



BRITISH VALUES CURRICULUM AUDIT 2017/2018

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

Living the
Gospel Values,
Promoting
British Values

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.

RE: Democratic and electoral processes (Year 11)

We should take part in democratic and electoral processes because...

- Government decides on taxes and voting gives you some control
- They make new laws which you could influence
- You get a say in things like schools and the NHS
- People fought for the right to vote and this should be respected

Christian teachings on moral duties and responsibilities

- 1) The Golden Rule – *'Do to others as you would have them do to you.'* When voting Christians should look at policies and see how they would affect others living in this country e.g. not vote for a party that wanted to send asylum seekers home.
- 2) Parable of the sheep and the goats – States that you will be judged on how you have treated others. Christians would not vote for a party who wanted to cut benefits for the disabled or those in need.
- 3) Am I my brother's keeper – This refers to when Cain killed his brother Abel. Christians have a duty to look after everyone who is in need. The main principle behind human rights.

English: Study of a range of British texts 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, economics and the world interrelate, how mathematics is used and abused, and how data can be used to change perception, opinion, 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.

History: Historical topics on Evacuees

KS4 topics include the Riots, Refugees, Weimar and Nazi Germany, War, Aspects of Crime and Punishment, Brechtian - social justice and awareness

Geography: Geography helps to develop an understanding of democracy across a range of themes and topics. The importance of democracy is encountered in the KS 3 curriculum when identifying some of the causes of the global inequalities of wealth. Global inequalities are studied in geography throughout KS3 and KS4, for instance in year 7 in development, year 9 globalisation and at GCSE. This is particularly important where countries are dominated by non-democratic governments and the resulting impacts on the economy through corruption.

Music:

Year 7: Groupwork: Forming & justifying opinions & voting on preferences.

Year 8: The Blues: History of slavery

Year 9: Choice of song for Performance unit.

Extra Curricular: Celebration Group: Discussing & voting for performance material.

MFL: A Level looks at political differences & systems in UK and France/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 Economics and Business we discuss our economy in relation to other economies and we explore in quite a lot of detail in Economics governance of different countries.

Art & Design Technology: In Textiles in the Business of Fashion, copyright and marketing laws are explored together with consumer ethics and company ethical commitments. In Design technology students look at social footprint and enterprise.

ICT: Regulatory Investigatory Powers Act – how the Government and the State can access personal data and criminal records, when pursuing investigations.

Media: In Media studies in year 12 and 13 we discuss how new technology/Social Networks are creating a more democratic media and society. We also look at Marxist/Liberal Pluralist theories which have a direct link to democracy.

PE: The PE curriculum is broad and balanced, complies with legislation and provides a wide range of activities which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain. Sports all have rules. Working within the rules of each activity encourages students to recognise the difference between right and wrong, understand that actions have consequences. They can then apply this in their own lives by respecting the law. Voting for activities to be covered in the year by the group. Voting for team captains.

Psychology: Under the new specification certain aspects of democracy may be touched on during the topic of Aggression.

PSHE & Citizenship: Y7 Democracy and elections

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

Drama: Year 7: Students study “The Terribly Fate of Humpty Dumpty” and from this create improvisations on the topic of bullying.

Year 8: Students explore the topic “Suffragettes”

Year 9 – Year 11: Students study Bertolt Brecht and creating theatre for political and social change

Dance: GCSE Unit 3: Group work – putting forward opinions and ideas. Voting on outcomes and next steps. A-level: The study of Alvin Ailey’s “Revelations”. Research into the history of slavery through to the American Civil Rights movement. The study of Christopher Bruce’s “Ghost Dances” and discussion about political oppression in Chile throughout the Pinochet regime.

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 11: 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 cut someone’s had 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

Capital Punishment: A crime punished by death is called a ‘capital offence’. Abolished in the UK in 1970.

Non-religious arguments in favour:

- Will deter crimes like murder and terrorism
- Murderers are a threat to society. This threat should be permanently removed.
- The only retribution/compensation for murder is death

Non-religious arguments against:

- Could be wrongly convicted
- Countries without death penalty have lower murder rates, so doesn't work
- Executed terrorists become martyrs and inspire others to become terrorists

Drugs, tobacco and alcohol

UK laws on tobacco

- Can't sell to under 18s
- Adverts for tobacco products are banned

UK laws on alcohol

- Supervised under 16s can go anywhere in a pub
- Over 16s can have an alcoholic drink with a meal if accompanied by an adult

UK laws on drugs

Social and health problems caused by drugs and alcohol

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 prose unit in Year 8 encourages pupils to consider those characters who would be considered 'outsiders' and learn to respect the views of all people, regardless of their background.

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 the SIMs monitoring system for rewards and punishments, and pupils are aware that their actions carry a consequence.

History: Brechtian – political theatre often delivers a message for change. This can be social change that has the audience reflect their behavior in line with British laws. Our Country's Good – looks at capital punishment and British laws during the development of a new colony in Australia.

KS3-Persecution of minorities .e.g. Jews in Nazi Germany

KS4-Aspects of Crime, Punishment and Justice.

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, the importance of human rights and laws are studied in China through the application of the One Child Policy and its impact on the people of China. Laws and international law are also explored when studying international migration in our population unit in year 9. Students are enlightened on migration controls and the results on migration within the EU and refugee migration.

Music: All KS: Music from different cultures.

All KS: Performance etiquette: ensuring all are respected and their contributions valued.

MFL: A Level topics: 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 Textiles as well as patenting and copyright laws.

ICT: Ensure that fellow digital users have data and their welfare respected and protected. Data Protection Act, Computer Misuse Act and Health and Safety Act.

Media: In Media studies in year 12 and 13 we discuss how new technology/Social Networks are creating a more democratic media and society. We also look at Marxist/Liberal Pluralist theories which have a direct link to democracy

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.

PSHE & Citizenship: Year 8 – Youth Crime; Your rights and the police

KS3, 4 and 5 – Law pertaining to the purchase and consumption of cigarettes, alcohol, drugs and the 'age of consent'

Drama: Brechtian – political theatre often delivers a message for change. This can be social change that has the audience reflect their behavior in line with British laws. Theatre in Education – Students create theatre to educate on themes appropriate to target audience at KS3 and KS4. KS3 students study "The Terrible Fate of Humpty Dumpty" which is a play about bullying.

Dance: All KS: The study of dance from different cultures. All KS: Performance etiquette: ensuring all are respected and their contributions valued.

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: Year 11: Democratic and electoral processes

We should take part in democratic and electoral processes because...

- Government decides on taxes and voting gives you some control
- They make new laws which you could influence
- You get a say in things like schools and the NHS
- People fought for the right to vote and this should be respected

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.

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.

History: Within lessons students can be elected as 'group leader', this changes with new activities. Development of roles for different tasks.

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 compose in styles of one's own choice.

MFL: Pupils have the opportunity to work together in different ways (reading, listening, speaking, writing and visual, auditory and kinaesthetic activities) Pupils sometimes have the opportunity to choose the activity that is most suitable for them and their needs.

Business Studies: In Business and Economic 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 Textiles and pupil voice exercises are conducted. Peer review is built into art and design critiques at all key stages.

ICT: Pupil voice at KS3, KS4 and KS5 to gauge opinions and views on curriculum content and delivery.

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.

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 team leaders/captains in PE lessons.

Psychology: Student Voice is encouraged through completion of questionnaires in relation to Course delivery.

PSHE & Citizenship: School Council Elections. Liverpool Schools Parliament MSPs elections

Drama: Across KS3 and KS4 students participate in group work where they develop communication and negotiation skills. Group leaders can also be selected within lessons, these change with different activities.

Dance: Across KS: variety of situations where students are asked to express opinions and vote for next steps. Freedom of expression in the ability to choreograph in styles of own choice.

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

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.

History: Opportunities at KS3 to study the development of the franchise.

Geography: Sustainable development is a central theme in Geography and is revisited throughout all key stages. Students recognize the importance of a democratic process of decision-making to ensure that all voices are heard, particularly when assessing proposals for larger-scale developments. For example, during the year 7 'India' unit, students look at the importance of local people in the decision-making process of improving slums in Mumbai. Students evaluate practices and are shown how, without effective local participation, developments are often not fit for purpose and can lead to long-term issues and a reluctance to trust authorities. In addition, students look at global issues such as deforestation in year 8. They evaluate measures taken to protect the rainforest, with a high emphasis on the 'local view' and not just a 'global/national view' on how to resolve issues.

Music: Across KS: variety of situations where students are asked to express opinions and vote for next steps.

MFL: A Level topics: 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.

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.

Psychology: Year 1 & 2 discussion of decision making processes included in material on Social Influence and social change.

PSHE & Citizenship: Mock General Election, Mock Referendum

Drama: KS4 students study a range of theatre styles and current events often creating Theatre on political events of the moment. Across all key stages students must work together and discuss ideas to come to a final decision.

Art & Design technology KS4 & 5 design technology students explore product improvement and how built in obsolescence can have environmental impact.

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: Travel Writing element of Year 8 curriculum gives pupils the opportunity to research, discuss and write about institutions and services in Liverpool.

Maths: Pupils are encouraged to believe in their own ability in order to reach their potential in Mathematics.

History: KS4 Crime and Punishment unit fosters respect for the institutions of law and order.

Geography: A fundamental concept which is revisited in Geography is the importance of public institutions and the decisions that are made regarding them. The importance of politics and the impacts on public services are discussed throughout a number of topics across the key stages. For example, in year 9, students develop an understanding of the role of population change in the UK. They investigate the importance of migration and an ageing population in understanding the changing needs for services in the UK. For instance, with the importance of greater social care for the growing number of elderly in our society. In addition, where migration is concerned, it shows the changing services and facilities which are required to accommodate migrants, such as housing, hospitals and schools.

Music: Music from different cultures: all key stages. Knowledge of British cultural (musical) icons e.g. Elgar, Lloyd Webber, the Beatles.

MFL: Differences between UK & Spain/France in topics such as education, 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 - Visits to museums, galleries and Universities including GCE Textiles and BTEC Art & design visit Museum of Costume, Hat museum, Imperial war museum, World Museum and Manchester museum. During visits students are involved in workshops delivered by art curators. Food, looking at seasonal food, where food comes from. Decision making on food miles and the advantages and disadvantages.

ICT: Copyright Act, intellectual property ownership, plagiarism of material.

Media: We look at government campaigns/the BBC/The Guardian etc as examples of liberal pluralist texts

PE: Sports governing bodies and their important role are discussed within GCSE PE

Psychology: The necessity for Obedience and Conformity in a civilized society. Requirement to Understand the need to follow BPS Ethical Guidelines when carrying out research.

PSHE & Citizenship: Y7 Rights and Responsibilities of the Child, Y8 Laws and the justice system

Drama: Year 8 "Ernie's Incredible Illucinations" explores Ernie's mind within a healthcare setting.

Year 7 "Theatre in Education" students explore issues and their resolve with the intervention of public services.

Dance: The study of notable British choreographers such as Matthew Bourne, Christopher Bruce & Richard Alston.

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 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. Pupils have participated in public speaking competitions.

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.

Science: Students take part in group practical work and group activities to help develop pupil's self-esteem and confidence. 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.

History: All lessons require group work and opportunities for moments of individual performance are incorporated e.g. the use of monologues. A considerable amount of research of themes and topics is required at KS4&5 to promote independent learning. Assessment reflection 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.

Geography: Students develop a wider knowledge of the world around them in Geography. They develop an understanding that they are Global Citizens and helps them to discuss some of the key global issues which affect them. It helps to provide students with a voice and practise 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, migration, globalization and global inequalities which are important themes in the global community. In addition, Geography helps students to build up an in-depth 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.

Music: All KS: performing & composing provide extensive opportunities for self-expression & the development of self-esteem & confidence.

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 extra curricular activities of MFL and help to develop pupils self esteem and self confidence.

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: KS5 identity project. 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. 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.

ICT: Personal attributes valued by employees. Developing interpersonal skills in the world of work and business.

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 have to research their own case studies in year 12 and 13 based on wider issues and debates which builds up confidence and self knowledge

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 GCSE PE through students building independent learning skills, experiencing getting answers wrong, learning how to formulate the correct response and responding to target questions

Psychology: Students are taught about Maslow's hierarchy of needs and specifically at A2 the Humanistic approach to Psychology focusing on the need for self-actualization. The students are also 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.

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

Drama: Across all key stages, students create and perform original Drama. 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.

At KS4 students can access both performance and technical elements of Drama to develop expertise in one or more areas.

Dance: Across Key Stage 4 & 5 a culture of positivity and respect is promoted. Students are frequently asked to reflect on their own work.

INDIVIDUAL LIBERTY

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

RE: Faith Tour – London visiting places of worship and discovering diversity.

English: Annual Public Speaking competition enables selected students to present their opinions on subjects that directly affect modern society, to a city-wide audience.

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.

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.

History: Celebrating those involved in the abolition of the slave trade. Fieldtrip to London Autumn 2017 will explore the social and economic heritage of London.

Geography: Students participate in fieldwork in Geography, in which they investigate their environment. At Key Stage 3, we are planning to take students in to the local community to investigate their local area and enhance their understanding of their local community. In addition, at KS4, the Geography Department has also taken students on a local fieldwork to investigate a local pond ecosystem and the importance of local ecosystems to their lives. 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.

Music: Extra Curricular: Celebration Group & Choir/Vocal Group: Students have a strong ownership of the group & are supported by the teacher in what they want to achieve.

MFL: GCSE revision classes - working together towards a common goal, support others.

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. School visits to the Clothes Show, showcasing British Designers and visits to the British Hat Museum.

ICT: Celebrating British pioneers of technology such as Alan Turing and Tim-Berners Lee, for cross curricular display.

PE: Fixtures, Sports Day, etc. encourage teamwork and building self-confidence to take an active part in the activity. Travelling to other schools for sports fixtures encourages tolerance of others, respect for others, cooperate well, celebrate diversity and resolve conflicts effectively.

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

Drama:

Annual School Production: All students are welcomed to participate in the annual school production, both musicals and plays are studied and performed from a range of playwrights.

Drama Club: All students are welcome to join Drama Club, students often select the theme of the week and work together to create a performance.

Dance: Opportunities to develop reliability and ownership are promoted through Dance's contribution to the school production.

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: 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

Year 11: 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: English Literature and Language non-fiction texts reflecting the literary heritage and texts from different cultures which 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.

History: Lessons based on “bullying” show how different values and beliefs should be respected and not responded to in a negative way. Curriculum lends itself to issues of tolerance and persecution through the study of topics such as the Holocaust and the Slave Trade.

Music:

- All KS: Music from different cultures.
- All KS: Performance etiquette: ensuring all are respected and their contributions valued.

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. This is especially important in the year 7 unit ‘India’, in which students take an in-depth look at the cultures in Mumbai. Students recognize that there are different ways of living and that different cultures should be respected and celebrated throughout the world. During the population unit in year 9, students are also exposed to the importance of migration in this country and understand the advantages that migration brings.

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 extra curricular 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. Y9 Textiles and GCSE Coursework uses cultures as design inspiration **Cul**. Art and Design –. Pop Art research in year 8, focus on American artists and popular culture. A level Textiles looks at printing and dying from a variety of cultures as well as weaving such as the back strap loom.

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

Media: Texts from other cultures and news reports from other countries are studied plus the identity of groups from other cultures are researched.

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 etc.

The cultural impact of sport on society is studied in more detail in GCSE PE.

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

Psychology: The need to consider etics and emics in carrying out research and cross cultural differences in child rearing practices and in the diagnosis and treatment of mental health issues.

PSHE & Citizenship: Y7 Respecting differences and working together.

Drama: KS3 students explore the theme of bullying and create a "Theatre in Education", students are encouraged to research current affairs and issues spanning their own and other cultures.

KS4 students study a range of practitioners and styles which are created and influenced by their own and other cultures e.g. Artaud and Balinese Dance.

Dance: The study of choreographers and works from different cultures including Akram Kahn and Alvin Ailey. All KS: Performance etiquette: ensuring all are respected and their contributions valued.

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

Year 11: Christianity and Islam

Year 10: Catholic Christianity and Judaism

English: KS3/4: Drama, poetry, prose and non-fiction texts. Of Mice and Men, An Inspector Calls, To Kill A Mockingbird, Abomination, Noughts and Crosses, Othello, The Merchant of Venice, Romeo and Juliet.

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 come from scripts, new reports and case studies to look at prejudice and discrimination.

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.

Music: Music features at many religious occasions in school.

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

KS4: Studies include the role of sacred music.

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-we look at the special dietary needs of people from faiths around the world.

Media: We look at Muslim representation for identity in year 13.

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

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

Dance: The use of Gospel and Traditional Spiritual music in A-level study. Recent A-level devised work focused on the theme of The Crucifixion.

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 led 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, Rebecca, Feminine Gospels, The Winter's Tale, Othello, A View From the Bridge, The Yellow Wallpaper.

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.

History: Lessons based on "bullying" show how different values and beliefs should be respected and not responded to in a negative way. Topics such as the Holocaust and Slave Trade enable students to discuss key issues.

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 'India' unit and the 'population' unit and the importance of providing a tolerant and accepting environment to ensure that conflict does not take place.

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

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.

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.

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.

ICT: 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 LBGTO community for identity topic in year 13. We also look at disability in year 12.

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.

Psychology: Students develop an understanding of “gender” and sexual orientation and the role of prejudice across discussions in several areas of the specification and this may be taught in relation to Psychodynamic Psychology, Abnormality and Psychopathology and issues relating to stigmatization of people with mental health issues.

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

Armistead (LGBT) deliver sessions on diversity

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

British Red Cross Refugee workshop

Y10 Challenging racism and discrimination; Being a refugee

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

Drama: Year 7: Students study “Theatre in Education” in which they give moral meaning to an issue relevant to their society.

Year 8: Students study and explore “Suffragettes”

Year 9: Students study “Bertolt Brecht” and create an original piece of Theatre reflecting the political climate of the time.

KS4: Students create original Theatre from a stimulus set by the exam board, themes often explored include: identity, the rights of the LGBT+ community, discrimination, terrorism, displacement and homelessness.

Dance: Appreciation of all styles and ideas is promoted.

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 development ... How?

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, eg. 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 eg. Arab societies, Islamic patterns in the history of mathematics and tessellations

