

British Values Audit: Whole School Offer/ Enrichment.

<p><u>Democracy</u> Respect for democracy and support for participation in the democratic process. Understanding of freedom of speech and rights within it</p>	<p><u>The rule of law</u> Respect the basis on which the law is made and applied. Support for equality of opportunity for all.</p>	<p><u>Individual Liberty</u> Support and respect for the liberties of all within the law. Liberty does not extend to the point of infringing on someone else's freedoms or putting their life at risk.</p>	<p><u>Mutual respect and tolerance of those with different faiths and beliefs (or none)</u></p>
<ul style="list-style-type: none"> • <u>House Leadership Positions</u>: Enabling pupils to apply for leadership positions and for the pupils to have a say in who is given this opportunity. • <u>First Give</u>: Enabling pupils to choose charities that have a connection/relevance to them and raising funds for them. • <u>Model UN</u>. • <u>Sheriff's Challenge</u>. • <u>Exploring ethical dilemmas in Religious Studies</u>. 	<ul style="list-style-type: none"> • <u>PC Simon/Police Liaison</u>: To speak with Year groups on pertinent issues. To meet with targeted students when necessary to offer advice, guidance and support. • <u>Rights and responsibilities – own and others</u>: These issues are covered in assemblies, tutor time and in subject specific units of work (EG: History will refer to the importance democracy and how it was established). 	<ul style="list-style-type: none"> • <u>Focus on CEIAG</u>: The idea that all can achieve and get to where they want to be and that they can be successful in life. • <u>Reward Culture</u>: Celebrating the achievements of all and respecting that individuals have different challenges to overcome. • <u>Sports Day & Inclusive Sports Day</u>: Enabling all pupils to compete and have the opportunity to achieve. Also to appreciate and celebrate these achievements. This year the school will see an increased involvement of the House System. 	<ul style="list-style-type: none"> • <u>Vertical House Tutor Groups</u>: The introduction of House Form groups. Enabling all aspects of the school community to mix together and encourage participation and wider relationships with a wide variety of people. • <u>Duke of Edinburgh</u>: The school has a high participation and pass rate in the Award Scheme. It encourages pupils to work as a team, commit to charity and social causes within the wider community and raises aspiration. • <u>Hind Leap Warren</u>: A fully inclusive residential trip for Year 7 pupils. To get them out of their comfort zone, their local environment and meet

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			<p>other pupils and staff that they have not met before.</p> <ul style="list-style-type: none"> • <u>Charity Fundraising</u> (St Hilda's, Bake off) • <u>Food & Catering</u>: The menu of food celebrates and encompasses a wide range of different cultures and cuisine. This enables pupils to try and taste aspects of different cultures. • <u>Positive Wall Display</u>: The celebration of achievement from a wide range of people, both within the school community and outside. This can also be seen in the weekly newsletter.

British Values Audit: PSHE Curriculum

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<ul style="list-style-type: none"> • Democracy – students create own political party and develop negotiation skills . • Investigating arguments and using principles when decision making. 	<ul style="list-style-type: none"> • Alcohol, drugs and peer pressure. • Drugs and Alcohol – fact finding and the law. • Safety – personal and internet 	<ul style="list-style-type: none"> • Relationships – positive qualities and behaviours. • Self esteem. • Celebrating Differences. • Anti-bullying. • Exploring identity looking at spiritual identity. • Mental and emotional health. 	<ul style="list-style-type: none"> • Developing relationships and supporting each other • Teamwork and communication and developing a healthy lifestyle • Exploring the concepts of beliefs, facts and opinions • Diversity – identities and discrimination • Celebrating differences • Mental and emotional health • What impacts who I am – exploring identity and relationships • Exploring whether religion helps people to be good • Exploring beliefs, teachings and practices from world religions and other world views

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			<ul style="list-style-type: none"> • Investigating how world religions and world views influence relationships and families • Investigating concepts of peace, justice, forgiveness and reconciliation.

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<ul style="list-style-type: none"> • Open dialogue in RE discussion and debates (RE)] • Presentations during lessons (Business Studies & Economics) • Presentations (IT) • Politics is a unit in the A Level course. (MFL) • Debate is used in lesson time discussion (MFL) • Explaining Artists from other times and cultures. (ART) • Diversity of women diversity projects (Art) • Discussion of political geography and Census (Geography) • Encourage all to take part in elections • Inquiry (Maths). • Voting Programmes (ICT) • STEM discussion and debates. (Science) 	<ul style="list-style-type: none"> • Consumer Rights lessons (Business Studies & Economics) • Data Protection Act (IT) • Lead by example following rules (MFL) • Different rules abroad (MFL) • Exploring contemporary practise (Art) • Humanities behaviour policy • Migration (Geography) • Government laws in the topic crime and deviance (Sociology) • Comparing laws across different countries (Sociology) • Criminal psychology (Psychology) 	<ul style="list-style-type: none"> • GCSE Religion and conflict (RE) • Encourage Enterprise lessons and activities ((Business Studies & Economics) • Student voice discussion of ideas and issues: (Art) Environment Class Race Gender Disability • Independence for students (Geography) • Respect and social solidarity (Sociology) • Encourage enterprise lessons and activities (Business Studies and Economics) 	<ul style="list-style-type: none"> • Study all major world religions (RE) • Interfaith Week (RE) • Group work and feedback during lessons (Business Studies & Economics) • Group work (IT) • Salsa + Flamenco workshops (MFL) • Learning about different cultural aspects (festivals) of the language learnt (MFL) • Trips to the different countries to experience different culture • Group discussion and ability to develop ideas from their own culture. (Art) • Teach about other countries and cultures. (Geography) • Digital divide (Social impact of C.S). (ICT) • Evolution (Science) • Cosmology (big bang) (Science)

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<ul style="list-style-type: none"> • Facilitate debate particularly in English Lang (English) • Debate mate (English) • Jack Petchy (English) • Studying texts which focus on democracy (English) • Presentations (IT) • Presentations during lessons (Business Studies and Economics) 			<ul style="list-style-type: none"> • Accepting differences and cultures (Sociology) • Specifically looking at Social class, ethnicity, gender and age (Sociology) • Studying texts based on current affairs (English) • Poetry from different culture (English) • Understanding how individual differences and cultures effect behaviour (Sociology) • Topics on family situations, health, drugs (MFL) • Group work (IT) • Group work and feedback in lessons (Business Studies and Economics)