in Britain and the impact on society

Geography: Sustainable development is a central theme in Geography and is revisited throughout all key stages. Students assess to what extent Greta Thunberg can influence political decision-makers around the world. When managing the Amazon Rainforest, students are encouraged to appreciate the influence of individuals in history who have fought to protect the rainforest and in doing so have influenced decision-makers. At key stage 5, students investigate the role of decision-makers on the global issues, and evaluate in-depth the different approaches to global governance.

MFL: A Level topic: Crime and Punishment, Independence Movement, Terrorism, Immigration etc.

Business Studies: In Business and Economics the EU vote was discussed in detail and students understanding of the democratic process was strengthened.

Art & Design Technology: KS4 design technology students explore product improvement and how built in obsolescence can have environmental impact. KS3 textiles examines the role we can play in helping the environment and make products using recycled materials.

Computing: Also, the pupil's voice survey influences our thinking of how the curriculum is delivered in the next academic year.

Media Studies: We analyse newspapers and their political stance in both KS4 and 5 and how this affects the voting public. We also look at how audiences can complain about media products that they disagree with or are offended by.

PE: Equal voice when voting for activities to be covered in the year by the group. Equal voice when voting for team leaders/captains in PE lessons. Equal voice when voting for activities for extracurricular program. Decisions regarding kit changes / amendments – pupil voice taken into consideration. WJEC look at how sports teams / players can influence change in their sport and how rules are interpreted or perceived in society and how these impact social issues.

Psychology: Influencing decision-making is a prime focus within Paper 1 Social Influence. Various explanations of conformity and obedience as well as reasons for resisting these pressures can explain changes to national law (gay marriage, the extension of compulsory education to aged 18). The story of the suffragette movement is used to illustrate the 6 steps involved in social change, ultimately creating a change in the legal decisions made in regards to a significant group within UK society.

In Year 2, students can decide which topic will be studied in Paper 3, making an informed choice after completing a research project.

Health and Social Care: The importance of service users being involved in the decisions made about their own care is integral to both Units 2 and 5; this includes the understanding of the role of the advocate on multi-disciplinary teams, giving a voice to those service users who cannot express their own needs. In Unit 1, the study of intellectual development involves students' understanding of the importance of education, and training in making informed choices and gaining autonomy and freedom to fully engage within society.

PSHE & Citizenship: Lessons on the right to vote, the voting age, general elections and the democratic process including Mock elections.

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: exploring consequences/cause and effect. Working together in teams to make decisions.

Music: Across KS: variety of situations where students are asked to express opinions and vote for next steps. KS3: Consideration of decisions made around the city's music scene.

Drama: Across all key stages, students must work together and discuss ideas to come to a final decision. Pupils will comment respectfully on other student's performances.

Dance: Pupils have a voice and their own opinion to pick what stimulus they want to study and choreography to for their GCSE Choreography component. In addition, at KS3 year 8 pupils have a voice to choice what musical they would they to study and perform and within year 9 they have a choice of what stimulus they want to focus on in order for them to take responsibility for their choreography.

MUTUAL RESPECT

Encourage students to acquire a broad general knowledge of and respect for public institutions and services in England

RE: : Golden Rule – All Key stages – ‘Treat others as you would like them to treat you’.

Human Rights in the UK

1998 the Human Rights Act was passed UK citizens the right to...

- life, liberty & a fair trial - freedom of conscience, religion & to express your own views - freedom to take part in free elections etc.

HR are important because...

- without HR (e.g. life & liberty) you could find yourself living in a dictatorship
- without the right to freedom of thought & expression minority religious groups may be banned, impressed or killed
- without the right to free elections there would be no democracy

BUT people abuse HR (e.g. prisoners claiming their HR are abused)

SOME believe not everyone has the right to basic HR e.g. we should be able to torture terrorists to get information that could save lives.

English: In researching the context of pre-19th century literary texts at KS3/4, such as *A Christmas Carol* and *Oliver Twist*, pupils consider the impact on Victorian society of lack of compulsory education until 1870, the impact of the Poor Law of 1834 and lack of workers’ rights. They would consider how our contemporary institutions benefit society, e.g. opportunities in education, including Higher Education; the NHS; Income support and other benefits of the Welfare State. The latter also has huge significance in the study of *An Inspector Calls* in Year 9.

Maths: Pupils are encouraged to believe in their own ability in order to reach their potential in Mathematics. Throughout our SOW there are many STEM links leading to discussions around NHS and its importance, also functional maths skills taught during topics such as percentages which can lead to how public institutions are funded through tax payers money. New STEM library to help encourage pupils to improve their general knowledge.

Science : Students link key topics to applications and the jobs that use them, the NHS is used for many examples. Radiography and ultrasound scanning is mentioned at KS4. We discuss treatments offered on the NHS and pros and cons of those.

Geography: Geography provides a strong knowledge and understanding of the workings of public institutions and services within England. Students are educated on the role of taxes and how the government uses them to provide healthcare, education and public services to ensure development occurs. Students engage in the idea that governments in the UK make important decisions which support people and the environment. They also assess the importance of decisions made by other governments in countries of different levels of economic wealth. Students investigate the demography of the UK and the growing need for pensions and services. Students are taught to respect the services they have access to in a HIC country as opportunities are better available than in some LIC countries.

History: In every lesson throughout each key stage, we foster respect for one another and respect for public institutions in Britain. The variety of topics in our curriculum enables students to explore the changes implemented in British public institutions throughout generations and how these changes have affected society. Students are able to understand the wider context in how significant individuals and key decisions have shaped public services in England.

KS3: Students study protest and reform in Victorian Britain with a key focus on workers' rights, pauperism and public health, the fight for female political and economic rights in England.

KS4: Health and the people through time, focusing on key themes such as public health, development of medicine and hospitals and the Welfare State.

KS5: Students study key political and public institutions in Britain and they assess the development of the welfare state with critically analyzing the NHS and education.

MFL: Part of our ethos in the MFL classroom is to promote the core values of respect, reflection, resilience and resourcefulness. We aspire to promote these values and increase the students' knowledge of the importance of mutual respect – in school, in our local community, nationally and in the wider world. Differences between UK & Spain and other Hispanic countries in topics such as education, festivals, ordering food, daily routine, school rules, health - going to the doctor and pharmacy.

Business Studies: In Business and Economics we discuss the UK taxation system and this allows students to understand the importance of respecting our welfare system and public institutions. Business Studies teaches them about the impact of government on business, also where to gain advice and information such as banks and the citizen advice bureau, ACAS. We cover a wide range of topics that allows students to gain a general knowledge on matters such as personal finances, employment, recruitment and selection and different size organisations within the UK. As part of our GCSE controlled assessment, students have been encouraged to use the services of the local council in order to gain more knowledge about the local community and the demographic make-up. As part of year 9 industry day, we have invited Barclays banking group in to deliver a workshop to the students and take part in group activities.

Art & Design Technology: Art and Design Dept. runs a large number of cultural trips including local and national art galleries and museums. During visits students are involved in workshops delivered by art curators. In Food & nutrition students looking at seasonal food, where food comes from. Decision making on food miles and the advantages and disadvantages. The trips to local institutions including theatre and museums aims to ensure that students have the confidence to independently access these resources.

Computing: Through the key stage either explicitly through the curriculum or through general conversations, pupils are encouraged to respect themselves, their peers and our wider society. They are taught about the legal implications of downloading music/film from “free” sources in KS4 computing and DIT; posting offensive/slandorous/risky material on social media; Sexting; Cyber-- bullying; Copyright Act, intellectual property ownership, plagiarism of material. Computer Misuse Act. Our KS3 curriculum specifically covers the following threads:

Understand a range of ways to use technology safely, respectfully, responsibly and securely, <https://www.childnet.com/ufiles/Using-technology-safely-checklist.pdf>, including protecting their online identity and privacy; <https://programs.online.utica.edu/articles/TenWaysToProtectYourIdentity>

Recognise inappropriate content, <https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/> contact and conduct and know how to report concerns. [https://www.internetmatters.org/report-](https://www.internetmatters.org/report-issue/?gclid=Cj0KCQjwxJqHBhC4ARIsAChq4atN8ak6JiMv22MLyXntYARg_OI5G02_uWQJoxJVEz0C4WwRUN--At0aAu56EALw_wcB)

[issue/?gclid=Cj0KCQjwxJqHBhC4ARIsAChq4atN8ak6JiMv22MLyXntYARg_OI5G02_uWQJoxJVEz0C4WwRUN--At0aAu56EALw_wcB](https://www.internetmatters.org/report-issue/?gclid=Cj0KCQjwxJqHBhC4ARIsAChq4atN8ak6JiMv22MLyXntYARg_OI5G02_uWQJoxJVEz0C4WwRUN--At0aAu56EALw_wcB),
<https://www.ceop.police.uk/ceop-reporting/>

Media: We look at government campaigns/the BBC/The Guardian etc. as examples of liberal pluralist texts. We also look at regulation and censorship institutions such as OFCOM, BBFC, PEGI, BARB.

PE: Pupils across the curriculum are taught about the cultural in PE respecting all cultural differences. Pupils are also encouraged to articulate their own beliefs respecting the beliefs of their peers.

WJEC PE. Pupils across the curriculum are taught about the cultural in PE respecting all cultural differences. Pupils are also encouraged to articulate their own beliefs respecting the beliefs of their peers.

Personal Development in Sport is taught within the PE national curriculum. Pupils will learn about how to demonstrate tolerance, respect, responsibility and fair play when they are participating in their different sporting activities.

Psychology: One of the core aspects of psychological research involves the consideration of ethical issues. Psychological research cannot be published in the UK without clearing a peer review process which considers how participants were respected during their participation within the research. Students learn about the peer review process and consider ethical issues such as deception, lack of informed consent, no right to withdraw, lack of confidentiality and participant harm. Students design their own research and are expected to show how they will effectively deal with any potential ethical issues that may show a lack of respect for their participants.

Health and Social Care: Respect of service users is the cornerstone of every unit in Health and Social Care, particularly Units 2 and 5. Principles of empowerment, anti-discriminatory practice, and safeguarding are discussed, with specific ways health and social care professionals are expected to support service in these areas analysed. Examination questions may focus on how professional bodies such as the Royal College of Nursing create code of practice which emphasise the need for respect and empowerment of service users as paramount.

PSHE & Citizenship: Lessons to promote awareness, understanding and tolerance of diversity- Neurodiversity awareness, attitudes to mental health, Diversity in Liverpool, Respecting individuality, Pride and LGBTQ+ awareness, Peer pressure, abusive relationships. Y7 Rights and Responsibilities of the Child, Y8 Laws and the justice system: Film certification regulations. Y8 students visit the Maritime Museum to engage in the RUSH Drugs Education Programme. Careers education familiarizes students with key public organisations e.g. NHS, Fire Service

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: respecting our school and other institutions/groups in our communities. Exploring the concept of why educational institutions existing and subscribing to/upholding their intentions.

Music: Music from different cultures: all key stages. Knowledge of British cultural (musical) icons e.g. Lloyd Webber, the Beatles. KS3: Learning about the range of music within the city's musical history and its current musical offer. Institutions such as the RLPO, British Music Experience, National Museums: raising awareness.

Drama: In year 7 students are taught about diversity awareness through emotions. It is important that students are respectful and understand individuality.

Dance: The study of notable British choreographers such as; Christopher Bruce, Wayne McGregor and Kenrick H2O Sandy. Within KS3 pupils are taught a variety of musicals with different historical, cultural and religious differences for example Hairspray. Pupils study the background of the musical so they can fully understand the context they are performing and choreographing in. In GCSE dance pupils are taught historical, cultural and religious difference through different professional works and dance styles. To understand the differences and are taught to show mutual respect and tolerance towards different views and beliefs.

Enable students to develop their self knowledge, self esteem and self confidence.

RE: Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers.

English: Students are encouraged to take part in group work and group activities to help develop pupils' self-esteem and confidence and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers. Prompted independent learning is used to help them develop knowledge.

Maths: We foster a "can do" attitude and provide a safe learning environment so that pupils have the freedom to try, and try again, without fear of failure. We stress that it is okay to make mistakes as long as you learn from them, and each other, and are able to move on and make progress. In year 11 we have also implemented low stake quizzes to promote confidence in maths. Pupils finish their quizzes by giving themselves a confidence score between 1-5. In the maths department we begin our lessons with retrieval starters this allows pupils to recap previous topics that have been learnt. This helps with pupils recall helping them develop their self-confidence.

Science: Students take part in group practical work and group activities to help develop pupil's self-esteem and confidence. Practical work now restored for Years 7-11 – small scale group work also used in classrooms. Students are sometimes given group research activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers. Science competition and challenge days are focused on team working and building self-confidence to take an active part in the activity. Applied Science looks at roles within the NHS and the opportunities this gives students for careers.

Geography: Students develop a wider knowledge of the world around them in Geography. They develop an understanding that they are Global Citizens and it helps them to discuss some of the key global issues which affect them. It helps to provide students with a voice and practice how to articulate their thoughts about how the world should be governed. For example, students are encouraged to give their opinions on global issues such as deforestation, climate change, globalization and global inequalities which are important themes in the global community. In addition, Geography helps students to build up powerful geographical knowledge of these key issues, providing them with the knowledge and self-esteem to be able to discuss them in a mature fashion, including the use of facts and figures as evidence for their points.

History: Our curriculum provides powerful knowledge, aims to take students outside of their own experience and allow them to envisage alternatives, forming their own identity. Our ambitious, rigorous and academic curriculum exists to change the pupil, to give the pupil new power. The delivery of our curriculum is underpinned to help our entire students clamber into the discourse and practices of educated people, so that they gain the powers of the powerful. A considerable amount of research of themes and topics is required for all key stages to promote independent learning. Assessment feedback in lessons gives students the opportunity to reflect on what they are making progress in and what their strengths are. Students often perform in front of one another to share their work. This enables students to improve their oracy and the ability to articulate their thoughts in a confident manner. All students are encouraged to contribute in lessons as we promote a culture of self-belief and trust.

MFL: Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers. More confident / near native speakers act as helpers and support weaker pupils in group activities. Trips abroad are an integral part of the extracurricular activities of MFL and help to develop pupils self-esteem and self-confidence. Pupils will sometimes be given the opportunity to work with a Foreign Language Assistant, helping them to realise that they can communicate and be understood by people from other countries.

Business Studies: Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers. Industry days are focused on team working and building self-confidence to take an active part in the activity.

Art & Design Technology: Technology projects build self-esteem. Completed products are produced to a high standard that make students proud of outcome and garments are often analysed by family and friends. The opinions of others are sought as part of the evaluation process. GCSE design technology NEA coursework involves identifying a client and liaising throughout the project either by internet or face to face visits, clients included Claire House and St Vincent's. Food, all study both theory and practical skills. They are encouraged to work independently and as part of a group to help build and develop their self-esteem and confidence. After school clubs and intervention to ks4 is provided to promote progress and attainment. The end of year exhibition for GCSE and A level students promotes self-worth and self-esteem and celebrate the diversity of work produced. The department fashion show gives a showcase to the top quality work of the students.

Computing: Personal attributes valued by employees. Developing interpersonal skills in the world of work and business. Presenting a proposed solution for an app to an external client.

Media: Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students study magazines and in turn, body image and the way this is manipulated to create money. Students make their own products which helps to reinforce body image and self-esteem issues.

PE: Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Independent learning is used to help them develop knowledge. Students are often work in groups in PE and have to work together to ensure their own, and others learning, this builds on students' knowledge but also their confidence amongst peers. Fixtures, Sports Day, etc. encourage teamwork and building self-confidence to take an active part in the activity. Resilience and self-esteem are developed in WJEC PE through students building independent learning skills, experiencing getting answers wrong, learning how to formulate the correct response and responding to target questions. Developing leadership promotes and develops confidence and self-esteem. Personal Development taught in curriculum explores the other benefits of physical activity aside to physical fitness. Eg confidence, courage, self-awareness.

Psychology: Students often connect to this course at a personal level, considering their experiences with conformity, attachment, psychological disorders, relationships, and perception of self-control. They learn to investigate these subjective experiences in an objective scientific way, and therefore taking on a new and useful perspective. Within Approaches, the Humanistic approach focuses on individuals reaching their ideal self and finding their full potential. Within the course itself, students use tools such as knowledge organisers (for student revision and essay structure) and structure strips to feel confident in challenging their own understanding/skills. Regular participation in structured debates and presentations encourage student confidence in oracy skills.

Health and Social Care – This course connects to students a personal level. At Levels 2 and 3, students consider their own physical, intellectual, emotional, social and spiritual development and what can affect their development (biological and environmental factors). The case studies they present in coursework are very personal to them, based on interviews they conduct with friends or family who are coping with a negative (or positive) life event. Students present their work to their peers for feedback, develop and carry out presentations, and are given opportunities within exam board guidelines to improve their work. This builds their confidence and resilience in taking on the larger challenges seen in the analysis within Distinction tasks.

PSHE & Citizenship: KS3,4 and 5 – These skills run through PSHE with Relationships and Sex Education and Drugs Education having a particular focus.

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: exploring who we are, what our intentions are for our lives. Building a strong sense of trust and respect so that all may feel safe and valued, creating the right atmosphere for performance. Providing opportunities to perform, and gain confidence doing so.

Music: All KS: performing & composing provide extensive opportunities for self-expression & the development of self-esteem & confidence. KS3: Students share & develop their knowledge, experiences and reflections around the city's music scene via performance and discussion work. KS4: Students share & develop their knowledge, experiences and reflections around musical genres and significant pieces via portfolio, presentation, practical and discussion work.

Drama: Across all key stages, students create and perform original repertoire. This gives students the opportunity to explore their interests and incorporate these to their final performances. Team work, creativity and performance skills are all developed to promote self-esteem and self-confidence.

Dance: Pupils work in a variety of groupings to help improve their confidence, ability and self-esteem. Alongside this, they work independently to perform a solo and complete the theoretical element of the course in preparation for their exam. Self-assessment and peer assessment also play a big part in the dance curriculum and allow the students to reflect on their own work and improve.

INDIVIDUAL LIBERTY

Consider the role of extra-curricular activity, including any run directly by students, in promoting fundamental British values.

English: Extra-curricular opportunities include a Creative Writing Club, which offers students throughout KS3 the chance to develop their creative flair. The students are then entered for various writing competitions throughout the year, which allows them to display their creativity for a variety of different purposes.

Maths: Pupils are encouraged to develop their thinking skills when analysing mathematical questions which will enable them to think through ideas critically.

Pupils can attend additional revision classes, run by the mathematics department, to support their individual progress. Students might explore the extent of individual liberty bearing in mind legal constraints which are numerical in nature e.g. speed limits; levels of alcohol in the blood when driving; taxation levels.

Students will discuss choices in terms of future education choices and careers. The maths department are hoping to provide more extracurricular activities next year (Covid dependent) these activities range from STEM library, revision trips to PGL and a possible trip to Bletchley Park to see the enigma machine created by Alan Turing.

Science: Celebrating British Scientist such as Newton and Darwin in display work during activity days and on research home tasks such as the development of penicillin or the development of our understanding of the atom. Crest award completed by students working on topical Science ideas. School chicken project has allowed students to develop independence and team working skills to care for the chickens. School trip to Geneva allowed students to explore the culture of a new city independently.

History: School trips and extra-curricular, allows students to explore learning beyond the walls of the classroom and continue to foster a love of learning. Trips and extra-curriculum opportunities are essential in helping develop empathy and compassion among our young people, which inspires communities and a better world. In history, there have been previously fieldtrips to Berlin and Krakow February 2020 and to Pendle Hill in 2024. For our KS3 students, they had the opportunity to participate with Anne Frank Foundation in a two-week exhibition during November 2019 where our students led and delivered the exhibition to the school and local community. Students have also participated in a trip to New York and Washington in February 2024, where they visited the White House and had a tour of the West Wing. Furthermore, students have participated in Lessons from Auschwitz, and we have had a number of students visit Auschwitz- Birkenau with the Holocaust Educational Trust. Students across KS3-5 have also heard from Holocaust survivors, as well as historian visits from Sharon Bennett-Connolly in 2022 and trips to the theatre to see Hamilton.

Geography: Students participate in fieldwork in Geography, in which they investigate their environment. At Key Stage 3, we are undertaking local fieldwork opportunities such as preparing for a school weather enquiry. Students are also invited on a range of trips through the Geography department. In recent years, students have had the opportunity to visit Iceland, Sefton Coast, Liverpool One, North Wales river study, and Betws-y-Coed. Students will take further fieldwork opportunities over the year in KS4 and KS5, in both human and physical environments in order to gain a better understanding of the country they live in and the fundamental of British Values. In addition, students are provided with a wider range of extra-curricular activities such as national competitions such as the RGS Young Geographer of the Year and the Royal Town Planning Institute World Planning Day competition. Students also have the opportunity of Zoo-lab where students get the chance to handle rainforest animals and see how they have adapted to their environments.

MFL: GCSE revision classes - working together towards a common goal, support others. We also take students on trips abroad. This supports their growth and understanding of other culture / values as well as their own.

Business Studies: School trips are used to motivate and encourage students whilst studying Business Studies. Trips have been organised to visit London, Liverpool One, the Trafford Centre as well as Jaguar Land Rover and Barclays bank. The department are currently looking into the possibility to visit Rome at sixth form also and experience different cultures.

Art & Design Technology: Food – Yr 7 After school Cookery Club cook a range of British products, showcasing British Designers and visits to the British Museum and galleries . GCSE design technology, British designers and design companies studied. Yr 8 Textiles looks at British heritage techniques and British designers. Art club for KS3 encourages students of all year groups to get together to share ideas. This has included students running workshops for each other- promoting leadership skills. The KS4 Art trip to Conway allows for pupils to work with students and teachers from different school from around the UK.

Computing: Celebrating British pioneers of technology such as Alan Turing and Tim-Berners Lee, for cross curricular display. Ensuring all student's work and views are appreciated through online collaboration tools such as Office 365. How to select information from valid online sources that reflect different viewpoints and the disadvantages of relying on Wikipedia. The value of blogs to understand different viewpoints on a range of topics. Opportunity for KS3 students to attend computing club. BiMA day (external employees come into school). KS3 Bebras competition. Year 8 NCSC cyber challenge for Girls competition. Year 9 STEM ambassadors.

PE: : Extracurricular is a integral part of the PE department. The PE department promote the importance of extracurricular and how it benefits their education as a whole. Within the PE department if pupils take part in extracurricular they will compete in Fixtures, Sports Days, Inter Form and many more these events all encourage teamwork and building self-confidence to take an active part. In addition when travelling to other schools for fixtures and outside their normal school life it promotes tolerance, respect for others, cooperating well, celebrating diversity and resolving conflicts effectively.

Psychology: Students participate in film and reading clubs that encourage the application of subject knowledge to a variety of real life and creative settings. They lead discussions on these books and films, considering the implications psychological topics and research have on the economy, health and social care systems, the legal system and government.

Health and Social Care: Students complete work placements in a variety of health and social care fields. They choose a placement that connects personally to them and develop a log of skills, knowledge and personal value they gain from this experience. All Year 12 students are also involved in an Enrichment programme connected to specific skills regarding support of service users (e.g. EAL, Makaton).

PSHE & Citizenship: Y9 Human rights, Y10 Freedom to protest; A free press?

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: every individual is unique and special, in line with our Mercy values.

Music: Extra Curricular: Bands/Choirs/Private Music Tuition: Students have a strong ownership of the activities & are supported by teachers in what they want to achieve.

Drama: Annual School Production: All students are welcome to participate in the annual school production. This encourages commitment, cooperation but also celebrates individuality.

Dance: Extracurricular plays a large part in dance. Pupils are all welcome to audition for the Broughton Hall Dance Company who practice once a week. Further to this, pupils perform in school shows, outside shows such as local and national theatres, compete against other academic schools, and dance schools. Through this, it encourages tolerance of others, respect, cooperation and celebrates diversity.

TOLERANCE OF THOSE OF DIFFERENT FAITHS & BELIEFS

Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.

RE: RE: Key Stage 3; Multifaith issues, World religions, Islamophobia

Year 10: Community Cohesion

Why Community Cohesion is Important

- Without community cohesion racially/religiously motivated violence can break out.
- 7/7 bombers were British citizens who had lost their sense of allegiance to the UK
- Lack of C.C. makes it impossible for people to work together as modern societies need.
- In countries without C.C. violence becomes a way of life.

Government Action to Promote Community Cohesion in the UK:

- Giving money to groups that are working on CC
- Appointing cabinet ministers and judges etc., from ethnic minorities
- Making community cohesion part of school lessons
- Passing the Race Relations Act 2010 making it unlawful to discriminate against anyone
- In 1976 the Race Relations Act made it illegal for discrimination against someone based on their ethnicity
- Setting up the Equality and Human Rights Commission to monitor laws on discrimination

English: English Literature and Language non-fiction texts reflect the literary heritage and texts from different cultures explore a wide range of social, cultural, spiritual, political and historical attitudes and beliefs.

Maths: At various points in the Schemes of Learning, pupils in all year groups will study Mathematics from different cultures including the origins of Pythagoras, the Fibonacci numbers in work on Sequences, and tessellating patterns and symmetry. Student code of conduct. Good working relationships in

the classroom and around the school which promote effective learning. The resources that are used for planning lessons apply Maths in many different contexts and can involve names from many different countries.

History: Our decolonised and diverse history curriculum enables students to acquire an appreciation of and respect for other cultures throughout each key stage. Our curriculum embeds how all students must respect all cultures and faiths and celebrate diversity in the wider world. We explore different cultures via contemporary sources, literature and music. Curriculum lends itself to issues of tolerance and persecution through the study of topics such as:

Migration to Britain, Islamic Civilisation, Silk Roads, Reformation, the Transatlantic Slave Trade, Civil Rights Movement, Race relations in Britain, the Holocaust, Northern Ireland and the Troubles.

Geography: Students develop a real sense of the wider world in Geography. They firstly recognize the importance of different communities and cultures around the world. Students recognize that there are different ways of living and that different cultures should be respected and celebrated throughout the world. In year 11, students also assess the impacts of migration on the characteristics of London. Students are taught about the concept of multiculturalism at depth at KS5 and assess the impacts on the UK and places around the world.

MFL: Covered in every topic from Year 7 onwards - all topics offer a comparison with the UK to a Spanish/French speaking country. Pupils are encouraged to discuss the differences and celebrate diversity. Trips abroad are an integral part of the extracurricular activities of MFL.

Business Studies: As part of our study of the economy we look at the role migration plays in our economic growth, this allows students to appreciate the value people from other countries play in our economy.

Art & Design Technology: Textiles – Yr8 project looking at British Culture and British designers. Art and Design –Year 8 Buildings projects celebrates the architecture and history of Liverpool through the study of local and national artists. In Year 9 pupils study history of art across variety of countries and cultures. In Year 10 and 11 pupils look at portraiture- through which they explore different themes of their choice which include identity, diversity, culture. Year 9 food, pupils look at how religion and ethical beliefs affect food choice. Year 9 Graphics, pupils look at and explore British festivals. Food develops knowledge of foods related to different cultures and religions.

Computing: Esafety – Cyberbullying in Year 7. Having respect for all users of technology.

Students are taught about: Online 'netiquette' – how to engage in an online community positively including: how to respond to and debate with others, How to be a respectful digital citizen, The impacts of downloading 'free' music/films on the industry and artists involved

Media: Texts from other cultures and news reports from other countries are studied plus the identity of groups from other cultures are analysed. We analyse texts from the LGBTQ+ community, post-colonialism theories, feminism and equality.

PE: Through discussion of where some sports originate from students come to understand and appreciate the history, heritage and wide ranging cultural influences that have helped to develop football, cricket, tennis.

Alongside practical activities the PE department promotes literacy and reading around sport. We promote reading about different sporting stars and how they have got to where they have. Through this pupils will experience different heritages and backgrounds but all striving to the same goal of success within the sporting industry.

Travelling to other schools for sports fixtures encourages tolerance of others, respect for others, cooperate well, celebrate diversity and resolve conflicts effectively.

Study of the Olympics and the values they instill.

Psychology: Ethnocentrism and cultural bias are considered in all areas of research. Students learn to see much of psychological research as having westernized view. Differences in culture as an evaluation point is investigated within attachment (styles of attachment as seen through cross-cultural studies), schizophrenia (cultural bias as an issue of validity in diagnosis), relationships (relationship breakdown models and investment models not being as applicable to cultures where arranged marriage is respected), and concepts such as humanism and free will/determinism.

Health and Social Care: The importance of a holistic approach to health and social care is at the core of both Level 2 and Level 3 Health and Social Care. Students consider how health and social care professionals see their service users as having needs beyond the physical. Anti-discriminatory practice and empowerment both involve an understanding of service user's beliefs and cultures (from religious practice to vegetarianism to celebration of culturally-based festivals). Supporting the service user in terms of their spiritual needs is a key aspect of Level 2 coursework.

PSHE & Citizenship: Y7 Respecting differences and working together, exploring diversity in Liverpool's local history; Y8 Impact of and responses to traumatic events, human rights; Y9 Explore issues related to terrorism, tolerance and being a refugee; Y10 Free press and the freedom to protest

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: respect for and celebration of each individual's unique nature is promoted. Diversity and representation is explicitly discussed when creating our "Mercy" character.

Music: Music features at many religious occasions in school. KS3: Gospel music's role in the development of the Blues is studied. KS3: The diversity of faith within Liverpool and the associated musical heritage of the city is explored. KS4: Studies may include the role of sacred music, spirituality and personal beliefs.

Drama: Students at KS3 become aware of different styles and cultures within drama. Students reflect and discuss their own heritage. In year 7 students learn about Greek Theatre and how the Greeks have influenced today's theatre world. It is important that all students are respectful and contribute to discussions.

Dance: At KS3 pupils study and appreciate a range of styles and cultures. Through discussion, this allows pupils to understand where different styles came from and how different heritages and history influence that style. In addition, at GCSE pupils study a range of choreographs and works from different cultures such as; A Linha Curva- Brazilian Culture. All KS: Performance etiquette: ensuring all are respected and their contributions valued.

Alongside practical activities dance promotes literacy and reading around dance and performing arts. We promote reading about different artists and choreographers and how they have got to where they have. Through this pupils will experience different heritages and backgrounds but all striving to the same goal of success within the sporting industry.

Use teaching resources from a wide variety of sources to help students understand a range of faiths.

RE: Key Stage 3: Multifaith issues, World religions, Islamophobia

KS4: Catholic Christianity and Judaism

English: KS3/4: Drama, poetry, prose and non-fiction texts. Noughts and Crosses, An Inspector Calls, Trash, A Midsummer Night's Dream, Romeo and Juliet, Poetry from a range of cultures across the world.

Maths: Values such as respect, tolerance of other opinions and positive criticism are embedded in Mathematics. An underpinning drive to develop students who are resilient, respectful, determined and respectful in Mathematics creates a positive set of values to apply to all areas of life.

History: Resources in lessons such as scripts, government reports, case studies, maps, memoirs, survivor's accounts/testimony (e.g. Holocaust survivors) and contemporary sources allow students to understand a range of faiths throughout historical periods and how different faiths have been interpreted through time.

Geography: Resources in lessons are based on a wide range of sources, such as maps, graphs and numerical data. This is based on a wide range of geographical information which is important to them understanding the world around them, including ethnic, cultural and demographic information. Local cultures and beliefs are frequently included in resources to broaden student's horizons, e.g. attitudes towards population, the importance of attitudes and culture in global conflicts.

MFL: Catholic faith in Spain - Easter/ Christmas celebrations.

Business Studies: Cross curricula links with RE when we study the ethical side of Business.

Art & Design Technology: Food- look at the special dietary needs of people from faiths around the world. GCSE design technology NEA coursework has looked at overseas aid projects. At GCSE and A level art and photography students are introduced to a wide range of diverse artists and are encouraged NOT just to stick to the canon of 'old masters' i.e. white European males.

Media: We look at representations of different groups through the study of newspapers/magazine/advertising/TV/Music/Radio and gaming.

PE: GCSE PE studies factors effecting participation – this covers some issues with regard to cultural factors and faiths which are discussed by the students.

Psychology: Cultural bias within research is considered across all of the units. This includes an understanding of the impact faith has on behaviour. For example, students consider the higher level of diagnosis of schizophrenia in Britain of men born in the Caribbean. This may be because of a belief from this culture that relates to talking to family members who have died. In the UK, this practice may come across as auditory hallucinations, leading to a higher likelihood of a schizophrenia diagnosis.

Health and Social Care: The importance of holistic care is seen in the concept of empowerment – students learn about support of service users in personal care that connects to spiritual beliefs. This includes an understanding of halal and kosher foods and ritualistic washing.

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: helping prepare students to respectfully participate in religious occasions.

Music: Music features at many religious occasions in school.

KS3: Gospel music's role in the development of the Blues is studied.

KS3: The diversity of faith within Liverpool and the associated musical heritage of the city is explored.

KS4: Studies include the role of sacred music.

Drama: Resources are collected from a range of scripts, newspaper articles, case studies, photographs and artwork that are then explored to create original pieces of Drama.

Dance: At GCSE level, pupils study a variety of works which help students to understand a range of faiths. For example; Shadows studies the faith of Jewish and the impact Hitler's Reign had on this faith.

Acceptance that other people having different faiths or beliefs, gender, race or sexual orientation to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

RE: Changing Attitudes to Marriage & Family

In the UK in the 1950's...

- People were expected to only have sex after marriage.
- People married young, in church, for life.
- Families were husband and wife and children.
- Homosexuality was a criminal offence.
- Women used to get married younger as fewer had careers

Now in the UK...

- Most people have sex before marriage.
- Many couples live together (cohabit) rather than marry.
- The average age for marrying has increased enormously.
- Divorce is accepted as a normal part of life.
- The average age to get married is about 30.
- March 2014, homosexuals allowed to marry in UK.

Reasons for the Changes in Attitudes:

Family Life

- Due to more cohabitation there are more families where parents are not married.
- Increase in divorce has led to increase in re- marriage & more reconstituted families.
- More extended families as working parents rely on grandparents for child-care.

Homosexuality

- Medical research has shown homosexuality is normal so more people accept gay couples
- The work of gay rights groups has led to an acceptance of equal rights for homosexuals.
- More gay celebrities, confirming it is normal

How Roles of Men and Women Have Changed?

- In the 1850's women stayed at home and looked after the children

- In 1928 The Electoral Reform Act allowed women aged 21 the vote (same as men)
- In 1970 women received the Equal Pay Act
- In 1975 the Sex Discrimination Act made it illegal to discriminate against women in employment

However there are still some inequalities...

- In 2010 only 23% of MPs were female
- Although men are more active at home often women still are the most active with housework and children raising & society still often expects this

Why Attitudes have Changed

- During WW1 & WW2 women did the jobs of men (because the men were fighting in war), women did them as well as men changing general societies attitudes
- The UK followed other countries who were starting to show development of equal rights for women
- The Suffragette's worked to gain equal rights by showing that women wanted equal treatment
- The UN declaration of human rights after WW2 meant equal rights had to be accepted

Why the UK is a Multi-ethnic Society:

- The UK has always been a mixed society - Celts, Romans, Saxons etc., are all ancestors
- In 19th century the UK set up an overseas empire leading to black communities in UK
- After WW2 a shortage of workers lead to many different cultures working in the UK
- The extension of the EU has led to an influx of Eastern Europeans
- One in five people in the UK are now from ethnic minorities

The Problems of Discrimination & Racism:

Racism =prejudice (to pre-judge someone) leads to acts of discrimination.

- Racially or religiously prejudiced employers will not give jobs to some races or religions
- Prejudiced landlords will refuse accommodation to certain groups
- Prejudiced teachers will stop certain groups achieving their potential
- Prejudiced police officers will discriminate against certain groups

Benefits of Living in a Multi-ethnic Society

- + People of different ethnic groups will form relationships and bring peace amongst groups
- + More progress will happen due to more people with different ideas
- + Life is more interesting with a greater variety of food, music and culture
- + A multi-ethnic society helps people to live and work in a world of multi-national companies and economic interdependence

The Effects of Discrimination & Racism

- If some groups feel they're being treated unfairly, they will turn against society = violence & discrimination
- Some politicians believe some young black people turn to crime due to lack of opportunities because of discrimination. E.g. the 2011 London riots
- Racism and discrimination can lead to groups forming like the BNP that stir up hatred.

English: At A level: The Handmaid's Tale; The Great Gatsby, Feminine Gospels, Othello, A Streetcar Named Desire. At KS3/4: Noughts and Crosses, An Inspector Calls, Trash, A Midsummer Night's Dream, Romeo and Juliet, Macbeth.

Maths: Mathematics can be used to challenge extremism in particular through the use of statistics. This might include use of government migration figures to challenge inaccurate claims made about immigration levels in the UK.

Science : The importance of open-mindedness is encouraged throughout all Key Stages in Science, with students frequently being asked to see topical issues from different viewpoints to help guide their conclusions. Class debates used to prompt discussion and allow students to see different points of view.

History: the History department strive to make the curriculum inclusive, decolonised, and representative. We illuminate the whole picture, giving students a sense of history that is wider than a narrow national narrative. We have carefully crafted a sequential, and a broad curriculum that aims to produce 'citizen historians' so that our students can understand the world we live in and can interact with it acutely. In all key stages, History explores a range of social topics that allow students to understand and assess reasons why persecution and prejudice has taken place throughout different eras. Promoting and celebrating diversity and the importance of tolerance is a fundamental feature in all history lessons where students develop a deeper understanding of society and are inspired to make a difference in the wider world where acceptance, respect, and empathy are central to everyday life – fostering and embedding our Mercy values.

KS3: Migration to Britain, Islamic civilization, the Reformation, Black Tudors, the rights and status of women through time, the Transatlantic Slave Trade, the Civil Rights Movement, persecution of minorities in Nazi Germany, the Final Solution and analysing the different treatment of minorities after liberation (e.g. in some cases gay men would have to go to prison as homosexuality was a criminal offence after WW2), the struggle for equal rights in the 20th century, Northern Ireland and the Troubles

KS4: Elizabethan treatment of religious differences and the poor. American treatment and injustices faced by women, native Americans and black Americans from 1920-1973.

KS5: Students study the Civil Rights Movement with a further focus on the treatment of Black-American in the Vietnam War. For paper 1, students critically assess society in transition in Britain evaluating key themes such as class, rights of women and treatment of immigrants in the 20th century. Students also complete academic research on the responsibility for the Final Solution.

Geography: Diversity is celebrated in Geography. The importance of tolerance is promoted throughout the Key Stages, with students frequently being asked to see issues from different perspectives to help guide their judgments. For instance, the importance of culture is celebrated in the 'development' unit and in 'population'. Geography exposes students to a wide range of people from different cultures, faiths, beliefs and backgrounds and helps to engender a spirit that all people should have the same opportunities. At key stage 5 students investigate the importance of equality in the management of cities, in which a greater focus on fairness is explored.

MFL: Accepting and celebrating difference is a natural focus of MFL. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. We give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes. Covered in every topic from Year 7 onwards - all topics offer a comparison with the UK to a Spanish/French speaking country. Pupils are encouraged to discuss the differences and celebrate diversity.

Business Studies: In Business the study of employment law and our ethical unit of work enables students to accept that everyone in our society has rights and these rights should be protected.

Art & Design Technology: Food – discussion of reasons why people decide to follow certain diets. Design Technology studies ethics within the manufacturing industries including textiles industry and the impact of working conditions and the rights of workers. Study of Fairtrade. Photography and Art- GCSE and A level students set their own personal investigations and identity, gender, culture, diversity and sexual orientation are topics that are regularly explored.

Computing: Alan Turing, leading British Computer Scientist and World War 2 Code Breaker. Prosecuted for being homosexual in the 1950s, received a posthumous pardon in 2013.

Media: We look at the LGBTQ community in year 13 through Attitude Magazine and The Big Issue. Islamophobia is also studied and how this is represented through the press. FGM is touched on through the study of magazines at GCSE. We also analyse political bias.

PE: School behaviour policy of respect, responsibilities and relationships is promoted highly in PE. In PE lessons students are taught that all are equal. There is no 'I' in TEAM. Every member of the group has an equally important role to play for the group to be successful.

Tolerance and acceptance of different faiths and beliefs that maybe displayed through variations of PE kit e.g. habib, and understanding and tolerance of how different religious festivals e.g. Ramadan may affect some pupils in PE.

Study of Personal Development within the curriculum

Psychology: Cultural bias within research is regularly challenged in all units. Eurocentrism is considered in areas of attachment, relationships, aggression, social influence, and approaches. For example, students consider the idea of arranged marriage within relationships, with its connection to forced marriage challenged. In addition, challenging prejudice is reflected within the process of social change within Social Influence (women's rights, LGBTQ+ rights, rights for other minority groups). In Attachment, cultural differences within child rearing question the view of secure attachment being the most healthy type of attachment.

Health and Social Care: In Level 2 and in Level 3 Units 2 and 5, an understanding of anti-discriminatory practice is interwoven into most of the key topics. Students consider case studies of service users, with an emphasis on their background – including culture. Respect, empowerment, and understanding emotional, social and spiritual development all include the understanding of a service user's beliefs and underpin how that service user is supported.

PSHE & Citizenship: KS3, 4 and 5 – Relationships lessons are planned in order that they are inclusive.

Just Like Us (LGBT deliver sessions on diversity)

So To Speak deliver sessions on healthy relationships which are fully inclusive

British Red Cross Refugee workshop

Y7-9 Bullying including what is a hate crime

Y10 Challenging racism and discrimination; Being a refugee

Y11 Challenging racism and homophobia; Stereotypes; Persuasion and Influence; Challenging extremism.

Year 7 Character Curriculum: HT1 of Music/Drama in year 7 only: value of and celebration of each individual in discussion and practice, eg the way students work together as a team.

Music: Year 8: The Blues: Discussion of racial prejudice & forced religious conversion.

KS3: Cultural diversity within Liverpool and the associated musical heritage of the city is explored.

All KS: the wide range of music students listen to, perform and compose are always respected and an openness to & appreciation of a wide range of styles is promoted.

Stereotypes are discussed and avoidance of such mindsets promoted, e.g. in pre-judging musical tastes or the types of instruments people might play.

Drama: Students in year 7 and 8 explore themes of identity. All students contribute and perform showing respect but also an appreciation of the different styles that are being presented and an openness to & appreciation of a wide range of styles is promoted.

Dance: At all KS3, pupils are encouraged to appreciate all styles and ideas. In addition Component 2 (Theoretical Element) allows the pupils to study different professional works;

- Shadows, Christopher Bruce- Nazi Germany, Holocaust and Hitler's Reign
- Infra- London 7/7 bombings
- Emancipation of Expressionism- freedom, your right to express your individuality.

Additional information:***SMSC and British Values in Mathematics*****Spiritual Development in Mathematics**

Spiritual education involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Spiritual Development ... How?

Developing deep thinking and questioning the way which the world works promotes the spiritual growth of students. In Mathematics lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data enable students to make sense of vast amounts of data available in the modern world around them. Sixth Form students are able to extend this knowledge through the study of Statistics. Sequences, patterns, measures, and ultimately the entire study of Mathematics was created to make more sense of the world around us and we enable each of our students to use Mathematics as a tool to explore it more fully.

Examples of Spiritual lessons in mathematics:

1. The development of pattern in different cultures including tessellations such as Rangoli designs
2. Fibonacci pattern

Moral Development in Mathematics

The moral development of pupils is an important thread running through the entire mathematics syllabus. Students will work on various projects using Mathematics in real life contexts, applying and exploring the skills required to solve various problems. Projects can include using proportional reasoning and data handling to determine how to compare water resources and which country is most in need, and applying their data analysis skills in a real-life context in projects on the conservation of the rainforest or saving baby kangaroos.

Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.

Examples of Moral lessons in mathematics:

1. Pupils conducting an opinion survey on a moral issue
2. Pupils to have an awareness of sexist, stereotypical bias in materials – for worksheets to include female builders, male secretaries etc.
3. Why learn Algebra?
4. Population density – using the law in China for the number of children a family are allowed

Social Development in Mathematics

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Mathematics lessons.

Social development ... How?

Social education in Mathematics concerns pupils being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.

Examples of Social lessons in mathematics:

1. Discussion and debate on the use and abuse of statistics in the media
2. How mathematics is used to communicate, e.g. climate change
3. Active revision days
4. Mathematics challenges and competitions
5. Questionnaires to gather data in order to test hypotheses
6. Collaborative learning through projects – Smarties, Olympics, Wimbledon project, holidays etc.

Cultural Development in Mathematics

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. It is important to encourage the teaching of various approaches to Mathematics. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel are also important life skills students will learn.

Cultural development ... How?

Cultural education concerns the wealth of mathematics in all cultures and the opportunities pupils are given to explore aspects of personal culture and identity through mathematics.

Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

Examples of Cultural lessons in mathematics:

1. Investigate different number sequences and where they occur in the real world
2. Discussion on the cultural and historical roots of mathematics, such Pythagoras' theorem
3. The use of mathematics in cultural symbols and patterns
4. Mathematics is a universal language
5. The use of exchange rates for foreign travel

Summary

Spiritual	Coping with problems and puzzles, confidence in helping others and asking for support.
Moral	Hypotheses testing, group work, investigations and questionnaires and surveys analysing smoking, birth rates, death rates etc.
Social	Use of mathematics in the financial industry, working with others to solve problems.
Cultural	Influence of other cultures on mathematics e.g. Arab societies, Islamic patterns in the history of mathematics and tessellations

