

British Values in the Curriculum

British values in the English curriculum

British values, as a part of the spiritual, moral, social and cultural provision for our students, are taught explicitly within our Key Stage 3 and Key Stage 4 English curriculum.

Through our careful choice of texts and tasks, we explore the value of democracy and the dangers of democracy breaking down; we consider issues of law and the causes and consequences of criminal activity in Britain; we explore the importance of individual liberty and consider the issues faced by those, globally and through history, who do not enjoy it; and we actively promote and celebrate diversity and the respect of those with different beliefs.

Our British Values lessons are identified within schemes of work overview.

Key Stage 3 coverage

Value	Year 7 coverage	Year 8 coverage	Year 9 coverage
• Democracy.	7.4: <i>The Playground</i>	8.1: <i>Animal Farm</i> 8.6: Non-Fiction Crime Writing	9.1: <i>To Kill a Mockingbird; Of Mice and Men.</i> 9.6: <i>Macbeth</i>
• The rule of law.	7.6: <i>A Midsummer Night's Dream</i>	8.1: <i>Animal Farm</i> 8.6: Non-Fiction Crime Writing	9.1: <i>To Kill a Mockingbird; Of Mice and Men.</i>
• Individual liberty.	7.4: <i>The Playground</i> 7.6: <i>A Midsummer Night's Dream</i>	8.1: <i>Animal Farm</i> 8.6: Non-Fiction Crime Writing 8.4: <i>Touching the Void</i>	9.1: <i>To Kill a Mockingbird; Of Mice and Men.</i> 9.3: Conflict Poetry 9.6: <i>Macbeth</i>
• Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	7.4: <i>The Playground</i> 7.2: <i>The Curious Incident of the Dog in the Night time</i>	8.3: Protest Poetry 8.4: <i>Touching the Void</i>	9.1: <i>To Kill a Mockingbird; Of Mice and Men.</i> 9.3: Conflict Poetry 9.6: <i>Macbeth</i>

Key Stage 4 coverage

Value	Year 10 coverage	Year 11 coverage
• Democracy.	10.6: <i>An Inspector Calls</i>	
• The rule of law.		11.1: <i>Romeo and Juliet</i>
• Individual liberty.		11.1: <i>Romeo and Juliet</i>

		11.2: Language Paper 2 (writing section)
<ul style="list-style-type: none"> Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. 	10.2: Love and Relationships poetry (part 1) 10.3: <i>A Christmas Carol</i> 10.4: Love and Relationships poetry (part 2)	

British Values in Mathematics

Democracy, The rule of law & Individual liberty

These values are most readily illustrated and supported in maths lessons related to statistics. These provide an unprecedented opportunity to develop the critical thinking needed to see beyond the malicious or accidental use of misleading statistics. Where possible, students will examine statistics used to justify particular political positions. They might consider the rule of law by looking at legal constraints which are numerical in nature, such as blood alcohol level, or by performing calculations based on the taxation system.

The democratic process itself is mathematical, and students may be able to draw conclusions about the extent to which the electoral system represents the will of the people. Furthermore, the generally malign influence of social media on the political sphere is based entirely on the ability to analyse extremely large sets of data.

SoL References: Unit 7 Discovering Equivalence (Percentages & Taxation) – Term 3/6 Years 9 or 10; Unit 8 Investigating Statistics - Term 3/6 All Years.

Mutual Respect & Tolerance

By learning about maths, students are part of the worldwide community of mathematicians, studying the same concepts, laws and techniques in a multitude of languages. Contributions to maths have been made by people of all nationalities, sexual orientations and genders, and, wherever possible, students are reminded of the enduring influence of mathematicians whose background and circumstances may differ from their own. Some examples are the first definition of zero by Brahmagupta in India 628, and Pythagoras and his famous theorem in Greece in 500BC.

The department believes it has a duty to encourage the participation of female students in STEM subjects once they leave Willingdon, and some classrooms boast prominent displays of the many successes of female mathematicians.

SoL References: Unit 2 Number Systems (The Invention of Zero) – Term 1/6 Year 7 and/or 8; Unit 3 Calculation (Pythagoras) - Term 1/6 Year 9 or 10.

British Values in Science

Democracy is demonstrated in all our lessons through the careful consideration of the views and opinions of others in class discussions. When we study climate change and the impact of pollution, we discuss the importance of considering the green policies of politicians and parties and how the students can play a role in impacting future change in society and the environment.

The rule of law Students must understand the importance of safety rules when working in the laboratory, following government guidelines for use and disposal of chemical substances. The students are made aware of consequences of their actions if these rules are not followed as this would put others at risk. Specifically, in the content of our Chemistry lessons, we learn about and how pollution is regulated e.g. in gas emission tests during MOTs and how the correct functioning of catalytic converters ensure the safety of other. We also learn about how chromatography is used in forensic science at crime scenes.

Individual liberty Students are able to make choices when planning a science investigation, and can decide their own variables to investigate to encourage curiosity and discovery. Students are encouraged to show initiative and confidently share their findings and ideas.

Tolerance Students are taught that religious beliefs often compete with scientific understanding and to consider and respect the ethical implications of many scientific processes. We learn about how scientific ideas have developed over time; this is often against opposition from others with well-embedded ideas - only when the opinions of others were heard and accepted was science able to progress.

Mutual respect As chemistry is a practical subject, students often work as a team and support others in the group, taking advice and discussing ideas. During practicals, students often delegate tasks and must respect the roles of all of their peers within the group to help achieve the aim of the experiment.

British Value in Geography

Humanities subjects are the heart of human values which is why British Values are embedded throughout the geography curriculum at Willingdon Community School. Our students study British Values alongside our pillars of Personal Excellence which are highlighted throughout the topics that they study at both KS3 and KS4. The concepts are layered through a carefully interleaved curriculum that aims to revisit ideas through varying lenses.

Year 7 first encounter the link between democracy and the governance of the UK in the second term as they are introduced to the topic of Exploring the UK. The UK's

changing demographic structure as well as its links with the EU, Commonwealth and wider world are re-examined in Year 8 through the assessment of the Age of Exploration and again in Year 9 with a focus on the geographical implications of colonialization in African countries. Through our study of different cultures and places, the students can compare and contrast their own lives with others, fostering a real understanding of empathy and compassion for people experiencing difficult social, economic, environmental and political situations in HICs as well as NEEs and LICs. The contemporary schemes of work support their comprehension of wider societal changes and help the students to disseminate the news and current affairs. Students begin to link the rule of law and individual liberty through the push and pull factors of migration which is considered via differing case studies in each of the 5 years at Willingdon. Mutual respect is demonstrated through embedding and demonstrating this value in every lesson and rewarded through our points system, while our schemes of work emphasize the individual responsibility of all of us to respect the planet and other living creatures through topics like deforestation, plastic pollution, reducing energy demand and mitigating climate change.

British Values in History

The history curriculum at Willingdon Community School promotes British Values throughout Key Stage 3 and Key Stage 4 with carefully considered interleaving of recurring themes which are designed to build students' confidence and assuredness in explaining the world they live in. Our aim is to encourage articulate, curious and engaged citizens, who can question and challenge inequality and unfairness in society.

KS3 and KS4 courses cover a period of time from 1066 to the present day. Students at both Key Stages examine the aims and impact of the Treaty of Versailles, linking this with the origins and outbreak of WW2. Through academic discourse they can draw parallels to their own life choices and how they take responsibility for their own actions. All students learn through the wider curriculum - for example, Holocaust Memorial Week - the significance of the **individual liberty** afforded to them in the UK. The importance and responsibility that comes with free speech in the UK is examined in conjunction with the spread of misinformation via propaganda and biased sources. The suppression of voices and the justification for protest is explored in a range of examples including the suffrage movement in the UK and civil rights campaign in USA.

GCSE students complete a detailed thematic study looking at the development of the relationship between the citizen and the state over this time. The exploration of the 'Power and the People' encourages an understanding of **democracy** and democratic processes through the debate of the costs and benefits to different sectors of society across time and space.

The programme of study travels through time and across the world, **understanding people and histories of other cultures and faiths**. Through the wider curriculum, the students are introduced to the 'hidden figures' in history. Marginalised people from our past are brought to life and to a new audience, with the explanation for their omissions from the history books given its full context.

Mutual respect is fostered through the study of a range of examples including the stories of opportunity and equality in the USA between 1919 and 1973. The campaign to 'stop all racism now', highlighted in the media currently, is given societal and historical perspective.

The range and change of the **rule of law** are examined alongside the challenges and consequences of different types of administration and governance across the UK over time. Students learn to explore how the law can be used to the advantage and progress of its citizens, whilst also considering where law can be misused by using examples from historic as well as contemporary case studies.

Through our history curriculum, students feel empowered and confident to challenge injustice in their everyday lives, working with the wider community to create better futures, by understanding the past.

British Values in Ethics and Philosophy

The Ethics and Philosophy curriculum at Willingdon offers many opportunities for students to explore our British Values. The curriculum is designed to challenge students and their understanding of their fundamental expression of British Values, supporting the development of skills associated with leading a fulfilling and successful life in modern Britain. The KS3 and GCSE curriculum focuses on developing the individual with a tolerant understanding of historical and emerging points of view, establishing a confident approach to global issues. The department promotes students to engage with their learning and their community, explore the multiple perspectives of our local and global community and empower students to go beyond their academic learning.

Mutual Respect

The curriculum offered from the beginning of a student's secondary journey builds the ideals of mutual respect supporting the development of self-esteem and self-worth, leading to more confident members of society. Throughout KS3 and GCSE students explore multiple religious and secular perspectives and develop the fundamental skills of objectivity, understanding and accepting difference and respecting the diversity seen in modern Britain. The curriculum also extends to offer respect to all living and non-living things, reflecting the emerging crises seen with regard to the environment and animal ethics.

Individual Liberty

As aforementioned, the Ethics and Philosophy curriculum focuses on developing the individual, allow time and space for a student to explore their own ideas and be influenced by those of others. Debate underpins the principles of freedom of speech and that students have the right to make their own decisions. Students explore Human Rights throughout KS3 and GCSE, providing students with the knowledge of individual liberty and that they have freedom to exercise these rights, whilst understanding they are accountable for all their actions.

The Rule of Law

Students are encouraged to push the boundaries and stand against inequalities in a safe and encouraging environment, using the law to the advantage of the marginalised, empowering action. There are multiple opportunities for students to explore the British justice system, how the law of the land is upheld and the moral implications of doing the right or wrong thing. The high expectations of students at Willingdon reflect the structure and systems seen within Britain, which is consistently sustained in the classroom and curriculum planning.

Democracy

Within the KS3 and GCSE curriculum, students are given time to reflect on the democratic processes seen in Britain. There are many opportunities for students to explore contemporary issues together, to share their ideas leading to mutual decision making. Students are heard and the importance of individual speech celebrated. Democracy is evident within the classroom where free formed debate is established and evident within the curriculum design to ensure marginalised voices, often expressed by those protected by the Equality Act 2010, hold equal value.

Tolerance

Fundamentally, Ethics and Philosophy is the ideal safe space to develop tolerance. Often the unknown can produce prejudice thoughts and discriminatory practices, this is challenged within each year group at Willingdon. Developing an understanding of diversity, religion and contemporary issues allows students to explore a morally balanced approach to living in modern Britain. The curriculum provides academic learning opportunities but ultimately the safe space offered within the classroom to explore intolerant ideas or thoughts ensures that tolerance is reflected and expected.

British Values in MFL

Our MFL lessons reinforce tolerance and respect for others. Our subject actively and naturally promotes diversity and British values. Be it through cultural differences that promote democracy and individual liberties such as celebrations, discussing marriage, same sex marriage, to the rule of law on internet safety.

We learn about customs and festivals and how they compare to British customs. We also look at how different cultures live and work. We have embedded 'culture' into our curriculum and take a holistic approach in teaching these core values. This is through exposure to songs, geography, food, art and history to name a few.

Several topics at GCSE and KS3 allow our students to consider the consequences, advantages and disadvantages of cyber bullying, environmental and social issues, marriage, internet safety, etc.

Freedom of speech is promoted at all times as students debate these topics and discuss different viewpoints with respect and tolerance for one another.

British Values in Food & Nutrition

Students begin the course by looking at the importance of the importance of safe working practices, as a result, students respect the fact they are in a catering kitchen and understand the importance of working together to support one another and

ensure each other is safe. Opportunities for students to develop their self-esteem and growth mind-set are embedded throughout the curriculum at both KS3/KS4.

Multicultural projects are completed in all year groups. Students who do not eat specific foods due to religious reasons are always considered and an alternative suggestion for the recipe is provided for them. Religion is a key part of the food course and through class discussion we dispel any misconceptions that students have of other cultures or religions and their beliefs with regards to food.

It is important for students to build their confidence in the kitchen, students are given the opportunity to create their own dishes and experiment with flavours and textures. This in turn develops a passion for food in students and opens up discussion with regards to what each student has created and how it has turned out.

Students also consider the environmental issues that their consumption of food can have including; increasing our carbon footprint, the amount of food we throw away, recycling, fair trade and the importance of seasonality.

British Values in PE

Pupils learn about the need for different roles and responsibilities within PE and sport, including team work and decision making. Pupil voice for PE and school sport is undertaken via our subject scholars and student leadership team.

Through all activities on the programme of study, pupils learn about age appropriate rules, fairness and respect in line with 'The Rule of Law' and our Personal Excellence values and pupils work individually and in larger groups. We have an established ethos in PE lessons and extracurricular clubs with regards to how to win and lose fairly and understand good sportsmanship. Competition against oneself is encouraged in addition to competition against others.

PE recognises individual differences by allowing students to share their opinions and respect other's views. Pupils are taught about historical, cultural and religious differences, through classroom and wet weather lessons. Students learn about sports from specific cultures and backgrounds across the Invasion Games Scheme of Work which develops their understanding of 'Mutual Respect'.

British Values in Design & Technology

Design & Technology is a practical and valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their nation and the rich history of the County. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of Design & Technology on daily life and the wider world.

Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others. The opportunities for students to develop their self-esteem and self-confidence are richly embedded in the

open ended projects given to students at all key stages. The projects allow students to discover themselves through encouraging creative and innovative solutions to design and make problems. Students are taught about the moral choices facing designers & manufacturers when deciding on materials. Students use the six 'Rs' of sustainability to understand and apply ways of conserving the Earth's resources. Students have the ability to choose and have an input into the work they do both at KS3 to KS4. They choose their controlled assessment path and are encouraged to work independently along the whole of their course. Each Key Stage provides key skills for life and the ability to create a product they are proud of. Students develop an awareness of Health & safety for themselves and others within each work area.

Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group. Exploring how products contribute to lifestyle and consumer choices. Understanding how products evolve according to users' and designers' needs, beliefs, ethics and values.

Design students study iconic British designers and design movements. The students learn Principles, application, advantages/disadvantages to society and the environment of minimising waste production throughout the product life cycle using the following 6 Rs: · Rethink about using a product/materials that are not from a sustainable source · Repair products that break down or stop functioning rather than replacing them · Recycle materials and products or use recycled materials · Reuse materials and products where applicable · Reduce materials and energy · Refuse a product if you do not need it or it is environmentally or socially unacceptable We use evaluating through peer and self-assessment to build foundations of mutual respect. We focus on the learning habits to build self-confidence and allow students to not be scared to fail. We carry out product analysis in all areas and give students the opportunity to maturely critique each other's work.

British Values in Business

British Values underpin a number of core themes that are covered in the Business Curriculum at Willingdon Community School.

Democracy- This is an important factor in the external environment of business. Students learn about how the right to vote and express preferences can have a direct impact on business- such as the passing of laws about employment or taxation. In addition, students will understand how Trade Unions operate democratically and offer protection to their members.

Rule of Law-Students learn how the law allows the behaviour of firms to be held in check, via employment tribunals and environmental / Health and Safety legislation. Also how it provides protection as regards intellectual property, copyright and patents.

Individual Liberty- Students learn that effective markets are based on the ability of individuals to be free to work wherever they choose and in an increasingly flexible manner resulting in businesses having to react to the demands and preferences of

their different stakeholders. An understanding of how changing demographics, urbanisation and consumer lifestyles will cause businesses to react are also covered.

Mutual Respect-Students learn how different consumer needs are met by businesses and how products and the marketing mix may have to be adapted for a business to successfully enter a new or international market. Furthermore, they gain insight into how business objectives and ultimately overall success may be influenced by the differing views of stakeholder groups.

British Values in Music

Democracy

Through listening to a broad range of music, pupils are encouraged to discuss and critique pieces in a constructive way. One of our department values is that this is a “safe space” - to express ideas without the fear of feeling shame. To experiment and share ideas, compromise where necessary and allow other people’s ideas to stand over your own for the greater good.

The rule of law

As part of teaching reggae for example with root the learning in human stories. How the Windrush Generation were responsible for the Trojan music record label, bringing reggae, dancehall and then ska to the British music scene. Within this we debate immigration laws, British Empire and fairness.

Individual liberty

In the music department we work to the wellbeing model of - autonomy, relatedness and competency. At the heart of our units of work is choice, having the confidence in your own ideas, being able to choose appropriately and effectively to a brief. For example, Foley Art is a free film project where pupils can choose a short film and determine the outcome by selecting the appropriate sound effects and sounds to change the mood or atmosphere.

Mutual Respect

Performing and sharing is important in the music department. This is not possible without first establishing mutual respect. We have modelled respect by improving the environment and demonstrating pride in our space. We ensure that everybody has a voice and understands their role in group work. Band work is focussed on managing an event in year 9. This requires everyone to understand the value of each role.

Tolerance of those of different faiths and beliefs

We, in music have created a brand-new interactive learning wall, with a giant world map. This allows us to always refer to geographical location and therefore embed cultural background into our teaching. We have a unit of work called “Postcards from” this allows us to explore with the pupil’s music from a range of countries, studying the musical elements but also discussing the cultural context.

British Values in Drama

British values are intrinsic to the work that we do in the Drama curriculum. Working in groups, co-operation, motivation and respect are the basis of the learning. This encourages the students to develop patience and self-esteem within themselves and towards others.

Democracy

In Year 9 we study 'The Beauty Manifesto'. We create a safe environment in which discussions about beauty, body image and peer pressure can be entered into. An 'opinion continuum' gives students an active way to consider and express their opinions, listen to others, and to begin discussing the themes and issues explored in the play.

The rule of law

As part of our crime and punishment scheme in Year 8, we explore the motivation behind committing a crime and the impact it has on individuals and society.

Individual liberty

In Drama we invest a great deal of time creating a positive culture, so that students are in a safe environment where choices and freedoms are encouraged. In lessons we often create opportunities for students to choose the task that will challenge them, giving them more freedom to determine their own learning.

Mutual Respect

Mutual respect is a fundamental part of Drama lessons. When sharing work, we encourage students to build a relationship of trust with each other and therefore feel affirmed when they perform in front of the class.

Tolerance of those of different faiths and beliefs

Our migration scheme at KS4 allows students to explore character, theme and social context to an in-depth level. Students undergo a dramatic analysis of the reasons why people migrate.

British Values in Art

Democracy

In art, we explore diverse cultures, discussing not just their visual arts but their socioeconomic backgrounds and the politics. We delve into relevant histories of a country or nation so that students understand the art in context. For example: In year 9, we look at the Mexican 'Day of the Dead' festival and explore the imagery surrounding this, discussing the Mexican revolution and going back hundreds of years earlier to look at the Mayan culture.

We also regularly conduct student voice in lessons, to find out what projects, materials, techniques and processes they particularly enjoyed. Their responses inform our further planning. In lessons, students regularly discuss their work and that

of their peers. They learn how to discuss their ideas and we facilitate their acceptance and understanding of other student's ideas.

The rule of law

In year 8 and 9, we explore a project on Street Art and graffiti, looking at the cross-over from illegal art works to accepted and commissioned street artists. We look at artists like Banksy and Shepard Fairey and encourage students to understand how self-expression needs to be respectful of environment. We have previously worked with local graffiti artists who came into school and created a mural with some students. This opportunity allows students to see the diverse opportunities for work in the creative sector.

Individual liberty

Art is naturally aligned with individual liberty; the right to self-expression. As a department, we pride ourselves on how we adapt to the needs of the students. We keep a strong dialogue with the students in regards to their own interests and hobbies so that we can ensure that students' interests in the art topics are strong. Students come into the lessons knowing they can contribute and make progress.

Mutual respect

Through the modelling of the Personal Excellence core values, we encourage mutual respect in art. Students should feel that they can share their work with the group, discuss their ideas and that they will be listened to and respected. Students are expected to help with jobs in the art room, like washing paint brushes and putting books away. In this, students learn that they are part of a wider team.

Tolerance of those of different faiths and beliefs

Throughout a student's time at Willingdon, they will explore a vast range of art and culture, learning how different faiths and beliefs have art integral to their communication. In year 7, students look at Japanese Kimono designs, considering the cultural and social symbolism of the imagery. In year 8, students start the year looking at the creation of paint and how colours informed early examples of paintings (like the Lapis Lazuli on the Virgin Mary's cloak in many Renaissance paintings). We will also be looking at Folk art in different countries like Hungary and Russia, considering traditional stories and beliefs. In year 9 we look at identity and diversity, looking at contemporary black and Asian artists and designers and discuss the civil rights movement and how this becomes visual in the arts. We believe students need to do more than tolerate other faiths, they need to understand and learn about other cultures and faiths in order to develop a positive moral code based on compassion and empathy for other people.

British Values in RSHE

Students at Willingdon Community School learn about British Values through RSHE. During the first session in the academic year, tutor groups discuss and decide on their Tutor Ground Rules which will be implemented during RSHE lessons.

Pupil surveys will be carried out during the year to identify students' needs and what is going well and what can be improved in RSHE lessons.

In order to keep students safe and healthy, students are taught the value and reasons behind laws that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Where possible, we have outside speakers in from the emergency services who reinforce the law to keep students safe.

During the year we celebrate and respect key events such as Anti-bullying week, World Aids day, Mental Health day, Love Not Hate week.

Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.

Discussion and debate are a regular part of lessons. Pupils listen to contrasting viewpoints and are then encouraged to make their own decisions. Tolerance and harmony are promoted in lessons, and students are constantly reminded to accept the views and behaviours of others.

We celebrate diversity within our society throughout the year. All students in our community are expected to demonstrate mutual respect to others. Students are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations. Students are encouraged to challenge prejudicial or discriminatory behaviour. We will have a Diversity group set up during the academic year which is open to all students regardless of gender, sexual orientation, faith or race.