



## **BRITISH VALUES CURRICULUM AUDIT 2019/2020**

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

## **DEMOCRACY**

***The strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.***

**English:** Study of a range of British texts and texts from Other Cultures throughout history gives students access to research on how the law changes with time. This also allows for discussion on the advantages and disadvantages of living in a particular time period and how authors/playwrights/poets show the effects of rules in society on their characters. This can be evidenced in all Key Stages.

**Maths:** The mathematics department encourages learning and behaviour strategies that allow all pupils a fair chance to answer and to explain their methods. Pupils in all year groups, as part of their work on Data Handling, study the creation of questionnaires and examine bias and sampling methods. In all lessons, students consider the consequences, advantages and disadvantages of ethical decisions relating how mathematics, business, economies and the world interrelate, how mathematics is used and abused, and how data can be used to change perception, opinion, action and cause reaction. Opportunities to discuss viewpoints are encouraged in Mathematics lessons and the use of data has a significant role in the democratic decision making and influencing change. Students will hear statistics quoted to justify and argue for particular positions. The development of critical thinking skills using mathematics will help develop student resilience to being exploited by extremists. Whilst ensuring students are respectful to others, understand the consequences of radical or extremist views and the implications of such actions through Mathematics. At the same time, students are reminded of an expectation of respect for all others. Through various forms of mathematical issues, freedom of speech is discussed.

**Science:** Looks at democracy in terms of how this country deals with Genetic engineering, drugs and alcohol, stem cell technology and nuclear power. We analyse the issue from both sides and look at all parties involved. This can be seen across all key stages.

**History:** Brechtian - social justice and awareness

Students have the opportunity across all key stages, to explore the historical development of democracy and human rights with evaluating fundamental features of political structures implemented in Britain and the wider world.

KS3 Topics: feudalism, Magna Carta, the Peasants' Revolt, the Reformation, Protest and Reform in Victorian Britain, Female Suffrage and breaking the glass-ceiling, and the Civil Rights Movement in the USA and Britain (USA - legal racial injustice via the Jim Crow Laws, analysing the impact of the Civil Rights Acts and the Voting Rights Bill 1965. Britain- racial tensions, racial profiling, Race Relations Acts, and the Equality Act).

KS4: Topics: Elizabethan England the role of the privy council and parliament, the rise of dictatorships and the development of fascism in the interwar period.

KS5: Topics: In-depth analysis of democracy in Britain and America where students assess changing political environments and society in transition in the 20<sup>th</sup> century.

**Geography:** Geography helps to develop an understanding of democracy across a range of themes and topics. The importance of democracy is encountered in the KS3 curriculum when identifying some of the causes of the global inequalities of wealth (year 7, unit 3). This is particularly important where countries are dominated by non-democratic governments resulting in negative impacts on the development of a country. Students also explore the importance of government decisions and the impact on population when exploring the management of ageing populations in the UK and France (year 8, unit 2).

**MFL:** A Level looks at political differences & systems in UK and France/Spain.

**Business Studies:** Employment Legislation- Teaches them about laws around employing people and what they are entitled to as employees as well. Consumer Legislation- Teaches them about what their rights are as consumers, what to expect from a business when buying products online and how European Legislation. The EU – looking at countries within Europe and how they have different laws to that of the UK. In Economics and Business we discuss our economy in relation to other economies and we explore in quite a lot of detail in Economics governance of different countries.

**Art & Design Technology:** In design technology in the, copyright and marketing laws are explored together with consumer ethics and company ethical commitments. In Design technology students look at social footprint and enterprise new technologies and impact .

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

**Media:** In Media studies in year 12 and 13 we discuss how new technology/Social Networks are creating a more democratic media and society. We also look at Marxist/Liberal Pluralist theories which have a direct link to democracy. We look at newspapers and their political stance in both KS4 and 5 and how this affects the voting public.

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

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

**PSHE & Citizenship:** Y7 Democracy and elections, Y8 Young people and the law  
Y9 Choice in a democracy; Freedom; Should 16 year olds be allowed to vote? Y10 Free press and freedom to protest

**Music:**

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

Year 8: The Blues: History of slavery

KS4: Choice of songs for Performance unit; self expression via Composition unit.

Extra Curricular: Bands/Choirs: Discussing & voting for performance material.

**Drama:** Year 7: Students study “The Terrible Fate of Humpty Dumpty” and from this, create improvisations on the topic of bullying. Year 8: Students study the performance style “Theatre in Education” in which they use theatre to discuss right from wrong and teach the audience a moral lesson. Year 9 – Year 11: Students study

Bertolt Brecht and create theatre for political and social change. KS3 & KS4: Students work in groups and use democracy to discuss ideas, make decision and create theatre.

**Dance:** The new GCSE specification allows the pupils to experience a broad and balanced curriculum. Component 1 (Practical Element) allows the pupils to work as individuals, partners and larger groups; pupils therefore put forward their own opinions and ideas. Alongside the choreography component where pupils get to pick their own stimulus based on their own interests. In addition Component 2 (Theoretical Element) allows the pupils to study different professional works;

- Shadows, Christopher Bruce- Nazi Germany, Holocaust and Hitler's Reign
- Infra- London 7/7 bombings
- Emancipation of Expressionism- freedom, your right to express your individuality.

### **RULE OF LAW**

***Encourage respect for other people and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.***

**RE:** Key stage 3: Covenant and Justice

Year 11: Must be a connection between law and justice

St Aquinas said an unjust law is not a proper law because...

- 1) If a law is unjust people will feel that it is right to break the law.
- 2) If some are unjust people may think all laws are unjust
- 3) If laws don't give justice people will take law into their own hands
- 4) If think the legal system is not working it may lead to a civil war e.g. Kosovo

Theories of Punishment:

1)Retribution – punished in proportion to the crime e.g. kill those that kill. Believe criminals should Suffer for what they have done wrong.

2)Deterrence – if cut someone's had off for stealing then they will not steal again.

3)Reform – include educating criminals so they gain qualifications and don't have to turn to crime

4)Protection – keep criminals in prison for so long that when released they are no longer a danger

*Most forms of punishment are a mixture of these*

**English:** Wide range of 'voices' heard through study of literature across time gives the students the opportunity to listen to and respect all varieties of opinion. For example, the Spoken Language presentations at KS4 encourage pupils to present a speech in a persuasive style on a topic of their choice. Students of all Key Stages are taught debating and discussion skills within lessons.

**Maths:** We have high expectations of all pupils which are made clear in the routines that have been established in the department with regards to acceptable behaviour and the level of work required. We consistently follow school policy with regards to the use of the SIMs monitoring system for rewards and punishments, and pupils are aware that their actions carry a consequence.

**Science :** Genetic engineering and Pre-implantation genetic diagnosis (PGD) – Linking to the Human Fertilization and Embryology Act (HFE) of 2008 – students analyse legality and ethical issues these tests raise.

**History:** Brechtian – political theatre often delivers a message for change - this can be social change that has the audience reflect their behavior in line with British laws. High expectations are evident in all lessons in History where students respect their peers and school policy. Students are encouraged to assess and evaluate the development of democracy and legal rights of society in Britain and make comparisons with political institutions in the wider world. With this, students study topics where empathy and respect is essential so that there is a profound understanding of the past.

KS3: Crime and Punishment, Female suffrage in Britain, WW1, WW2, treatment and persecution of minorities .e.g. Jews in Nazi Germany, Race Relations in Britain and fight for equal rights in Modern day Britain

KS4: Elizabethan law and order, Causes of WW2, the collapse of democracy in Germany and the rise of the Nazis

KS5: Britain transformed in the 20<sup>th</sup> century, the Holocaust

**Geography:** Geography encourages students to investigate countries from around the world and helps our students to empathize with people from different countries and people with different cultures around the world. For instance, laws and international law are also explored when studying international migration in our population unit in the population unit (year 8, unit 2 and GCSE Geography). Students are enlightened on migration controls and the results on migration within the EU and refugee migration. Students are taught to have respect for other people across a number of themes. For instance, when studying climate change (year 7, unit 2), development (year 7, unit 3) and ecosystems (year 8, unit 1) where by students study ways in which we should manage society and the environment in a way which is sustainable for all.

**MFL:** A Level topics: Crime and Punishment, Independence Movement, Terrorism, Immigration etc.

**Business Studies:** Current discussion in Business and Economics have taken place with regards the UK position on Europe. We explored in detail the advantages and disadvantages of staying and leaving the EU and if you voted to remain why because of democracy you need to respect the decision. In Business we cover all employment, consumer, environmental and competition laws. This provides students with opportunity to understand the British legal system.

**Art & Design Technology:** Environmental laws are covered in design technology as well as patenting and copyright laws. Food and Design Technology similarly covers food standards and laws relating to sale of goods.

**ICT:** Ensure that fellow digital users have data and their welfare respected and protected. Data Protection Act, Computer Misuse Act and Health and Safety Act. GDPR 2018.

**Media:** In Media studies in year 12 and 13 we discuss how new technology/Social Networks are creating a more democratic media and society. We also look at Marxist/Liberal Pluralist theories which have a direct link to democracy. At KS 4/5, we discuss democratic processes linked to front page newspapers on the American election and Brexit. We also look at the laws of Advertising/Journalism/OFCOM/PEGI/BBFC.

**PE:** Agreed rules and laws of the games must be followed in sport.

Working as a team encourages listening to each other's ideas, mutual respect and giving support to each other in differing situations.

Students of all abilities are encouraged to believe that they are able to achieve and this builds confidence and self-esteem.

Respect for umpires/ coaches/ leaders is addressed in PE lessons.

WJEC coaching styles is addressed and respect for the different leadership styles.

**PSHE & Citizenship:** Year 8 – Youth Crime; Your rights and the police. KS3, 4 and 5 – Law pertaining to the purchase and consumption of cigarettes, alcohol, drugs and the 'age of consent'.

**Music:** Year 8: The Blues: The role of music in promoting social change which then leads to changes in law is discussed.

**Drama:** KS3: Theatre in Education – Students create theatre to educate on themes appropriate to target audience at KS3 and KS4. KS4: Bertolt Brecht – political theatre often delivers a message for change, this can be social change that encourages the audience to reflect on their behavior in line with British laws. Docudrama – student study the style of Docudrama which creates theatre through the documentation of a real and often tragic event.

**Dance:** At KS3 pupils study a range of dance styles and cultures, allowing them to broaden their knowledge and interest. At GCSE, pupils study a range of professional choreographers and dancers who are varied in ability and ethnicities. Finally, throughout all Key Stages pupils have mutual respect for each other when performing and sharing work.

***Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.***

**RE:** Key Stage 3: All students are encouraged to debate issues in RE

General Sixth Form RE: Ethical issues

**English:** In KS3/4/5, students' ability to talk/write persuasively is developed, with a strong emphasis placed on how to debate through careful listening and response. During these modules, students are encouraged to respect the views of others and use these to present strong opinions of their own.

**Maths:** Students adhere to the rules and laws of the land including privacy, and understand how such legislation is applicable to life in school and the community to help make the community safer.

**Science:** In KS3/4/5, students' work together practically in groups which encourages teamwork and respect for others, allowing decisions to be made for the good of the group.

**History:** Across all key stages, we encourage students to have a voice and confidently make a contribution in every lesson via answering questions and freely expressing their answers; students elected as 'group leader' with the development of roles for different tasks; participation in class debates where students must listen to different opinions of peers and respect one another. Additionally students have the opportunity to participate in 'pupil voice' where they can express their opinion on their learning needs.

**Geography:** Students engage in a number of contentious debates across the year and are invited to share their ideas in a number of formats (classroom debates/discussion, teacher questioning, group work). Examples of topics include, the migration debate (year 8, unit 2), the management of rainforests (year 8, unit 1), colonialization in Africa (year 8, unit 5) and uneven development (year 7, unit 3).

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

**Business Studies:** In Business and Economic we regularly ask for students' opinions in terms of pupil voice exercises, we share the results/comments with the students and act accordingly.

**Art & Design Technology:** Opinions of others are sought in Design Technology and art pupil voice exercises are conducted. Peer review is built into art and design critiques at all key stages.

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

**Media:** We look at Identity and how people can shape their identity using social networks and petitions which in turn adds to a more democratic society.

**PE:** Group and teamwork encourages pupils to listen to each other and show mutual respect.

Equal voice when voting for activities to be covered in the year by the group.

Equal voice when voting for different roles within PE lessons.

Pupil voice exercises to that allow for choice of activities and assess quality of PE provision.

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

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

**Music:** Across KS: variety of situations where students are asked to express opinions and vote for next steps. Freedom of expression in the ability to compose in styles of one's own choice.

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

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

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

**English:** Throughout all key stages, English students are introduced to how citizens have campaigned for change in various contexts throughout history. For example, the Year 9 SOW on the 'Great American Writers' covers the context of 1930s America. Pupils research and discuss the Civil Rights movement and how political speeches can influence listeners to join together in bids for better ways of living.

**Maths:** Within mathematics there are opportunities to study areas where numerical data is part of the rule of law. Examples to teach different aspects of mathematics can come directly from statistics used in law. This might include taxation or calculations which need to be made to make sure that industry complies with Health and Safety legislation.

Statistics can also be used to identify the impact of legislative change. The Office of National Statistics may be helpful (GCSE students) and it could include use of national statistics to identify strong, weak and negative correlation in understanding the dangers of assuming causation.

At all times within the subject, students are encouraged to recognise an individual's strength and support their development. Students are encouraged to embrace diversity and treat all others with respect both in and out of the classroom.

**Science:** Looks at democracy in terms of how this country deals with Genetic engineering, drugs and alcohol, stem cell technology and nuclear power.

**History:** In all Key stages, students develop the key discipline of evaluating cause and consequence. With this, students critically assess election results, changes in the law through time, reasons for election results and the rise to power of significant individuals. In addition, students assess how changes to the electorate has influenced key laws being passed and implemented in Britain and the Wider world.

KS3: From feudalism to the development of Parliament, Female suffrage and equality, US and British Civil Rights legislation

KS4: Germany 1890-1945, the development of the Welfare State in Britain

KS5: US constitution and presidency 1955-1992, Post war consensus in Britain and the impact on society

**Geography:** Sustainable development is a central theme in Geography and is revisited throughout all key stages. Students assess to what extent Greta Thunberg can influence political decision-makers such as Donald Trump (year 7, unit 2). When managing the Amazon Rainforest, they appreciate the influence of individuals in history who have fought to protect the rainforest and in doing so have influenced decision-makers. At key stage 5, students investigate the roll of decision-makers in the Grenfell Tower disaster when studying Contemporary Urban Environments (year 12, unit 1)

**MFL:** A Level topics: Crime and Punishment, Independence Movement, Terrorism, Immigration etc

**Business Studies:** In Business and Economics the EU vote was discussed in detail and students understanding of the democratic process was strengthened.

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

**ICT:** Using online voting and surveys to choose best design for a solution.

**Media Studies:** We look at newspapers and their political stance in both KS4 and 5 and how this affects the voting public. We also look at how audiences can complain about media products that they disagree with or are offended by.

**PE:** Equal voice when voting for activities to be covered in the year by the group. Equal voice when voting for team leaders/captains in PE lessons.

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

**PSHE & Citizenship:** Mock elections.

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

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

**Dance:** Pupils have a voice and their own opinion to pick what stimulus they want to study and choreography to for their GCSE Choreography component.

### **MUTUAL RESPECT**

***Encourage students to acquire a broad general knowledge of and respect for public institutions and services in England***

**RE:** : Golden Rule – All Key stages – ‘Treat others as you would like them to treat you’.

Human Rights in the UK

1998 the Human Rights Act was passed UK citizens the right to...

- life, liberty & a fair trial - freedom of conscience, religion & to express your own views - freedom to take part in free elections etc.,

HR are important because...

- without HR (e.g. life & liberty) you could find yourself living in a dictatorship

- without the right to freedom of thought & expression minority religious groups may be banned, impressed or killed

- without the right to free elections there would be no democracy

BUT people abuse HR (e.g. prisoners claiming their HR are abused)

SOME believe not everyone has the right to basic HR e.g. we should be able to torture terrorists to get information that could save lives.

**English:** In researching the context of pre-19<sup>th</sup> century literary texts at KS3/4, such as *A Christmas Carol* and *Oliver Twist*, pupils consider the impact on Victorian society of lack of compulsory education until 1870, the impact of the Poor Law of 1834 and lack of workers' rights. They would consider how our contemporary institutions benefit society, e.g. opportunities in education, including Higher Education; the NHS; Income support and other benefits of the Welfare State. The latter also has huge significance in the study of *An Inspector Calls* at Key Stage 4.

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

**Science :** Students link key topics to applications and the jobs that use them, the NHS is used for many examples. Radiography and ultrasound scanning is mentioned at KS4.

**History:** KS4 Crime and Punishment unit fosters respect for the institutions of law and order, this includes laws such as the de-criminalisation of homosexuality, the race relations act and changing laws in relation to abortion. They study the prison system and the changes that have been made to bring about reform rather than just retribution. At A level students study the NHS and Education and look at the developments and the positive impacts this has on their lives.

**Geography:** A fundamental concept which is revisited in Geography is the importance of public institutions and the decisions that are made regarding them. The importance of politics and the impacts on public services are discussed throughout a number of topics across the key stages. For example, in year 8, students develop an understanding of the role of population change in the UK. They investigate the importance of migration and an ageing population in understanding the changing needs for services in the UK. For instance, with the importance of greater social care for the growing number of elderly in our society. In addition, where migration is concerned, it shows the changing services and facilities which are required to accommodate migrants, such as housing, hospitals and schools. They are made aware of the support that public institutions provides as part of overseas development and the role of agencies following disasters.

**History:** In every lesson throughout each key stage, we foster respect for one another and respect for public institutions in Britain. The variety of topics in our curriculum enables students to explore the changes implemented in British public institutions throughout generations and how these changes have affected society. Students are able to understand the wider context in how significant individuals and key decisions have shaped services and public services in England.

KS3: Students study protest and reform in Victorian Britain with a key focus on workers' rights, pauperism and public health.

The fight for female political and economic rights in England.

KS4: Health and the people through time focusing on key themes such as public health, development of medicine and hospitals

KS5: Students study key political and public institutions in Britain and they assess how these institutions have changed such as poverty with the Poor Law and the development of the welfare state assessing the development of the NHS and education.

**MFL:** Differences between UK & Spain/France in topics such as education, food, daily routine, school rules, health - going to the doctor and pharmacy.

**Business Studies:** In Business and Economics we discuss the UK taxation system and this allows students to understand the importance of respecting our welfare system and public institutions. Business Studies teaches them about the impact of government on business, also where to gain advice and information such as banks and the citizen advice bureau, ACAS. We cover a wide range of topics that allows students to gain a general knowledge on matters such as personal finances, employment, recruitment and selection and different size organisations within the UK. As part of our GCSE controlled assessment, students have been encouraged to use the services

of the local council in order to gain more knowledge about the local community and the demographic make-up. As part of year 9 industry day, we have invited Barclays banking group in to deliver a workshop to the students and take part in group activities.

**Art & Design Technology:** Art and Design Dept runs a large number of cultural trips including local and national art galleries and museums. During visits students are involved in workshops delivered by art curators. Food, looking at seasonal food, where food comes from. Decision making on food miles and the advantages and disadvantages.

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

**Media:** We look at government campaigns/the BBC/The Guardian etc as examples of liberal pluralist texts. We also look at regulation and censorship institutions such as OFCOM, BBFC, PEGI, BARB.

**PE:** Sports governing bodies and their important role are discussed within BTEC PE.

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

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

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

**Drama:** Year 8 “Ernie’s Incredible Illucinations” explores Ernie’s mind within a healthcare setting. “Theatre in Education” students explore issues and their resolve with the intervention of public services.

**Dance:** The study of notable British choreographers such as; Christopher Bruce, Wayne McGregor and Kenrick H20 Sandy.

***Enable students to develop their self knowledge, self esteem and self confidence.***

**RE:** Students are encouraged to take part in group work and group activities to help develop pupil’s self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students’ knowledge but also their confidence amongst peers.

**English:** Students are encouraged to take part in group work and group activities to help develop pupils’ self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students’ knowledge but also their confidence amongst peers. Pupils have participated in public speaking competitions. Achievement is celebrated in class and in assemblies.

**Maths:** We foster a “can do” attitude and provide a safe learning environment so that pupils have the freedom to try, and try again, without fear of failure. We stress that it is okay to make mistakes as long as you learn from them, and each other, and are able to move on and make progress.

**Science:** Students take part in group practical work and group activities to help develop pupil’s self-esteem and confidence. Students are sometimes given group research activities and asked to present their ideas to the rest of the class. This builds on students’ knowledge but also their confidence amongst peers. Science competition and challenge days are focused on team working and building self-confidence to take an active part in the activity. Applied Science looks at roles within the NHS and the opportunities this gives students for careers.

**History:** All lessons require group work and opportunities for moments of individual performance are incorporated e.g. the use of monologues. A considerable amount of research of themes and topics is required at across the key stages to promote independent learning. Assessment reflection in lessons gives students the opportunity to reflect on what they are making progress in and what their strengths are. Students often perform in front of one another to share their work. This enables students to improve their oracy and the ability to articulate their thoughts in a confident manner. All students are encouraged to contribute in lessons as we promote a culture of self-belief and trust. Students experience opportunities that will no doubt empower their self-esteem for the wider world.

**Geography:** Students develop a wider knowledge of the world around them in Geography. They develop an understanding that they are Global Citizens and helps them to discuss some of the key global issues which affect them. It helps to provide students with a voice and practise how to articulate their thoughts about how the world should be governed. For example, students are encouraged to give their opinions on global issues such as deforestation, climate change, migration, globalization and global inequalities which are important themes in the global community. In addition, Geography helps students to build up an in-depth knowledge of these key issues, providing them with the knowledge and self-esteem to be able to discuss them in a mature fashion, including the use of facts and figures as evidence for their points.

**History:** All lessons require group work and opportunities for moments of individual performance are incorporated e.g. the use of monologues. A considerable amount of research of themes and topics is required at KS4&5 to promote independent learning. Assessment reflection in lessons gives students the opportunity to reflect on what they are making progress in and what their strengths are. Students often perform in front of one another to share their work. This enables students to improve their oracy and the ability to articulate their thoughts in a confident manner. All students are encouraged to contribute in lessons as we promote a culture of self-belief and trust.

**MFL:** Students are encouraged to take part in group work and group activities to help develop pupil’s self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students’ knowledge but also their confidence amongst peers. More confident / near native speakers act as helpers and support weaker pupils in group activities. Trips abroad are an integral part of the extra curricular activities of MFL and help to develop pupils self esteem and self confidence.

**Business Studies:** Students are encouraged to take part in group work and group activities to help develop pupil’s self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students’ knowledge but also their confidence amongst peers. Industry days are focused on team working and building self-confidence to take an active part in the activity.

**Art & Design Technology:** Technology projects build self esteem. Completed products are produced to a high standard that make students proud of outcome and garments are often analysed by family and friends. The opinions of others are sought as part of the evaluation process. GCSE design technology NEA coursework involves identifying a client and liaising throughout the project either by internet or face to face visits , clients included Claire House and St Vincent's. Food, all study both theory and practical skills. They are encouraged to work independently and as part of a group to help build and develop their self esteem and confidence. After school clubs and intervention to ks4 is provided to promote progress and attainment.

**ICT:** Personal attributes valued by employees. Developing interpersonal skills in the world of work and business. Presenting a proposed solution for an app to an external client.

**Media:** Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students study magazines and in turn, body image and the way this is manipulated to create money. Students make their own products which helps to reinforce body image and self-esteem issues.

**PE:** Students are encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Independent learning is used to help them develop knowledge. Students are often work in groups in PE and have to work together to ensure their own, and others learning, this builds on students' knowledge but also their confidence amongst peers.

Fixtures, Sports Day, etc. encourage teamwork and building self-confidence to take an active part in the activity.

Resilience and self-esteem are developed in BTEC PE through students building independent learning skills, experiencing getting answers wrong, learning how to formulate the correct response and responding to target questions. Developing leadership promotes and develops confidence and self esteem.

**Psychology:** Students are taught about Maslow's hierarchy of needs and specifically at A2 the Humanistic approach to Psychology focusing on the need for self-actualization. The students are also encouraged to take part in group work and group activities to help develop pupil's self-esteem and confidence. Prompted independent learning is used to help them develop knowledge. Students are often given group working activities and asked to present their ideas to the rest of the class. This builds on students' knowledge but also their confidence amongst peers.

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

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

**Drama:** Across all key stages, students create and perform original Drama. This gives students the opportunity to explore their interests and incorporate these to their final performances. Team work, creativity and performance skills are all developed to promote self esteem and self confidence.

**Dance:** Pupils work in a variety of groupings to help improve their confidence, ability and self-esteem. Alongside this, they work independently to perform a solo and complete the theoretical element of the course in preparation for their exam. Self-assessment and peer assessment also play a big part in the dance curriculum and allow the students to reflect on their own work and improve.

## **INDIVIDUAL LIBERTY**

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

**English:** Extra-curricular opportunities next year include the inception of a Current Affairs club, in which students will be invited to share their own feelings/opinions on vital elements of contemporary British life. Various writing competitions throughout the year will allow students to display their creative and voice for a variety of different purposes.

**Maths:** Pupils are encouraged to develop their thinking skills when analysing mathematical questions which will enable them to think through ideas critically. Pupils can attend additional revision classes, run by the mathematics department, to support their individual progress. Students might explore the extent of individual liberty bearing in mind legal constraints which are numerical in nature e.g. speed limits; levels of alcohol in the blood when driving; taxation levels. Students will discuss choices in terms of future education choices and careers.

**Science:** Celebrating British Scientist such as Newton and Darwin in display work during activity days and on research home tasks such as the development of penicillin or the development of our understanding of the atom. Crest award completed by students working on topical Science ideas. School chicken project has allowed students to develop independence and team working skills to care for the chickens. School trip to Geneva allowed students to explore the culture of a new city independently.

**History:** School trips allow students to explore learning beyond the walls of the classroom and continue to foster a love of learning. Trips are essential in helping develop empathy and compassion among our young people which inspires communities and a better world. Fieldtrip to Berlin and Krakow February 2020, Pendle Hill autumn 2019, Thackeray Museum 2020, Kenilworth Castle 2020. Anne Frank Foundation two week exhibition during November 2019 which our year 7 and 8 students deliver to the local community.

**Geography:** Students participate in fieldwork in Geography, in which they investigate their environment. At Key Stage 3, we are undertaking local fieldwork opportunities such as preparing for a school weather enquiry (year 7, unit 5). Students are also invited on a range of trips through the Geography department. In year 8 in 2019, year 8 students were invited to a trip to Betsw-y-Coed to explore the landscapes. Students across key stages came to Iceland in 2019, which helps them to compare cultures in helping to promote fundamental British values. In 2020, students will be visiting Kenya which will again provide them with the opportunity to broaden their horizons and experience other countries and cultures. Students will take further fieldwork opportunities over the year in KS4 and KS5, in both human and physical environments in order to gain a better understanding of the country they live in and the fundamental of British Values.

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

**Business Studies:** School trips are used to motivate and encourage students whilst studying Business Studies. Trips have been organised to visit London, Liverpool One, the Trafford Centre as well as Jaguar Land Rover and Barclays bank. The department are currently looking into the possibility to visit Rome at sixth form also and experience different cultures.

**Art & Design Technology:** Food – Yr 7 After school Cookery Club cook a range of British products , showcasing British Designers and visits to the British Hat Museum. GCSE design technology, British designers and design companies studied.

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

**PE:** Fixtures, Sports Day, etc. encourage teamwork and building self-confidence to take an active part in the activity.

Travelling to other schools for sports fixtures encourages tolerance of others, respect for others, cooperate well, celebrate diversity and resolve conflicts effectively. Student leaders in lessons and extracurricular clubs.

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

**Music:** Extra Curricular: Bands/Choirs/Private Music Tuition: Students have a strong ownership of the group & are supported by the teacher in what they want to achieve.

**Drama:** Annual School Production: All students are welcomed to participate in the annual school production; both musicals and plays are performed from a range of playwrights. Drama Club: All students are welcome to join Drama Club; students often select the theme of the week and work together to create a performance.

**Dance:** Extra curricular plays a large part in dance. Pupils are all welcome to join the several dance teams provided. Who practice and train at least 3 times a week. Further to this, pupils perform in school shows, outside shows such as local and national theatres, compete against other academic schools, and dance schools. Through this, it encourages tolerance of others, respect, cooperation and celebrates diversity.

### **TOLERANCE OF THOSE OF DIFFERENT FAITHS & BELIEFS**

***Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.***

**RE: RE:** Key Stage 3; Multifaith issues, World religions, Islamophobia

Year 10: Community Cohesion

Why Community Cohesion is Important

- Without community cohesion racially/religiously motivated violence can break out.
- 7/7 bombers were British citizens who had lost their sense of allegiance to the UK
- Lack of C.C. makes it impossible for people to work together as modern societies need.
- In countries without C.C. violence becomes a way of life.

Government Action to Promote Community Cohesion in the UK:

- Giving money to groups that are working on CC
- Appointing cabinet ministers and judges etc., from ethnic minorities
- Making community cohesion part of school lessons
- Passing the Race Relations Act 2010 making it unlawful to discriminate against anyone
- In 1976 the Race Relations Act made it illegal for discrimination against someone based on their ethnicity

- Setting up the Equality and Human Rights Commission to monitor laws on discrimination

**English:** English Literature and Language non-fiction texts reflecting the literary heritage and texts from different cultures which explore a wide range of social, cultural, spiritual, political and historical attitudes and beliefs.

**Maths:** At various points in the Schemes of Learning, pupils in all year groups will study Mathematics from different cultures including the origins of Pythagoras, the Fibonacci numbers in work on Sequences, and tessellating patterns and symmetry. Student code of conduct. Good working relationships in the classroom and around the school which promote effective learning.

**History:** All topics provide opportunities for students to learn about different values and beliefs. The history curriculum embeds how all students must respect all cultures and faiths and celebrate diversity in the wider world. Curriculum lends itself to issues of tolerance and persecution through the study of topics such as the Slave Trade, Civil Rights Movement, Race relations in Britain and the Holocaust. Students also study the treatment of disabilities through time as well as learning about the struggle for equal rights such as the LGBT community.

- All KS: Exploring culture - Literature and Music from different cultures are studied in lessons.
- All KS: Performance etiquette: ensuring all are respected and their contributions valued.

**Geography:** Students develop a real sense of the wider world in Geography. They firstly recognize the importance of different communities and cultures around the world. Students recognize that there are different ways of living and that different cultures should be respected and celebrated throughout the world. During the population unit in year 8, students are also exposed to the importance of migration in this country and understand the advantages that migration brings. In year 11, students also assess the impacts of migration on the characteristics of London (year 11, unit 1). Students have the opportunity to visit Kenya to promote harmony and tolerance between different cultural traditions. They will spend time in camp with local people who will teach them local traditions and ways of life.

**MFL:** Covered in every topic from Year 7 onwards - all topics offer a comparison with the UK to a Spanish/French speaking country. Pupils are encouraged to discuss the differences and celebrate diversity.

Trips abroad are an integral part of the extra curricular activities of MFL.

**Business Studies:** As part of our study of the economy we look at the role migration plays in our economic growth, this allows students to appreciate the value people from other countries play in our economy.

**Art & Design Technology:** Textiles – Yr8 project looking at British Culture and British designers. Art and Design – Pop Art research in year 8, focus on American. A level Textiles looks at printing and dying from a variety of cultures as well as weaving such as the back strap loom.

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

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

**PE:** Through discussion of where some sports originate from students come to understand and appreciate the history, heritage and wide ranging cultural influences that have helped to develop football, cricket, tennis etc.

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

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

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

**PSHE & Citizenship:** Y7 Respecting differences and working together; Y8 Impact of and responses to traumatic events, human rights; Y9 Explore issues related to terrorism, tolerance and being a refugee; Y10 Free press and the freedom to protest

**Music:**

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

**Drama:** KS3 students explore the theme of bullying and create a “Theatre in Education”; students are encouraged to research current affairs and issues spanning their own and other cultures. KS4 students study a range of practitioners and styles created and influenced by different cultures e.g. Augusto Boal and Theatre of the Oppressed.

**Dance:** At KS3 pupils study and appreciate a range of styles and cultures. Through discussion, this allows pupils to understand where different styles came from and how different heritages and history influence that style. In addition, at GCSE pupils study a range of choreographers and works from different cultures such as; A Linha Curva- Brazilian Culture. All KS: Performance etiquette: ensuring all are respected and their contributions valued.

***Use teaching resources from a wide variety of sources to help students understand a range of faiths.***

**RE:** Key Stage 3: Multifaith issues, World religions, Islamophobia

KS4: Catholic Christianity and Judaism

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

**Maths:** Values such as respect, tolerance of other opinions and positive criticism are embedded in Mathematics. An underpinning drive to develop students who are resilient, respectful, determined and respectful in Mathematics creates a positive set of values to apply to all areas of life.

**History:** Resources in lessons such as scripts, new reports, case studies, maps, memoirs, survivor’s accounts/testimony (e.g. Holocaust survivors) and contemporary sources allow students to understand a range of faiths throughout historical periods and how different faiths how been interpreted through time.

**Geography:** Resources in lessons are based on a wide range of sources, such as maps, graphs and numerical data. This is based on a wide range of geographical information which is important to them understanding the world around them, including ethnic, cultural and demographic information. Local cultures and beliefs are frequently included in resources to broaden students horizons, eg attitudes towards population (year 8, unit 2).

**MFL:** Catholic faith in Spain - Easter/ Christmas celebrations.

**Business Studies:** Cross curricula links with RE when we study the ethical side of Business.

**Art & Design Technology:** Food- look at the special dietary needs of people from faiths around the world. GCSE design technology NEA coursework presents overseas aid projects.

**Media:** We look at representations of different groups through the study of newspapers/magazine/advertising/TV/Music/Radio and gaming.

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

**Music:** Music features at many religious occasions in school.  
KS3: Gospel music's role in the development of the Blues is studied.  
KS4: Studies include the role of sacred music.

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

**Dance:** At GCSE level, pupils study a variety of works which help students to understand a range of faiths. For example; Shadows studies the faith of Jewish and the impact Hitler's Reign had on this faith.

***Acceptance that other people having different faiths or beliefs, gender, race or sexual orientation to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.***

**RE:** Changing Attitudes to Marriage & Family  
In the UK in the 1950's...  
-People were expected to only have sex after marriage.  
-People married young, in church, for life.  
-Families were husband and wife and children.  
- Homosexuality was a criminal offence.  
- Women used to get married younger as fewer had careers

#### Now in the UK...

- Most people have sex before marriage.
- Many couples live together (cohabit) rather than marry.
- The average age for marrying has increased enormously.
- Divorce is accepted as a normal part of life.
- The average age to get married is about 30.
- March 2014, homosexuals allowed to marry in UK.

#### Reasons for the Changes in Attitudes:

##### Family Life

- Due to more cohabitation there are more families where parents are not married.
- Increase in divorce has led to increase in re- marriage & more reconstituted families.
- More extended families as working parents rely on grandparents for child-care.

##### Homosexuality

- Medical research has shown homosexuality is normal so more people accept gay couples
- The work of gay rights groups has led to an acceptance of equal rights for homosexuals.
- More gay celebrities, confirming it is normal

##### How Roles of Men and Women Have Changed?

- In the 1850's women stayed at home and looked after the children
- In 1928 The Electoral Reform Act allowed women aged 21 the vote (same as men)
- In 1970 women received the Equal Pay Act
- In 1975 the Sex Discrimination Act made it illegal to discriminate against women in employment

##### However there are still some inequalities...

- In 2010 only 23% of MPs were female
- Although men are more active at home often women still are the most active with housework and children raising & society still often expects this

##### Why Attitudes have Changed

- During WW1 & WW2 women did the jobs of men (because the men were fighting in war), women did them as well as men changing general societies attitudes
- The UK followed other countries who were starting to show development of equal rights for women
- The Suffragette's worked to gain equal rights by showing that women wanted equal treatment
- The UN declaration of human rights after WW2 meant equal rights had to be accepted

##### Why the UK is a Multi-ethnic Society:

- The UK has always been a mixed society - Celts, Romans, Saxons etc., are all ancestors
- In 19th century the UK set up an overseas empire leading to black communities in UK
- After WW2 a shortage of workers led to many different cultures working in the UK
- The extension of the EU has led to an influx of Eastern Europeans
- One in five people in the UK are now from ethnic minorities

##### The Problems of Discrimination & Racism:

Racism =prejudice (to pre-judge someone) leads to acts of discrimination.

- Racially or religiously prejudiced employers will not give jobs to some races or religions
- Prejudiced landlords will refuse accommodation to certain groups
- Prejudiced teachers will stop certain groups achieving their potential
- Prejudiced police officers will discriminate against certain groups

Benefits of Living in a Multi-ethnic Society

- + People of different ethnic groups will form relationships and bring peace amongst groups
- + More progress will happen due to more people with different ideas
- + Life is more interesting with a greater variety of food, music and culture
- + A multi-ethnic society helps people to live and work in a world of multi-national companies and economic interdependence

The Effects of Discrimination & Racism

- If some groups feel they're being treated unfairly, they will turn against society = violence & discrimination
- Some politicians believe some young black people turn to crime due to lack of opportunities because of discrimination. E.g. the 2011 London riots
- Racism and discrimination can lead to groups forming like the BNP that stir up hatred.

**English:** At A level: The Handmaid's Tale; The Great Gatsby, Feminine Gospels, The Winter's Tale, A Streetcar Named Desire, The Yellow Wallpaper. At KS3/4: Of Mice and Men, An Inspector Calls, The Sign of Four, To Kill A Mockingbird, Trash, A Midsummer Night's Dream, Romeo and Juliet, Macbeth.

**Maths:** Mathematics can be used to challenge extremism in particular through the use of statistics. This might include use of government migration figures to challenge inaccurate claims made about immigration levels in the UK.

**Science :** The importance of open-mindedness is encouraged throughout all Key Stages in Science, with students frequently being asked to see topical issues from different viewpoints to help guide their conclusions. Class debates used to prompt discussion and allow students to see different points of view.

**History:** In all key stages, History explores a range of social topics that allow students to understand and assess reasons why persecution and prejudice has taken place throughout different eras. Promoting and celebrating diversity and the importance of tolerance is a fundamental feature in all history lessons where students develop a deeper understanding of society and are inspired to make a difference in the wider world where acceptance, respect, and empathy are central to everyday life.

KS3: the Reformation, the rights and status of women through time, the Slave Trade, the Civil Rights Movement, persecution of minorities in Nazi Germany, the Final Solution and analysing the different treatment of minorities after liberation (e.g. in some cases gay men would have to go to prison as homosexuality was a criminal offence after WW2), the struggle for equal rights in the 20<sup>th</sup> century

KS4: Elizabethan treatment of religious differences and the poor, Nazi persecution of faiths and minorities.

KS5: Students study the Civil Rights Movement with a further focus on the treatment of Black-American in the Vietnam War. Students also complete academic research on the responsibility for the Final Solution.

**Geography:** Diversity is celebrated in Geography. The importance of tolerance is promoted throughout the Key Stages, with students frequently being asked to see issues from different perspectives to help guide their judgments. For instance, the importance of culture is celebrated in the 'development' unit (year 7, unit 3) and in

'population' (year 8, unit 2). Geography exposes students to a wide range of people from different cultures, faiths, beliefs and backgrounds and helps to engender a spirit that all people should have the same opportunities. At key stage 5 students investigate the importance of equality in the management of cities, in which a greater focus on fairness is explored.

**MFL:** Covered in every topic from Year 7 onwards - all topics offer a comparison with the UK to a Spanish/French speaking country. Pupils are encouraged to discuss the differences and celebrate diversity.

**Business Studies:** In Business the study of employment law and our ethical unit of work enables students to accept that everyone in our society has rights and these rights should be protected.

**Art & Design Technology:** Food – discussion of reasons why people decide to follow certain diets. Design Technology studies ethics within the manufacturing industries including textiles industry and the impact of working conditions and the rights of workers. Study of Fairtrade. Photography and Art , year 7 identity project. GCSE and A level students set their own personal investigations and identity , gender and sexual orientation are topics that are regularly explored.

**ICT:** Alan Turing, leading British Computer Scientist and World War 2 Code Breaker. Prosecuted for being homosexual in the 1950s, received a posthumous pardon in 2013.

**Media:** We look at the LBGTQ community in year 13 through Attitude Magazine and The Big Issue. Islamophobia is also studied and how this is represented through the press. FGM is touched on through the study of magazines at GCSE.

**PE:** School behaviour policy of respect, responsibilities and relationships is promoted highly in PE. In PE lessons students are taught that all are equal. There is no 'I' in TEAM. Every member of the group has an equally important role to play for the group to be successful. Tolerance and acceptance of different faiths and beliefs that maybe displayed through variations of PE kit eg habib, and understanding and tolerance of how different religious festivals eg Ramadan may affect some pupils in PE.

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

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

Armistead (LGBT) and Brook deliver sessions on diversity

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

British Red Cross Refugee workshop

Y7-9 Bullying including what is a hate crime

Y10 Challenging racism and discrimination; Being a refugee

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

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

All KS: the wide range of music students listen to, perform and compose are always respected and an openness to & appreciation of a wide range of styles is promoted. Stereotypes are discussed and avoidance of such mindsets promoted, e.g. in pre-judging musical tastes or the types of instruments people might play.

**Drama:** Year 8: Students study "Theatre in Education" in which they give moral meaning to an issue relevant to their society. Year 9: Students study "Bertolt Brecht" and create an original piece of Theatre reflecting the political climate of the time. KS4: Students create original Theatre from a stimulus set by the exam board; themes often explored include identity, human rights, discrimination, terrorism, displacement and homelessness.

**Dance:** At all KS3, pupils are encouraged to appreciate all styles and ideas. In addition Component 2 (Theoretical Element) allows the pupils to study different professional works;

- Shadows, Christopher Bruce- Nazi Germany, Holocaust and Hitler's Reign
- Infra- London 7/7 bombings
- Emancipation of Expressionism- freedom, your right to express your individuality.

**Additional information:**

***SMSC and British Values in Mathematics***

Spiritual Development in Mathematics

Spiritual education involves the awe and wonder of mathematics that is shown to children. Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Spiritual Development ... How?

Developing deep thinking and questioning the way which the world works promotes the spiritual growth of students. In Mathematics lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data enable students to make sense of vast amounts of data available in the modern world around them. Sixth Form students are able to extend this knowledge through the study of Statistics. Sequences, patterns, measures, and ultimately the entire study of Mathematics was created to make more sense of the world around us and we enable each of our students to use Mathematics as a tool to explore it more fully.

*Examples of Spiritual lessons in mathematics:*

1. The development of pattern in different cultures including tessellations such as Rangoli designs
2. Fibonacci pattern

Moral Development in Mathematics

The moral development of pupils is an important thread running through the entire mathematics syllabus. Students will work on various projects using Mathematics in real life contexts, applying and exploring the skills required to solve various problems. Projects can include using proportional reasoning and data handling to determine how to compare water resources and which country is most in need, and applying their data analysis skills in a real-life context in projects on the conservation of the rainforest or saving baby kangaroos.

Moral development ... How?

Moral education concerns the use and interpretation of data that is becoming more prevalent in society. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.

*Examples of Moral lessons in mathematics:*

1. Pupils conducting an opinion survey on a moral issue
2. Pupils to have an awareness of sexist, stereotypical bias in materials – for worksheets to include female builders, male secretaries etc.
3. Why learn Algebra?
4. Population density – using the law in China for the number of children a family are allowed

Social Development in Mathematics

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of Mathematics lessons.

Social development ... How?

Social education in Mathematics concerns pupils being given the opportunity to work together. Experimental and investigative work provides an ideal opportunity for pupils to work collaboratively. Mathematics also allows children to apply their own intuitive feelings and check these against what they have learnt in order to make more sense of the world.

*Examples of Social lessons in mathematics:*

1. Discussion and debate on the use and abuse of statistics in the media
2. How mathematics is used to communicate, eg. climate change
3. Active revision days
4. Mathematics challenges and competitions
5. Questionnaires to gather data in order to test hypotheses
6. Collaborative learning through projects – Smarties, Olympics, Wimbledon project, holidays etc.

Cultural Development in Mathematics

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. It is important to encourage the teaching of various approaches to Mathematics. We also explore the Mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel are also important life skills students will learn.

Cultural development ... How?

Cultural education concerns the wealth of mathematics in all cultures and the opportunities pupils are given to explore aspects of personal culture and identity through mathematics.

Recognition is given to symmetry patterns, number systems and mathematical thinking from other cultures.

*Examples of Cultural lessons in mathematics:*

1. Investigate different number sequences and where they occur in the real world
2. Discussion on the cultural and historical roots of mathematics, such Pythagoras' theorem
3. The use of mathematics in cultural symbols and patterns
4. Mathematics is a universal language

5. The use of exchange rates for foreign travel

Summary

Spiritual	Coping with problems and puzzles, confidence in helping others and asking for support.
Moral	Hypotheses testing, group work, investigations and questionnaires and surveys analysing smoking, birth rates, death rates etc.
Social	Use of mathematics in the financial industry, working with others to solve problems.
Cultural	Influence of other cultures on mathematics eg. Arab societies, Islamic patterns in the history of mathematics and tessellations

