



Promoting British Values – Curriculum Audit 2016/2017

The Department for Education have recently reinforced the need “to create and enforce a clear and rigorous expectations on schools to promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.”

We believe that these values are fundamental to the overall development of a student’s character. These values are promoted at Saint John Houghton Catholic Voluntary Academy by giving our students a sense of belonging whilst at the academy, through their actions in the wider community and in the country we live in.

	British Value - Democracy <i>Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation’s electoral systems</i>
Whole school	<ul style="list-style-type: none"> • The free and fair electoral process for student positions of responsibility • Democratically electing a School Council, Sports Council and Head Boy and Girl • Consulting parents, students and staff on a range of topics through questionnaires • Promoting Spiritual, Moral, Social and Cultural in everything that we do • Celebrate achievements of students in our AOW • Inviting MP’s and other speakers into school
KS3	<p>Learning for Life (L4L)</p> <ul style="list-style-type: none"> • Year 7 British values group set up that deliver sessions to their tutor group on all the British values (links to all British Values) • In L4L Students learn about the role of Parliament • In L4L all students are taught how to combat extremism using the Common sense resource which has been commissioned by Derbyshire County Council (links to all British Values) <p>English</p> <ul style="list-style-type: none"> • Class discussions and group work model how to collectively work towards a goal • Communication skills in lessons are taught so students can express a view point clearly by exploring alternative opinions, turn-taking and respectful use of language • All students are given an opportunity to speak and all ideas are accepted, unless ideas promote hatred and inflict harm on others. Students are taught to explore both sides of an argument • Students are taught how to identify fact and opinions • Students are taught to form opinions and ideas based on evidence and facts provided to them

- Equality / Inequality is a key theme that runs through many of the novels, poems and texts studied in English
- Year 8 – ‘Macbeth’ in Year 8 explores the danger of one individual holding too much power
- Year 9 – Dystopian unit explores the opposite of democracy and its impact of the individual; students imagine a dystopian society and how that would be for Britain through creative writing

Science

- Debate and discussion related to sexual reproduction in year 7

Religious Education (RE)

- Although KS3 curriculum is changing in RE, both current and new frameworks include:
 Spiritual – Christian faith, practices, liturgy, prayer and worship, reflection
 Moral – how religious beliefs affect life and moral decisions e.g. conscience, war, social justice
 Social & cultural – impact of faith on life, focus on Judaism and Islam in particular, also touch on Hinduism

Geography

- Climate change and stewardship of the earth
- Student voice feedback
- Migration and our responsibilities towards refugees and asylum seekers
- Contrasting the UK with China – re: political systems etc

History

- **Democracy, voting and Parliament** – The reform riots of 1832 and Chartists, Peterloo Masacre
- **Democracy and rights** – The Magna Carta
- **Social justice and equality and rights Parliament** – Child Labour campaign
- **Rights and Democracy** – The rights of man and the Declaration of Independence

Modern Foreign Languages (MFL) (includes KS4)

- Self-assessment and peer-assessment activities are frequent in lessons and part of the department’s marking policy
- MFL staff follow the whole school policy on praise and celebrate MFL students’ success in the Friday letter
- Promotion of SMSC in MFL lessons

Music (includes KS4)

- Encouraging students to perform practically though AOW, class assessment and liturgies

ICT

- E Safety, Student code of Conduct for ICT

	<ul style="list-style-type: none"> • In L4L all students are taught how to combat extremism using the Common sense resource which has been commissioned by Derbyshire County Council (links to all British Values) • In L4L students are taught in more detail about British Values and are asked to deliver a presentation on selling Britain to the rest of the world (Links to all British Values) <p>English</p> <ul style="list-style-type: none"> • Class discussions and group work model how to collectively work towards a goal • Communication skills in lessons are taught so students can express a view point clearly by exploring alternative opinions, turn-taking and respectful use of language • Year 10 – ‘A Christmas Carol’ explores the responsibility of the individual in society and the importance of the welfare system; ‘Romeo and Juliet’ explores how civil unrest causes problems • Year 11 – Poetry studied focuses on poets expressing their views in a democratic way <p>Science</p> <ul style="list-style-type: none"> • Debate on the use of embryonic testing • Debate on the use of cystic fibrosis drugs for treatment of various diseases <p>Religious Education</p> <ul style="list-style-type: none"> • Current GCSE specs – Philosophy = prayer and worship, sacred texts, revelation and enlightenment, role of humanity in creation; RC Ethics = Crime and punishment, prejudice and discrimination, overseas poverty, war and violence, terrorism, family life and relationships. New specs will include some of these issues (depending on which spec we choose to teach), but will begin to teach Judaism at GCSE level as directed by CES. <p>Geography</p> <ul style="list-style-type: none"> • Climate change and stewardship of the earth • Planning laws – the role of the elected local/Borough Council, Local Councillors, stakeholders • EU – roles and responsibilities (an overview) <p>History</p> <ul style="list-style-type: none"> • 1911 Parliamentary reform, rise of Trade unions and widening of the franchise <p>ICT</p> <ul style="list-style-type: none"> • Ethics and Social responsibility
--	---

	<p>British Value - Rule of law</p> <p><i>All people and institutions are subject to and accountable to law that is fairly applied and enforced</i></p>
Whole school	<ul style="list-style-type: none"> • Our school behaviour policy, sanctions and rewards

	<ul style="list-style-type: none"> • School council discuss issues relating to the school, including the school rules • Promotion of school rules through our AOW • Year 11 prefects monitor school rules • Marking and feedback, as well as homework, policies set clear boundaries which are explained clearly to students. • Visits from the police reinforcing the message of right and wrong • Attitude to learning posters displayed in all classrooms
KS3	<p>Learning for Life (L4L)</p> <ul style="list-style-type: none"> • In L4L students learn about the courts system and participate in a mock trial <p>English</p> <ul style="list-style-type: none"> • Teachers and students explore together rules of life and law that underpin aspects of modern British life • Students will explore the moral implications of choices made by characters in texts and will use writing or speaking to explore the reasons for choices and the consequences of some of the choices made • Year 7 – ‘Jane Eyre’ highlights the existing laws and rules to protect the vulnerable in society • Year 8 – ‘Great Expectations’ highlights the judicial system of Victorian England; ‘Macbeth’ highlights • Year 9 – Novels like ‘To Kill a Mockingbird’ and ‘Of Mice and Men’ are used to highlight how other cultures deal approach the law and are used as a point of comparison with our own culture <p>Science</p> <ul style="list-style-type: none"> • All students work is peer, self and teachers assessed to provide a continuous dialog between the pupil and the teach to engage, motivate in inform learning <p>Geography</p> <ul style="list-style-type: none"> • Consistency in applying whole school rewards and sanctions policy • Laws relating to migration, asylum, refugee status • Environmental protection laws – EU and International agreements <p>History</p> <ul style="list-style-type: none"> • British identity and values – World War 1 -2 remembrance <p>Modern Foreign Languages (MfL) (KS3/4)</p> <ul style="list-style-type: none"> • All MFL staff follow the school’s behaviour policy and give rewards and apply sanctions when necessary. Teachers have high expectations of all pupils • Classroom rules are taught in the target language to pupils and students are aware of and follow clear classroom routines <p>ICT</p> <ul style="list-style-type: none"> • E Safety, Data Protection, Copyright, Health and Safety, Employee Rights

	<ul style="list-style-type: none"> • Student code of conduct for using ICT
KS4	<p>English</p> <ul style="list-style-type: none"> • Teachers and students explore together rules of life and law that underpin aspects of modern British life • Students will explore the moral implications of choices made by characters in texts and will use writing or speaking to explore the reasons for choices and the consequences of some of the choices made • Year 10 – ‘A Christmas Carol’ highlights the laws set in place to protect the vulnerable in society; ‘Romeo and Juliet’ highlights the consequences of actions and how one act can impact on other people <p>Science</p> <ul style="list-style-type: none"> • All students work is peer, self and teachers assessed to provide a continuous dialog between the pupil and the teach to engage, motivate in inform learning <p>Geography</p> <ul style="list-style-type: none"> • Consistency in applying whole school rewards and sanctions policy • Environmental protection laws – EU and International agreements • Planning laws and procedures – Greenbelt developments, re-developments • Trade laws – trading blocks, taxation and import/export regulations <p>Modern Foreign Languages (MfL)</p> <ul style="list-style-type: none"> • GCSE subject content: School rules are explored and taught at GCSE. Students explore what it means to be a good citizen and their responsibility to protect the environment in the GCSE course <p>ICT</p> <ul style="list-style-type: none"> • E Safety, Data Protection, Copyright • Consumer protection, Health and Safety, Employee rights • Student code of conduct for using ICT

	<p>British Value - Individual Liberty</p> <p><i>Individual liberty suggests the free exercise of rights generally seen as outside Government control</i></p>
Whole school	<ul style="list-style-type: none"> • Differentiated lessons so all pupils can reach their full potential • Participation in various afterschool clubs in a variety of different subjects • The increasing liberty afforded to students as they move up through the years • Students encouraged to voice views in lessons in a formative manner • All staff are encouraged to promote independent learning • KS3 Reading buddies

KS3	<p>English</p> <ul style="list-style-type: none"> • Students are able to express themselves through poetry, creative and non-fiction writing across the different year groups. This applies also to KS4. Students are regularly asked of their opinion and they are then asked to express that opinion and communicate it to others <p>Geography</p> <ul style="list-style-type: none"> • Peer assessment and group work – freedom to choose how and what to investigate/present • China – differing political system and rights of freedom and democracy <p>History</p> <ul style="list-style-type: none"> • Year 9 reading buddies partnered with Year 7 pupils • Voting, Parliament Equality – The campaign for women’s vote • Voting, Parliament Equality – The chartist movement and suffrage in 19th century <p>MFL (KS3/4)</p> <ul style="list-style-type: none"> • MFL students are set according to ability. Lessons are differentiated to support and stretch all learners • MFL homework club runs each week to support students with their learning <p>Music (KS3/4)</p> <ul style="list-style-type: none"> • School choir <p>ICT</p> <ul style="list-style-type: none"> • E Safety, Student code of Conduct in ICT • Investor Club • Lunch time and homework clubs • Digital Literacy
KS4	<p>English</p> <ul style="list-style-type: none"> • Regularly we ask students to form an opinion on a topic. At GCSE, we are helping and guiding students to develop and articulate their thoughts and ideas • They are often presented with other people’s ideas and they compare and contrast them with their own <p>RE</p> <ul style="list-style-type: none"> • GCSE – Free will, making moral decisions <p>Geography</p> <ul style="list-style-type: none"> • Freedom to adapt and change controlled conditions assessment, to reflect individual strengths • Rights and responsibilities of liberty – in relationship to environmental issues, urbanisation and poverty <p>History</p> <ul style="list-style-type: none"> • Voting, Parliament Equality – The campaign for women’s vote

	<p>MFL</p> <ul style="list-style-type: none"> • MFL GCSE support sessions are available for year 11 Spanish and French students <p>ICT</p> <ul style="list-style-type: none"> • E Safety, Student code of Conduct in ICT • Enterprise activities • Investor Club • Lunch time club
--	---

<p align="center">British Value - Mutual Respect <i>The proper regard for an individual's dignity, which is reciprocated</i></p>	
Whole school	<ul style="list-style-type: none"> • School rules teach the pupils the correct attitude for learning • Inclusive mission statement • Anti bullying policy • Supporting charities • Whole school theme weeks • Charity fundraising events • Participating in various sporting fixtures • Classroom code of practice • School ethos statement • Clear guidance on good behaviour in areas such as the Canteen • The publishing and enforcement of a smart dress code for students and staff [uniform] • Constantly promoting respect for others as good manners • Educational links with other schools • Attitude to learning posters displayed in all classrooms
KS3	<p>English (KS3/4)</p> <ul style="list-style-type: none"> • We enforce turn-taking and structured dialogue to build in values associated with respect. Student have to respectfully listen to other students and then in turn students will be respectful • We deal with topical and challenging opinions and enforce the idea that all ideas should be treated with respect. However, teachers address any aspects in lessons that show a lack of respect • The novels and texts we teach often model or deal with respect. 'Of Mice and Men' in particular (Year 9) explores how historical situations foster or broke respectful relationships. The text shows the value of tolerance in modern society. We see how people should be respected no matter the age, gender, race or disability. We promote tolerance in all that we do <p>Science (KS3/4)</p>

	<ul style="list-style-type: none"> All students follow a lab code of practice for both behaviour in a lab and using practical equipment <p>RE</p> <ul style="list-style-type: none"> Teach units on community/church, Judaism, Islam and touch on other religions Social justice, CAFOD <p>Geography</p> <ul style="list-style-type: none"> Peer assessment - encouraging positive EBI statements (KS3/4) The role of NGO's - especially in The Horn of Africa <p>History</p> <ul style="list-style-type: none"> Racism – The Slave Trade and its abolition <p>MFL (SK3/4)</p> <ul style="list-style-type: none"> MFL staff have high expectations of all pupils and promote and expect a positive attitude to learning in all lessons Students are encouraged to work in pairs and small groups. Students develop respect for one another and learn to listen to others and share ideas <p>Music (KS 3/4)</p> <ul style="list-style-type: none"> Audience appreciation skills, re practical performances <p>ICT</p> <ul style="list-style-type: none"> E Safety, Student code of Conduct in ICT, digital literacy and responsibility
KS4	<p>Geography</p> <ul style="list-style-type: none"> The role of NGO's in the developing world – Mali and Niger <p>ICT</p> <ul style="list-style-type: none"> E Safety, Student code of Conduct in ICT Enterprise activities Business Ethics and Social responsibility

	<p>British Value - Tolerance of different faiths and beliefs <i>A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own</i></p>
Whole school	<ul style="list-style-type: none"> Promoted through our AOW in tutor and as a whole school Religious Studies taught to all students across KS3 & 4

<p>KS3</p>	<p>Science (KS3/4)</p> <ul style="list-style-type: none"> • We have a practicing Muslim teacher within the department who supports the department with this priority within the department • The department incorporates faith into many of its lessons especially with genetics, Contraception and evaluation topics taught within the department <p>RE</p> <ul style="list-style-type: none"> • Teach other religions celebrations and beliefs – specifically Judaism and Islam – current units include beliefs, values, lifestyle (e.g. food and clothing), and celebrations <p>Geography</p> <ul style="list-style-type: none"> • Asia and China • Ethiopia and the Horn of Africa • Religious beliefs and population issues e.g. China • The UK – a multicultural Nation – positive aspects of migration and integration. <p>History</p> <ul style="list-style-type: none"> • British Identity and values – The British Empire origins and impact of the empire, racism in the Empire, the Indian War of Independence • British Identity and ancient History – invasion and conquest - Celts/ Romans/Saxons/Vikings/ Normans • Migration and intolerance - The Pilgrim Fathers, Irish and scots migration to America • Migration and tolerance - Personal identity who do you think you are? – Personal family history <p>MFL (KS3/4)</p> <ul style="list-style-type: none"> • Through the exploration of the French culture at KS3 pupils are able to learn about different ways of living • Through the study of French, students are encouraged to compare and contrast their mother tongue with the French language <p>Music</p> <ul style="list-style-type: none"> • Reggae music, re Rastafarianism <p>ICT</p> <ul style="list-style-type: none"> • E Safety
<p>KS4</p>	<p>RE</p> <ul style="list-style-type: none"> • Philosophy paper currently includes reference to Muslim beliefs about creation, God, life after death • Will be teaching Judaism as part of the new GCSE specs and there will be some reference to other religious beliefs on issues such as family life, corporal punishment etc – depending on which spec we choose to teach from next year <p>Geography</p> <ul style="list-style-type: none"> • Religious beliefs and population issues. • Urbanisation – South Africa, South America, India – population growth and management

History

- WW1 – Empire and dominion involvement in the war

MFL

- Students learn about a range of customs and festivals in the target language countries. We aim to breakdown stereotypes by looking at the similarities as well as the differences between target language countries and life in the UK

ICT

- E Safety
- Business Ethics and Social responsibility