

Archbishop Sentamu Academy British Values Statement 2021

Appendix 1

How we promote these values through the taught curriculum

Democracy

Pupils are encouraged to take responsibility for their behaviour and understand how they can contribute positively to society. Pupils have the opportunity to have their voices heard through our House/Tutor representatives and also through Pupil questionnaires and interviews. They are taught about democracy and how it works in our country.

	KS3	KS4	KS5
Animal Care	Students learn about the rule of law in terms of animal welfare legislation and how it applies to the care of animals in society. Also covers how legislation is changed.	Students learn about the rule of law in terms of animal welfare legislation and how it applies to the care of animals in society. Also covers how legislation is changed.	Students learn about the rule of law in terms of animal welfare legislation and how it applies to the care of animals in society. Also covers how legislation is changed.
Art & Photography	Pupils are encouraged to work as teams to agree on a selection of outcomes that could be worked towards, ideas are then built on from these initial thoughts. Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.	Through the construction of compositions, pupils are given an introduction into how a design can affect the viewer. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.	Promoting fundamental British Values as part of GCE Photography course to ensure that all our pupils have a broad understanding of others beliefs, combatting discrimination and having a mutual respect for all. Links selected for study incorporate a wide range of representations as well as ideologies from a range of cultures and time periods, historical social and Cultural contexts connect to the assessment objectives.
Business		Business: Students investigate business ownership and how they are designed to help improve society. Students learn about Democracy and Parliament in Financial education. Students learn about government legislation and how they impact on society.	Business: Political, e.g. government support, membership of trading communities such as the European Union. • Economic, fiscal, monetary and other government policies, e.g. supply side policy, economic growth, exchange rates.

ICT	There is promotion of British ethos and values through the presentation work where students will evaluate the values in society and the things that people are proud of in their home city and study, discuss and evaluate reasons for people to visit our area of Hull		examples of ethical issues (e.g. moral, whistle blowing, disability, use of information) • Freedom of Information Act 2000
Citizenship		The role of people in democracy, importance and relevance of voting. Pressure groups and the media. How we are governed. How laws are made. Formation of governments. Discrimination on many levels, immigration. Policies, laws and organisations(local to global) that impact on citizenship issues.	
Criminology			Legislative process. Police & Crime Commissioner. Relationships between arms of state and state controlled organisations in achieving justice. Analysis of limitations of how agencies interact with one another
Drama	We discuss a range of social status/classes in plays selected for study (Blood Brothers/Titanic/Blood Brothers). Students are encouraged to comment on how these themes are represented within society today and have to use improvisational skills to interpret them in group tasks.	We discuss a range of social status/classes in plays selected for study (Blood Brothers/Billy Elliott). Students are encouraged to comment on how these themes are represented within society today and have to use improvisational skills to interpret them in group tasks.	We discuss a range of social status/classes in plays selected for study (I Love You Mum/Teachers/Arturo Ui/Bouncers ect.). Students are encouraged to comment on how these themes are represented within society today and have to use improvisational skills to interpret them in group tasks.

<p>English</p>	<p>We discuss different social stratas in Chaucer and Shakespeare studies; we also look at right of man in our poetry studies</p>	<p>Poetry study encourages students to consider moral and social issues and debate, as does study of Blood Brothers and Christmas Carol. Democracy is discussed in detail when considering contextual factors within set texts. Discussion and debate regarding these issues is commonplace</p>	<p>For AS we cover the theme of tragedy, which looks at how actions lead to consequences. We discuss the character's choices and determine whether the choices they made were the right ones, or if they should have done things differently. At A2, in addition to tragedy, we study Social and Political protest writing, which focuses on the idea of society, social hierarchies, the idea of rule and the effect of such rules, etc on the everyday man. The choices made by protagonists in the face of dystopian circumstances.</p>
<p>Film</p>		<p>Promoting fundamental British Values as part of GCSE Film studies to ensure that all our pupils have a broad understanding of others beliefs, combatting discrimination and having a mutual respect for all . Films selected for study incorporate a wide range of representations as well as ideologies from a range of cultures and time periods such as South Africa (apartheid and post apartheid), Japan, 1950s, 1980s as well as the Iraq war. Understanding. Cultural contexts are one of the assessment objectives.</p>	<p>Promoting fundamental British Values as part of GCE Media and Film studies to ensure that all our pupils have a broad understanding of others beliefs, combatting discrimination and having a mutual respect for all . Films selected for study incorporate a wide range of representations as well as ideologies from a range of cultures and time periods, historical social and Cultural contexts are one of the assessment objectives in both film and media.</p>

Food	Promoting fundamental British Values as part of our Food and Hospitality lessons ensures that all our pupils have a broad understanding of how food can influence an appreciation and freedom of others beliefs, combatting discrimination and having a mutual respect for all future needs. Basic legislation like food labelling in KS3 is taught and why this was introduced as part of our societies needs.	Promoting fundamental British Values as part of our Food and Hospitality lessons ensures that all our pupils have a broad understanding of how food can influence an appreciation and freedom of others beliefs, combatting discrimination and having a mutual respect for all future needs. Basic legislation like food labelling in KS3 is taught and why this was introduced as part of our societies needs. Further legislation is introduced at KS4.	Promoting fundamental British Values as part of our Food and Hospitality lessons ensures that all our pupils have a broad understanding of how food can influence an appreciation and freedom of others beliefs, combatting discrimination and having a mutual respect for all future needs. Basic legislation like food labelling in KS3 is taught and why this was introduced as part of our societies needs. Further legislation is introduced at KS4 and KS5
Geography	Students investigate the UK's role within Europe, the EU and a wider global context. Students are encouraged to reflect on their own behaviour and actions in society eg; Stewardship, environmental responsibility.	Students investigate the UK's links with other countries and its role within a wider global context. Students are encouraged to reflect on their own behaviour and actions in society eg; Stewardship, environmental responsibility.	A-Level Geography: Students look at the role of democracy and elections in shaping the character of places, in particular places that are historically labour/Tory etc. BTEC T&T: Students look at the UK travel industry and inbound tourism from overseas. Students look at the impact of Brexit on the UK T&T industry and how political decisions can affect travel.
Government & Politics	n/a	n/a	The understanding of Democracy and the differing systems and processes associated with the concept are central and essential to the whole course.
Graphic Communication	Pupils are encouraged to work as teams to agree on a selection of outcomes that could be worked towards, ideas are then built on from these initial thoughts. Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.	Through the design of logos and branding, pupils are given an introduction into how a design can affect a customer's thoughts on the product, or what meaning could be behind the design. Pupils are given the chance to explore and design their own brand, in accordance to a brief, to impact on society or a community. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.	N/A

Health & Social Care	N/A	N/A	Students are taught from the start the expectations of behaviour in class but more importantly as a HSC / care worker; Personal attributes and qualities are addressed and students learn how to apply these in their everyday approach to caring for an individual; Student voice is encouraged in a non-judgemental environment; Views and opinions are shared in a safe but honest climate and the importance of confidentiality, mutual respect and dignity are addressed throughout;
History	Students study the evolution of the British Constitution in Yr 7, including signing of the Magna Carta. The extension of the franchise is studied in year 8 during Votes for women and industrial revolution topics. It is also covered in year 9.	Students investigate Britain's part in the Cold War; learning about different socialist societies compared to Western capitalist countries. Students study the extension of the franchise as causes for reform and government action in Medicine unit	All aspects of the course are related to different types of democracy - comparing Britain to other states; China and USSR. development of democracy in Tudor period. Studied in US Civil Rights Coursework Unit.
Law			Understanding of legislative process and wider political issues. Importance and impact of voting and young people having their opinions heard. Much discussion informally of Brexit-implications and actual fundamental meaning.
Maths	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.

MFL		GCSE topics discuss social issues eg homelessness, fair trade, ethical shopping and a specific unit focuses on where they live, and environmental problems, students discuss how they could make small gestures to improve their surroundings and look after their planet for the future. Cultural issues occurring in France eg elections, immigration issues and overseas territories are discussed to widen the scope and awareness of students.	
Music	Promotion of Music creating a sense of Community, having an input in performance and listening activities and respect for each others musical contributions.		To understand the making of creative decisions in group performance, working part of a group to produce a community project and organise a public event.
MVE	Students get the opportunity to have their opinions heard amongst peers when discussing topics and current issues. Students are encouraged to have their say, often this is seen through feedback, peer and self assessment tasks within lessons.	Trade union pressure to introduce health and safety laws and employment protection laws. Businesses which want changes to legislation to make it easier to trade. Directly linked to CAMS online assessment.	Legislation which directly impacts on learners' work can provide an opportunity to discuss how these laws have come about through the democratic system and as a result of the use of the democratic system to achieve change. Linked to written and online assessment with IMI.
PE	Pupils know how to behave in PE in a way that is acceptable socially. Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers. Pupils can work individually and in teams and make informed choices. Pupils are fully engaged in all lessons.		Students are encouraged to voice their opinions within lessons, through debates, discussions and questioning. Students often discuss current sporting issues and are encouraged to form an opinion, which is shared and listened to by all students.

PSHCE	Throughout every PSHCEE lesson pupils are taught to take responsibility for their behaviour and that their behaviour has consequences for themselves personally and others as well. Pupils look specifically at roles in society and making a difference in their world in the 'Celebrating Difference' strand of the PSHCEE curriculum.	In Y10 pupils study their environmental footprint, cultural norms and political influence in society through the 'Being Me in My World' strand of learning.	In KS5 PSHE takes on a slightly different role and is delivered by way of an Enrichment programme. This programme takes its lead from the KS5 PSHE Association recommendations but is being created through discussion with our KS5 cohort. British Values are intrinsic within the Enrichment curriculum as we help our young people find a meaningful role in life post 18 education. Current affairs, politics, drug policies, financial education and travel abroad are all areas we cover to help enrich our pupils lives in the next steps that they take. We are currently also working with HeadStart, St Mary's and Wyke college to create a whole KS5 curriculum.
RE	Students are held to account for their behaviour in all lessons and have the opportunity to address how they can positively contribute to society through the units on Ethics. Students' opinions are always heard and encouraged through discussion.	In the Ethics component students learn about the choices we all have to make that can contribute both positively and negatively to society. Students' opinions are always heard and encouraged through discussion.	In the Ethics component, students learn about different ethical theories and how they impact on society. For example, when we do Utilitarianism they learn that this is the basis for our legal system and we mention Aristotle's ideas on the wisdom of the multitude when we do Virtue Ethics.
Science	The expectations of behaviour are reinforced within science throughout KS3, particularly during practical investigations. Pupils are taught about how scientific discoveries have been made in the past, involving collaboration between different scientists.	Pupils study a range of topics which cover such things as stem cells, climate change & sustainable use of resources. Students learn about how drug trials take place and must be fully authenticated in the UK, and how independent trials have to take place along with peer review by the scientific community.	Students continue from KS4 in their study of peer review and how scientific ideas are reviewed and accepted by the academic community.
Sociology			Students study different political regimes as part of their work on Sociological Theory. Punishment and reasons / causes of crime and policies put in place to prevent/tackle this and how far these may conflict with human rights.

The Rule of Law

The importance of rules, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through assemblies. Pupils are taught to distinguish right from wrong and to understand the reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when the laws are broken.

	KS3	KS4	KS5
Animal Care	Students are taught the right way to care for animals. They discuss the ethical and moral responsibilities animal owners have.	Students are taught the right way to care for animals. They discuss the ethical and moral responsibilities animal owners have.	Students are taught the right way to care for animals. They discuss the ethical and moral responsibilities animal owners have.
Business	Data protection and GDPR. Copyright law.	Business: Students will learn about aspects of employment and consumer law. They will also learn about copyright law and Health and safety legislation and the implications on individuals, business and society. Limited/unlimited liability is taught when looking at different types of businesses.	Business: Students will learn: Employment and consumer law. Copyright law and Health and safety legislation. The impact on businesses and consumers. Legal environment, e.g. partnership legislation, companies acts, charities legislation, competition legislation, UK Corporate Governance Code, financial services regulation, industry regulators, government departments.
ICT	Students will know of different legislation, most importantly the laws around copyright and will be aware of this as they use Internet research to complete their tasks within their presentations. Understanding of being able to use images for school purposes but that this will not always translate into future work life as the laws will be slightly different and knowing when referencing is important a task to carry out.	In ICT students area taught about the Computer Misuse Act, Data Protection Legislation, Health and Safety Legislation and the Copyright Designs and Patents Act.	<ul style="list-style-type: none"> • data protection legislation (e.g. Data Protection Act 1998, GDPR 2018) • Freedom of Information Act 2000; • Computer Misuse Act 1990 • Consumer Credit Act 1974 • Trading Standards • Freedom of Information Act 2000 • Distance selling 2000 • e-Commerce regulations 2002 Ownership • Copyright considerations and legislation i.e. copyrighted images versus copyright free images • permissions (subject/location permission for use) • IPR (Intellectual Property Rights) • Health and safety legislation
Citizenship		Civil & criminal law. LAw making, pressure groups & the media. Sentencing and the criminal justice system	

Criminology			Types of crime & consequences by way of sentences for committing those crimes. Successes of sentences and limitations of sentencing in the criminal justice system. Criminal and deviant behaviour-sanctions & how they differ for deviance to crime.
Drama	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience	Students creativity is driven by the artistic choices they make. They are encouraged to make choices that are right or wrong in the given practitioner style that they are working within. They have to be disciplined in terms of rehearsal time in order to ensure all objectives of the performance are being met by the performance deadline.
English	Blake's poetry; KS3 Paper 2 exam preparation covers this as part of Q5; Novel study	Students studying Blood Brothers and Christmas Carol analyse the impact of social stratification and class - this will form the basis of many discussions regarding the moral implications of class inequality	For AS we cover the theme of tragedy, which looks at how actions lead to consequences. We discuss the character's choices and determine whether the choices they made were the right ones, or if they should have done things differently. At A2, in addition to tragedy, we study Social and Political protest writing, which focuses on the idea of society, social hierarchies, the idea of rule and the effect of such rules, etc on the everyday man. The choices made by protagonists in the face of dystopian circumstances. We look at the consequences of actions and whether it is important to stand up for the things we believe in in the face of rules and laws.
Enrichment (KS5 only)			In their Enrichment rotations, students explore through discussion issues related to the matter of hate crime in contemporary British society, with special focus on the far right and Islam, and extremism, and how the Prevent agenda seeks to address the rise of extremism and hate crimes.

Film		Legislation is covered in censorship and classification. Morality is covered continuously through as we analyse the actions and consequences that characters face after choosing certain behaviours in all media and film courses. We also study binary oppositions which are all founded on the right v wrong opposition.	Legislation is covered in censorship and classification. Morality is covered continuously through as we analyse the actions and consequences that characters face after choosing certain behaviours in all media and film courses. We also study binary oppositions which are all founded on the right v wrong opposition. In GCE we analyse a range of cultures who may have different moral codes to our own.
Food	Learn basic Hygiene and food safety Laws.	KS4 Hospitality and Catering students learn about the importance of the Health & Safety Regulations & Food & Hygiene Laws.	KS5 Hospitality and Catering students learn about the importance of the Health & Safety Regulations & Food & Hygiene Laws.
Geography	Students investigate laws such as those governing environmental issues such as the Antarctic Treaty and deforestation laws. Students also investigate the rights and wrongs of global practices e.g Fair trade and resource trading.	Students investigate laws such as those governing environmental issues like the Antarctic Treaty and deforestation laws. Students also investigate the rights and wrongs of global practices e.g Fair trade and resource trading.	A-Level Geography: Students examine the impact of law on the shaping of place e.g: Poundbury. BTEC T&T: Students investigate the laws surrounding travel security, freedom of movement and travel visas, the reasons for these and their importance. Students also investigate the significance and impact of terrorism events on travel.
Government & Politics	n/a	n/a	The understanding of Rule of Law and its place in Western constitutions are central and essential to the whole course.
Health & Social Care	N/A	N/A	Legislation, policies and procedures are studied and applied throughout a range of units which covers laws and regulations relating to HSC. The Equality Act; Data Protection Act; Health and Safety at Work Act, Children Act are just a few examples of laws studied and the implication and impact it has on care workers and service users alike; Moral dilemmas - knowing right from wrong are encouraged in discussion when critically analysing the effectiveness of such laws and regulations. dealing with challenging behaviour is covered in Units 2; Units 3; Unit 9 and Unit 32 when studying Equality and Diversity/ Health, Safety and Security/ Caring for Children and Safeguarding;

History	Jack the Ripper focus on Policing, rule of law and its development. Slavery unit consider impact of laws and consequences for society of changes in law	covered in Nazi Germany unit	Studied in Tudor Rebellions; Central governance unit and within US Civil Rights Coursework Unit.
Law			Rule of law part of curriculum, including how everyone is equal under the law, which also relates to democracy. Role of judges in upholding the rule of law with particular focus on judicial review and delegated legislation. Sentencing studied informs students of consequences of breaking the criminal law which is enhanced by visits to local crown courts.
Maths	The school rules are consistently enforced in all lessons. Students are provided with opportunities to rectify their behaviour it is necessary.	The school rules are consistently enforced in all lessons. Students are provided with opportunities to rectify their behaviour it is necessary.	The school rules are consistently enforced in all lessons. Students are provided with opportunities to rectify their behaviour it is necessary.
MFL	Students are trained to create an environment which encourages and nurtures through routine - linguistically they do not have the linguistic competence to tackle this through topics, however they begin to learn the importance of following rules in grammar and apply these rules accordingly.	Students build upon their language to consider which school rules are fair and which they consider to need improving - they suggest rules which would improve the school with justifications. Students consider consequences through the introduction of 'Si' clauses... what would happen if / would have happened if...	
Music	Rules surrounding rehearsal disciplines, audience skills and care and maintenance in the looking after musical instruments. Students learn the appropriate way for behaving around musical instruments and the respect that they must hold towards them.	Students creativity is driven by the choices they make. They are encouraged to make choices that are right or wrong in the composing and to fit the appropriate genre from which they compose Music.	Looking at well proven and tried strategies for practise routine and the setting of targets after each session.

MVE	As part of motor vehicle studies courses as in other vocational courses the importance of Health and Safety legislation will always be taught.	Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.	Students develop knowledge and understanding of MOT legislation and vehicle construction and use laws. Health & Safety Law and legislations relating to the Motor Industry and rigorous vehicle standards e.g. emissions and braking
PE	PE has a strong focus on teaching the students about rules, sportsmanship, etiquette and fairplay. In every lesson students abide by the rules and regulations both for the sport and health and safety expectations. Gaining a good understanding of the rules allows the students to understand consequences such as fouls, penalties, cautions and red cards. Understanding and applying these within sport allows students to understand consequences within their own lives.	Students study different laws such as case law and civil law. The students also investigate situations and scenarios where these laws are not adhered to, and study the consequences. Students also look at legal factors and regulatory bodies which govern sport in order to understand how leaders are encouraged to regulate their lessons and events.	
PSHCE	In the 'Celebrating Difference' piece of the PSHCEE curriculum pupils study protected characteristics, race and religion and recognising prejudice. Pupils study aspects of the law when looking at drugs and alcohol in the 'Healthy Me' element of the curriculum.	Pupils study protected characteristics, recognising prejudice, intolerance and extremism and recognising equality in the 'Celebrating Difference' piece of the PSHCEE curriculum. Substance abuse and alcohol abuse as well as consumer rights are studied in Y10 and Y11. Pupils are taught about what is right and what is wrong in every aspect of the PSHCEE curriculum and every lesson and it is an integral part of the subject.	Pupils continue their discussion and study of protected characteristics and expand to look at the law regarding drugs, especially steroids and class C drugs such as GHB but also over the counter prescribed medication that can become addictive. We focus on how to stay safe within relationships, boundaries of self and staying safe at Universities.
RE	Students are taught that there are many rules in society, academic, religious, state etc. and that there are consequences for those that should be following them if they do not. Discussions are encouraged around what we believe to be right and wrong both morally and spiritually.	The Human Rights unit is where the students are given the opportunity to discuss right from wrong in terms of humanity and themselves, but also to learn the laws that support us as individuals. Religious laws as well as state laws are taught. The Good and Evil unit covers the consequences of following the law and in breaking the law.	Again this is mainly in Ethics where we look at the Christian foundation for many of our laws and the fact that our legal system is based on Utilitarianism.

Science	Pupils are regularly questioned on what rules they should follow to ensure they are safe during experiments. The importance of these rules is emphasised, and pupils are taught that these rules are there for a reason. Pupils are taught about smoking, health and drugs and laws regarding these.	Students are encouraged to make decisions and suggest ideas, as long as they can justify them using their understanding of science or reasoned opinions.. The students must also learn to respect the opinions of other students in their learning.	In Y13 BTEC Applied Science - Students study criminology as part of the course, looking at theories behind the rule of law and how they were developed. Student's study how forensic science is used within the criminal justice system in the UK
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Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely, for example through our E Safety and PSHE lessons.

	KS3	KS4	KS5
Animal Care	Students are taught to understand that they have the right to own animals but that the choice to do so must be informed and in the best interest of the animals they will be caring for rather than solely for their own personal enjoyment.	Students are taught to understand that they have the right to own animals but that the choice to do so must be informed and in the best interest of the animals they will be caring for rather than solely for their own personal enjoyment.	Students are taught to understand that they have the right to own animals but that the choice to do so must be informed and in the best interest of the animals they will be caring for rather than solely for their own personal enjoyment.
Art & Photography	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. -- Pupils encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.	Students' creativity is driven by the artistic choices they make. They are encouraged to make choices that are right or wrong in the given practitioner style that they are working within. They have to be disciplined in terms of planning and executing shoots in order to ensure all objectives are being met by the agreed upon deadline.

Business		Business: Students learn about businesses and individuals paying taxes, how they contribute to society and the role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will learn about their rights as consumers.	Business: The influence of stakeholders on business success, e.g. shareholder value; customers as long-term assets (strong customer service enables customer loyalty and retention); employee involvement, corporate social responsibility (community groups and interest groups).
ICT	The students know and learn about the need to explore safely and to know how to stay safe online. Students explore the effects of cyberbullying and data safety. Students learn to know how to have the freedom of the Internet without putting themselves at risk.	IT: students will create a user interface for a specific audience. Students will explain how two different interfaces meet/do not meet the requirements of corresponding users	<ul style="list-style-type: none"> • examples of ethical issues (e.g. moral, whistle blowing, disability, use of information) • permissions (subject/location permission for use) • IPR (Intellectual Property Rights) • Trading Standards • Freedom of Information Act 2000 • Health and safety legislation
Criminology			Production of campaign of their choice on under reported crime, relating to how people can keep safe in regard to violent and sexual crime. How liberty can be affected by crime-not only in relation to prison but also restrictions on where a person can go/when they can go/who they can see. Understanding of help available for those suffering some sort of crime-social services/probation/charities etc. Knowledge enhanced by visits to local courts
Drama	Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership within group tasks (in director style roles) provides the students with opportunities to develop their communication and thinking skills. Within lessons students are placed into director style roles which demand a whole range of different skills.	Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership within group tasks (in director style roles) provides the students with opportunities to develop their communication and thinking skills. Within lessons students are placed into director style roles which demand a whole range of different skills.	Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership within group tasks (in director style roles) provides the students with opportunities to develop their communication and thinking skills. Within lessons students are placed into director style roles which demand a whole range of different skills.

English	Creative writing modules	When studying texts that deal with issues such as feminism, social class and crime, students will actively engage in discussion and critical writing that explores social liberty and morality.	Literature at A level encourages us to discuss the choices of characters when faced with situations that may challenge individual liberty. We also look at how religion governs choices and decisions.
Enrichment (KS5 only)			Students explore through discussion issues related to keeping safe online, especially focused on the prevalent use among young adults of social media. Further discussions also focus on how the internet has fostered a beneficial openness to a wide range of ideas, but that the downside to this phenomenon has been the rise of conspiracy theories and 'fake' news.
Film		Students are taught about self discipline and resilience. We reward positive contributions within lessons and students are encouraged to self-reflect in each lesson particularly after assessments.	Students are taught about self discipline and resilience through independent learning via Google classroom where all tasks and homework are placed. We reward positive contributions within lessons and students are encouraged to self-reflect in each lesson particularly after assessments.
Food	KS3 students are taught about good food choices. seasonal food choices and vegetarianism.	Students are taught about sustainability, Carbon Footprints, Food wastage and 3 R's and Seasonality. How to make good food choices for their health and other peoples.	Students are taught about sustainability, Carbon Footprints, Food wastage and 3 R's and Seasonality. How to make good food choices for their health and other peoples.
Geography	KS3 students are taught about basic environmental stewardship and safety in terms of resource use.	KS4 students are taught about basic environmental stewardship and safety in terms of resource use.	A-Level Geography: Students examine the impact of different individuals and groups on bringing about change in an area, e.g coastal management of an area, etc. BTEC T&T: Students complete a number of decision making tasks as well as looking at individual freedom and expression of cultural identity.
Government & Politics	n/a	n/a	Natural, Civil and Human Rights are analysed and debated in depth in many aspects of the course; particularly in the ideologies components.

Graphic Communication	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. -- Pupils encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.	N/A
Health & Social Care	N/A	N/A	Students are taught the importance of a safe and supportive environment within all types of HSC settings; Students complete a risk assessment on a specific environment and identify hazards, control measures and calculate risk and consequences; They are able to apply this to all HSC situations; In terms of Safeguarding, Caring for children, Caring for the older person and Dementia Care, students cover in detail the importance of maintaining and promoting safety and how to exercise the rights and personal freedom of all service users in care - Unit 2 Equality and Diversity; Unit 1 Communication; etc;
History	Studied in Year 8	Studied in Medicine Through Time Unit in C20th medicine and the provision of the Welfare State and personal responsibility for lifestyle factors.	Studied in US Civil Rights Coursework Unit.
Law			Human rights is required in law studies. We study 5 important freedoms-Right to liberty & security, fair trial, family & private life, expression and assembly. Understanding that these are qualified rights that can be limited is integral, as is understanding of why these rights need to be limited by the estate in certain circumstances

Maths	Pupils are encouraged to make mistakes so that they are able to learn from them. Staff provide a template and structure for pupils and from here they are supported with following their individual lines of enquiry with a problem	Pupils are encouraged to make mistakes so that they are able to learn from them. Staff provide a template and structure for pupils and from here they are supported with following their individual lines of enquiry with a problem	Pupils are encouraged to make mistakes so that they are able to learn from them. Staff provide a template and structure for pupils and from here they are supported with following their individual lines of enquiry with a problem
MFL	Students complete a variety of tasks which necessitate them working in pairs or groups, making choices on how they tackle tasks together. A culture of support is nurtured in lessons so that students feel comfortable in participating actively and grow more confident.	Students complete a variety of tasks which necessitate them working in pairs or groups, making choices on how they tackle tasks together. A culture of support is nurtured in lessons so that students feel comfortable in participating actively and grow more confident.	
Music	In the Blues, students look at Blues music, origins in slave trade and the work songs that grew out of this. Students are able to choose their own part to learn and acknowledge their own personal contributions resulting from this.		Students are encouraged to make individual choices regarding repertoire, music to study and the choice for an area of study within the Music discipline.
MVE	Learners will usually have considered what their options were and selected from them before they chose their course, or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course	Learners will usually have considered what their options were and selected from them before they chose their course, or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course	Learners will usually have considered what their options were and selected from them before they chose their course, or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course
PE	Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership provides the students with opportunities to develop their communication and thinking skills. Within lessons, students are placed into leadership roles which demand a whole range of different skills. Students in KS4 are provided with opportunities to take part in leading such as the Youth sport trust initiative, or umpiring tournaments and are involved in sports days.		Students are taught about risk assessments and planning safe lessons during the unit 3 assessing risk in sport unit. This demands the students to consider safety in a way previously taken for granted. Students need to plan and lead sessions that are safe for the younger students. Students will also research situations and scenarios in the promoting of a safe environment during unit 3 BTEC Sport.

PSHCE	Roles in society, social mobility, self monitoring, legislation and young people in the workplace are all studied at KS3 through the 'Celebrating Difference' and 'Dreams and Goals' strands of the PSHCEE curriculum. Protected characteristics and individuals roles in society are also studied throughout Y7 and Y8. Internet safety is monitored through our internet safety officer as well as studied in the 'Relationships' segment of the curriculum.	Individuality in relationships, healthy attitudes on sex and healthy relationships are studied in Y10 and Y11. Pupils are encouraged to reflect on their individual right to make their own choices and forge their own way through life. Consent and saying no is also studied in the 'Relationships' strand of the curriculum. Throughout the whole of the PSHCEE subject pupils are taught to know, understand and exercise their rights. This is taught in a safe and supportive environment of our school.	Building on the discussions and topics covered in KS3 and KS4 in our Enrichment programme we look at healthy attitudes towards sex and relationships. Consent, staying safe at university, managing aggressive situations, how to recognise abuse and withdraw safely from any kind of relationship.
RE	All RE classrooms are a safe environment to discuss contentious issues and to have the freedom to voice opinion whether it is popular or not. Students are encouraged to stretch themselves and push boundaries with their thinking and challenge of each other.	All RE classrooms are a safe environment to discuss contentious issues and to have the freedom to voice opinion whether it is popular or not. Students are encouraged to stretch themselves and push boundaries with their thinking and challenge of each other. Our Human Rights unit also allows students the opportunities to discover what their rights and freedoms are, especially on freedom of speech and religious freedom.	We study ethical egoism and compare it to psychological egoism in the Ethics component . We also study Situation Ethics. But all ethical theories show students they can consider their own view on matters.
Science	Pupils are encouraged to make the correct choices during lessons in terms of behaviour and controlling their own learning. For example, by being self-evaluative and deciding what level of task to choose, when they are differentiated.	Students are taught about choice and responsibility in topics such as stem cell ethics & contraception. Students are equipped with the knowledge they need in order to make informed decisions in life.	In the year 12 biology section of the course, students continue on the study of cell technology from KS4, including the ethical choices within. In Yr 13, as part of the criminology section of the course, students study theories of crime, and how restrictions of personal liberty have been developed.
Sociology			Students study the role of the internet as part of their focus on globalisation and as part of the Media. Students explore the positive implications of a global reach and the risks associated with these, particularly for wider society

Mutual Respect and Tolerance

As a Church school, our ethos and behaviour policy revolves around Christian Values such as “Respect”, and pupils have been part of discussions and assemblies related to what this means and how it is shown. We develop children’s knowledge, understanding, and awareness of Christianity as the predominant religion in Great Britain, and of the other principal religions represented in this country. In Humanities lessons and, particularly, RE there are opportunities for enhancing pupils understanding of their place in a culturally diverse society. Opportunities are given for pupils to experience such diversity, for example, visits to places of worship other than Churches. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths, religions and cultures within school are encouraged to share their knowledge to enhance learning and to promote harmony and respect between different cultural traditions.

	KS3	KS4	KS5
Animal Care	Students learn about the role of animals across different continents/societies.	Students learn about the role of animals across different continents/societies. They also visit organisations where they interact with a wide variety of people from different faiths, religions and cultures.	Students learn about the role of animals across different continents/societies. They also visit organisations where they interact with a wide variety of people from different faiths, religions and cultures.
Art & Photography	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well.	Students pull ideas from a wide variety of sources including diverse cultures. Students work together to accomplish their goals, showing respect for one another and a palpable sense of comradery.

Business		Business: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification. Also, students will have an understanding of discrimination legislation.	Business: Students will learn about the difference between for-profit and not-for-profit businesses. They will look at ethics and whether a business should consider profit over being ethical and vice versa. Scope of business activities: Students will learn about local, national, international businesses and that businesses should respect each others' cultures and beliefs. Environmental factors and ethical trends, e.g. carbon emissions, waste, recycling, pollution are also considered.
ICT	The students will undertake peer assessment, group and shared, paired work that allows them to hone their social skills and to learn boundaries, rules and limitations of their social groups both in the classroom and outside of it. Students learn about the society and the demographics that they live in and also learn to embrace diversification and to be tolerant of other people's needs and requirements in school and in the area they live.	In ICT students are taught about how different symbols and colours may have different meanings in different cultures. To what extent both user interfaces meet specific user needs and support users with different accessibility needs, skill levels and demographics.	Ethical issues: <ul style="list-style-type: none"> • examples of ethical issues (e.g. moral, whistleblowing, disability, use of information) • codes of practice (e.g. email, internet, internal policies, acceptable use policies, intellectual property, content) • reporting bad practice or breaches
Citizenship		Living together in the UK, community, roots & migration. Discrimination and the law	
Criminology			Study of hate crime, why people commit it. Underlying reasons that crime is committed, relating to poverty/drugs/alcohol/neglect etc
Drama	Discussions and in-class debates on topics such as the social class system (Blood Brothers), equal rights for women (Charlotte Dymond) bullying (Terrible Fate of Humpty Dumpty) which educate students on a range of different factors affecting day to day life. Students are also taught to develop empathy through the use of performance skills, and demonstrate these skills in group improvisation tasks. Students are encouraged to make sensible choices in lessons and to take ownership of their learning, especially when in the role of a director. Students demonstrate this by managing themselves well whilst in the working environment.	Discussions and in-class debates on topics such as the social class system (Blood Brothers) and equal rights (Billy Elliott) educate students on a range of different factors affecting day to day life. Students are also taught to develop empathy through use of performance skills, and demonstrate these skills in group improvisation tasks. Students are encouraged to make sensible choices in lessons and to take ownership of their learning, especially when in the role of a director. Students demonstrate this by managing themselves well whilst in the working environment.	Play selection lends itself well to class discussion, we share a safe place to share our personal beliefs, and discuss the beliefs of others. We have studied many texts that open the door to beliefs that stand in direct opposition to views held by many- (seen in "The Wonderful World of Dissoscia, Beautiful Burnout, I Love You Mum I Promise I Won't Die etc). Some of the texts we study are works of fiction- but we also look closely at texts that are based on real-world events, and the reactions of people towards prejudice and extreme ideas.

English	Discussions and in-class debates on topics such as animals rights, the death penalty and prison systems. We also look at the treatment of children across history in poetry and non-fiction studies	Christian values form a basis for many English lessons, such as when examining the values Dickens promotes in Christmas Carol or exploring prejudice and discrimination in Blood Brothers	Literature lends itself well to class discussion, we share a safe place to share our personal beliefs and discuss the beliefs of others. We have studied many texts that open the door to beliefs that stand in direct opposition to views held by many- (especially in the Social and Political protest writing: The Handmaid's Tale and The Kite Runner). Some of the texts we study are definite works of fiction- but in this module, we look closely at texts that are based on real-world events, and the reactions of people towards prejudice and extreme ideas.
Enrichment (KS5 only)			Students explore the concept of tolerance as a fundamental British value which is founded on respect for others' beliefs and aspirations. Educate Against Hate materials support the exploration of radicalism and extremism as antithetical to the British way of life.
Film		Tolerance and respect are instilled through a classroom ethos of mutual respect to all viewpoints and everyone has the right to an opinion. The moral compass of different film characters is addressed routinely.	Tolerance and respect are instilled through a classroom ethos of mutual respect to all viewpoints and everyone has the right to an opinion. The moral compass of different film characters is addressed routinely. In KS5 Media we examine a wide range of texts from different socio-historical eras and students are encouraged to compare them to our own Christian values in school.
Food	Students are shown and taught how to behave appropriately in a Food lesson and as teachers, we show them what a good role model may look like by following examples. In the classroom, students are taught respect and tolerance by holding discussions in the lesson, group work, peer work. They are taught in practical lessons various multicultural dishes as well as traditional dishes.	Students are shown and taught how to behave appropriately in a Food lesson and as teachers, we show them what a good role model may look like by following examples. In the classroom, students are taught respect and tolerance by holding discussions in the lesson, group work, peer work. They are taught in practical lessons various multicultural dishes as well as traditional dishes. In Food lessons, students are also taught the different dietary differences between different cultures and religions and how to prepare and cook food.	Students are shown and taught how to behave appropriately in a Food lesson and as teachers, we show them what a good role model may look like by following by examples. In the classroom, students are taught respect and tolerance by holding discussions in the lesson, group work, peer work. They are taught in practical lessons various multicultural dishes as well as traditional dishes. In Food lessons students are also taught the different dietary differences between different cultures and religions and how to prepare and cook food.

Geography	Students at KS3 explore religious elements in Africa. They also explore the consequences of the loss of religious buildings from natural hazards. They explore other cultures e.g: the Maasai and are encouraged to compare lives to their own.	Students at KS4 explore other cultures during many topics across the specification e.g: Rio de Janeiro and are encouraged to compare lives to their own.	A-Level Geography: Students look at the different cultures and character of places and how these shape perception. Students also examine xenophobia and the impact of racial tensions on places. BTEC T&T: Students investigate a number of different global cultures, traditions and how these can affect tourist numbers and the industry.
Government & Politics	n/a	n/a	Mutal tolerance and respect are analysed and debated in-depth in the Liberalism component.
Graphic Communication	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well.	N/A
Health & Social Care	N/A	N/A	Students have many opportunities to enhance their understanding of a culturally diverse society and how to provide high-quality care across all walks of life in a respectful, dignified and fair way; Promoting dignity and respect plays a significant part in the HSC course when studying Unit 2: Equality and Diversity including ways to promote anti-discriminatory practices; Cross links to Unit 3 are evident when reporting on how to maintain respect and dignity during a fire evacuation in a residential care home and during a child abuse case; All faiths, religions and cultures are covered within Unit 16: Nutritional needs - lifestyle preferences and choices; Values of care such as empathy, understanding, compassion, confidentiality are all qualities expected in all HSC students when promoting and maintaining high-quality care including the ability to ensure harmony and respect is given at all times;
History	Expected in all class discussions. Emphasised in Slavery Unit when considering differing interpretations of the Abolition of Slavery. Boundaries and language considered when discussing jack	Expected in all class discussions. Discussion within Nazi Germany unit; analysis of attitudes to the poor in Medicine Through Time.	Expected in all class discussions. Treatment of minorities essential to understanding of China and USSR exam papers. Impact of reformation essential to understanding of Tudor Rebellions.

	the ripper topic. Emphasised in Holocaust Unit.		
Law			
Maths	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.
MFL	Students encounter and explore similarities and differences between their own culture, traditions and lives and those of their contemporaries in countries where the MFL is spoken. They are encouraged to reflect on the pros and cons of different eg school experiences such as school uniform as well as examining Christian festivities and looking at how it is studied in France and Spain. In Chinese, spiritual festivals are explored and in all MFL, students are encouraged to consider daily routine, expectations and food of a typical person in the country studied. Pupils develop real understanding of different cultural identities and are encouraged to share this information with caregivers at home.	Pupils build on knowledge acquired in KS3 and use their increased knowledge of the French language to discuss more complicated themes eg qualities of a good friend, opinions of the French secular society as well as discussing opinions on personal choices. The nature of MFL is that students must be given the opportunity to speak, which for many is very daunting - students demonstrate respect for each other, listening and developing a culture of mutual support and understanding to positively appraise and assess each other's work and suggest improvements.	Currently taught in Chinese only, diversity between the Chinese culture and understanding of respect and tolerance whilst celebrating differences is at the heart of the course.
Music	Develop empathy with different Music and its diversity from around the world and the culture that the Music was created in. This is done through looking at African Drumming Music, Samba Music, Blues and Western Rock/Pop Culture.	Students get to listen and appraise positively and critically each other's work demonstrating respect and diversity whilst appreciating choices made in the composition process.	Students get to listen and appraise positively and critically each other's work demonstrating respect and diversity whilst appreciating choices made in the composition process.
MVE	Student or apprentice code of conduct, conforming to employer expectations and employee responsibilities.	Good working relationships and client service. Compliance with the Equality duty both with colleagues and customers in the workplace.	Describe the regulations that affect how they should be treated at work (such as equal opportunities act, race and sex discrimination, working time directive).

<p>PE</p>	<p>Students are encouraged to make sensible choices in lessons and to take ownership of their learning, especially when in the role of a leader. Students demonstrate this by managing themselves well whilst in the working environment. Ensure warm ups and cool downs are also managed responsibly whilst in the area of other students. Students are encouraged to work in teams with a range of different students with the focus of managing prior opinions with the aim of securing a strong team bond. A range of social skills are required in PE lessons, this to interact positively with students from different religions, backgrounds and ethics, all in the pursuit to create a strong team bond. Students are taught to respect the leader / umpire during games and are encouraged to respect the calls and decisions made by the umpire despite their own opinion. During dance lessons students are encouraged to perform dances from different backgrounds and are encouraged to be accepting of all cultures.</p>		<p>In BTEC sport students learn about the different factors which influence sports participation. This could be faith, religion or socio-economic.</p>
<p>PSHCE</p>	<p>The 'Celebrating Difference' strand of the PSHCEE curriculum focuses on respect, mutual respect and tolerance through such topics as protected characteristics, race and religion, diversity across the world and challenging prejudice and discrimination. Pupils are taught to respect all races and religions regardless of whether they are similar or different to their own. Pupils are expected to demonstrate these values within every lesson, the whole school environment and in the wider community. Different cultural identities, faiths and beliefs are studied in the 'Being Me in My World' piece of the curriculum. Pupils spend time studying young people around the world and what diversity looks like, positive and negative language is also studied.</p>	<p>Cultural norms and prejudices are studied as is how and why diversity and difference occurs. Every PSHCEE lesson has a strong sense of our Christian Values and this is demonstrated in each lesson taught. Bullying, conflict and altruism are all studied at KS4 in PSHCEE. Pupils are taught to respect all races and religions regardless of whether they are similar or different to their own. Pupils are expected to demonstrate these values within every lesson, the whole school environment and in the wider community.</p>	<p>Diversity and diverse culture is explored throughout all aspects of the Enrichment programme. Pupils focus on how to navigate new environments with people and attitudes they may not have been exposed to previously. Mutual respect and tolerance is paramount to being a successful adult in further education, employment or whatever next step one takes in life. How to safely challenge prejudice and discrimination is also discussed.</p>
<p>RE</p>	<p>Students are encouraged to listen to and respect each other's views and constructively argue against them when we evaluate questions. There are specific units that lend themselves to this such as Hinduism, Islam, Alternative Religions and Prejudice and Discrimination. All students are encouraged to share their cultural and religious experiences to enhance the learning of others and to promote cultural difference.</p>	<p>Students are encouraged to listen to and respect each other's views and constructively argue against them when we evaluate questions. Units that focus specifically on this aspect are Human Rights, Relationships and Good and Evil. All students are encouraged to share their cultural and religious experiences to enhance the learning of others and to promote cultural difference.</p>	<p>Students are encouraged to listen to and respect each other's views and constructively argue against them when we evaluate b) question statements.</p>

Science	Many KS3 science lessons provide the opportunity for discussion of how people's views differ. Examples include debating whether certain drugs should be made illegal, or debating whether money should be spent on space exploration. Pupils are encouraged to take on an unfamiliar persona and consider what their views would be. Students are taught about both key historical developments that have taken place in science as well as cutting edge science. These include discoveries from diverse scientists across the globe.	Science lessons offer the opportunity for discussion on how people of different backgrounds may view certain topics. Students are invited to share opinions and discuss ideas with their peers, using scientific evidence and understanding to back these up. Students are taught in a way that enables discussion & sharing with peers.	Small class sizes mean that group research and discussion is encouraged. Students learn to respect each other's views and opinions even if they are different from their own.
Sociology			As part of the beliefs unit, students focus on different religious values and concepts. This includes examining ethnocentric attitudes towards different religions and the growth of fundamentalism as a response to Westernisation. Students also explore wider culture issues such as those which impact on family structures in the UK as well as attitudes towards education and employment

How we promote these values beyond the taught curriculum

- Challenging pupils, staff or parents who express opinions contrary to British values
- Modelling values through what we say and do
- Teaching British Values explicitly and implicitly through our Collective Worship programme

Democracy – what do we do?

- Providing pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teaching pupils how they can influence decision-making through the democratic process, such as through active participation in the Student Council and Senate, encouraging pupils to become involved in decision-making processes and ensure they are listened to
- Helping pupils to express their views in tutor time and through student voice
- Modelling how perceived injustice can be peacefully challenged
- Encourage student participation in Student Voice focus groups on all aspects of our school life.

Rule of law – what do we do?

- Ensuring school values and expectations are clear and fair
- Using praise and reward to promote positive consequences, through the Conduct Card and Positive Referral system
- Using sanctions to encourage pupils to take ownership of their own behaviour, through the Conduct Card system

- Helping pupils to distinguish right from wrong in their behaviour and showing them the way to behave
- Helping pupils to respect the rules of the Academy and the basis on which these are made
- Helping pupils to understand that living under a system of clearly defined rules protects individuals
- Including visits from the police across the year

Individual liberty – what do we do?

- Supporting pupils to develop their self-knowledge, self-esteem and self-confidence
- Encouraging pupils to take responsibility for their behaviour, as well as knowing their rights
- Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenging stereotypes
- Implementing a strong anti-bullying culture.
- Promoting the importance of E-Safety lessons through school

Mutual respect and tolerance – what do we do?

- Promoting respect for individual differences
- Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life, particularly through RE curriculum
- Challenging prejudicial or discriminatory behaviour
- Teaching pupils how to disagree in a respectful way