

Liberty Academy British Values Statement

Appendix 1

How we promote these values through the taught curriculum

Democracy

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

	KS3	KS4
Animal Care	Students learn about the rule of law in terms of animal welfare legislation and how it applies to the care of animals in society. Also covers how legislation is changed.	Students learn about the rule of law in terms of animal welfare legislation and how it applies to the care of animals in society. Also covers how legislation is changed.
Art & Photography	Pupils are encouraged to work as teams to agree on a selection of outcomes that could be worked towards, ideas are then built on from these initial thoughts. Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.	Through the construction of compositions, pupils are given an introduction into how a design can affect the viewer. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.
Business		Business: Students investigate business ownership and how they are designed to help improve society. Students learn about Democracy and Parliament in Financial education. Students learn about government legislation and how they impact on society.

ICT	There is promotion of British ethos and values through the presentation work where students will evaluate the values in society and the things that people are proud of in their home city and study, discuss and evaluate reasons for people to visit our area of Hull	
Citizenship		The role of people in democracy, importance and relevance of voting. Pressure groups and the media. How we are governed. How laws are made. Formation of governments. Discrimination on many levels, immigration. Policies, laws and organisations(local to global) that impact on citizenship issues.
Criminology		
Drama	We discuss a range of social status/classes in plays selected for study (Blood Brothers/Titanic/Blood Brothers). Students are encouraged to comment on how these themes are represented within society today and have to use improvisational skills to interpret them in group tasks.	We discuss a range of social status/classes in plays selected for study (Blood Brothers/Billy Elliott). Students are encouraged to comment on how these themes are represented within society today and have to use improvisational skills to interpret them in group tasks.
English	We discuss different social stratas in Chaucer and Shakespeare studies; we also look at right of man in our poetry studies	Poetry study encourages students to consider moral and social issues and debate, as does study of Blood Brothers and Christmas Carol. Democracy is discussed in detail when considering contextual factors within set texts. Discussion and debate regarding these issues is commonplace

Film		<p>Promoting fundamental British Values as part of GCSE Film studies to ensure that all our pupils have a broad understanding of others beliefs, combatting discrimination and having a mutual respect for all .</p> <p>Films selected for study incorporate a wide range of representations as well as ideologies from a range of cultures and time periods such as South Africa (apartheid and post apartheid), Japan, 1950s, 1980s as well as the Iraq war. Understanding. Cultural contexts are one of the assessment objectives.</p>
Food	<p>Promoting fundamental British Values as part of our Food and Hospitality lessons ensures that all our pupils have a broad understanding of how food can influence an appreciation and freedom of others beliefs, combatting discrimination and having a mutual respect for all future needs. Basic legislation like food labelling in KS3 is taught and why this was introduced as part of our societies needs.</p>	<p>Promoting fundamental British Values as part of our Food and Hospitality lessons ensures that all our pupils have a broad understanding of how food can influence an appreciation and freedom of others beliefs, combatting discrimination and having a mutual respect for all future needs. Basic legislation like food labelling in KS3 is taught and why this was introduced as part of our societies needs. Further legislation is introduced at KS4.</p>
Geography	<p>Students investigate the UK's role within Europe, the EU and a wider global context. Students are encouraged to reflect on their own behaviour and actions in society eg; Stewardship, environmental responsibility.</p>	<p>Students investigate the UK's links with other countries and its role within a wider global context. Students are encouraged to reflect on their own behaviour and actions in society eg; Stewardship, environmental responsibility.</p>
Government & Politics	n/a	n/a

Graphic Communication	Pupils are encouraged to work as teams to agree on a selection of outcomes that could be worked towards, ideas are then built on from these initial thoughts. Ideas are shared and collaborative learning is encouraged in order to collectively attain an understanding enough to answer a brief appropriately.	Through the design of logos and branding, pupils are given an introduction into how a design can affect a customer's thoughts on the product, or what meaning could be behind the design. Pupils are given the chance to explore and design their own brand, in accordance to a brief, to impact on society or a community. Pupils are also encouraged to work as a team or in groups to collectively share ideas towards a final development.
Health & Social Care	N/A	N/A
History	Students study the evolution of the British Constitution in Yr 7, including signing of the Magna Carta. The extension of the franchise is studied in year 8 during Votes for women and industrial revolution topics. It is also covered in year 9.	Students investigate Britain's part in the Cold War; learning about different socialist societies compared to Western capitalist countries. Students study the extension of the franchise as causes for reform and government action in Medicine unit
Law		

Maths	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.
MFL		GCSE topics discuss social issues eg homelessness, fair trade, ethical shopping and a specific unit focuses on where they live, and environmental problems, students discuss how they could make small gestures to improve their surroundings and look after their planet for the future. CULTURAL issues occurring in France eg elections, immigration issues and overseas territories are discussed to widen the scope and awareness of students.
Music	Promotion of Music creating a sense of Community, having an input in performance and listening activities and respect for each others musical contributions.	
MVE	Students get the opportunity to have their opinions heard amongst peers when discussing topics and current issues. Students are encouraged to have their say, often this is seen through feedback, peer and self assessment tasks within lessons.	Trade union pressure to introduce health and safety laws and employment protection laws. Businesses which want changes to legislation to make it easier to trade. Directly linked to CAMS online assessment.

PE	Pupils know how to behave in PE in a way that is acceptable socially. Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers. Pupils can work individually and in teams and make informed choices. Pupils are fully engaged in all lessons.	
PSHCE	Throughout every PSHCEE lesson pupils are taught to take responsibility for their behaviour and that their behaviour has consequences for themselves personally and others as well. Pupils look specifically at roles in society and making a difference in their world in the 'Celebrating Difference' strand of the PSHCEE curriculum.	In Y10 pupils study their environmental footprint, cultural norms and political influence in society through the 'Being Me in My World' strand of learning.
RE	Students are held to account for their behaviour in all lessons and have the opportunity to address how they can positively contribute to society through the units on Ethics. Students' opinions are always heard and encouraged through discussion.	In the Ethics component students learn about the choices we all have to make that can contribute both positively and negatively to society. Students' opinions are always heard and encouraged through discussion.
Science	The expectations of behaviour are reinforced within science throughout KS3, particularly during practical investigations. Pupils are taught about how scientific discoveries have been made in the past, involving collaboration between different scientists.	Pupils study a range of topics which cover such things as stem cells, climate change & sustainable use of resources. Students learn about how drug trials take place and must be fully authenticated in the UK, and how independent trials have to take place along with peer review by the scientific community.

Scholarship	As part of the Scholarship programme, students have the opportunity to voice their opinion and views and if they ever had any concerns to a wide variety of support networks, including BSOs, tutors, Heads of House, our wellbeing officer and the Scholarship team. From a sporting perspective, students identify areas of strength and weakness during team talks and develop strategies to improve their performance.	
Sociology		

The Rule of Law

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

	KS3	KS4
Animal Care	Students are taught the right way to care for animals. They discuss the ethical and moral responsibilities animal owners have.	Students are taught the right way to care for animals. They discuss the ethical and moral responsibilities animal owners have.
Business	Data protection and GDPR. Copyright law.	Business: Students will learn about aspects of employment and consumer law. They will also learn about copyright law and Health and safety legislation and the implications on individuals, business and society. Limited/unlimited liability is taught when looking at different types of businesses.

ICT	Students will know of different legislation, most importantly the laws around copyright and will be aware of this as they use Internet research to complete their tasks within their presentations. Understanding of being able to use images for school purposes but that this will not always translate into future work life as the laws will be slightly different and knowing when referencing is important a task to carry out.	In ICT students area taught about the Computer Misuse Act, Data Protection Legislation, Health and Safety Legislation and the Copyright Designs and Patents Act.
Citizenship		Civil & criminal law. Law making, pressure groups & the media. Sentencing and the criminal justice system
Criminology		
Drama	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience.	Rules surrounding rehearsal disciplines, audience skills and ability to contribute to a group performance through speaking and listening skills being adapted upon. Students learn the appropriate way for behaving during performances and how to also be a respectful member of an audience

English	Blake's poetry; KS3 Paper 2 exam preparation covers this as part of Q5; Novel study	Students studying Blood Brothers and Christmas Carol analyse the impact of social stratification and class - this will form the basis of many discussions regarding the moral implications of class inequality
Enrichment (KS5 only)		
Film		Legislation is covered in censorship and classification. Morality is covered continuously through as we analyse the actions and consequences that characters face after choosing certain behaviours in all media and film courses. We also study binary oppositions which are all founded on the right v wrong opposition.
Food	Learn basic Hygiene and food safety Laws.	KS4 Hospitality and Catering students learn about the importance of the Health & Safety Regulations & Food & Hygiene Laws.
Geography	Students investigate laws such as those governing environmental issues such as the Antarctic Treaty and deforestation laws. Students also investigate the rights and wrongs of global practices e.g Fair trade and resource trading.	Students investigate laws such as those governing environmental issues like the Antarctic Treaty and deforestation laws. Students also investigate the rights and wrongs of global practices e.g Fair trade and resource trading.
Government & Politics	n/a	n/a

Health & Social Care	N/A	N/A
History	Jack the Ripper focus on Policing, rule of law and its development. Slavery unit consider impact of laws and consequences for society of changes in law	covered in Nazi Germany unit
Law		
Maths	The school rules are consistently enforced in all lessons. Students are provided with opportunities to rectify their behaviour it is necessary.	The school rules are consistently enforced in all lessons. Students are provided with opportunities to rectify their behaviour it is necessary.

MFL	Students are trained to create an environment which encourages and nurtures through routine - linguistically they do not have the linguistic competence to tackle this through topics, however they begin to learn the importance of following rules in grammar and apply these rules accordingly.	Students build upon their language to consider which school rules are fair and which they consider to need improving - they suggest rules which would improve the school with justifications. Students consider consequences through the introduction of 'Si' clauses... what would happen if / would have happened if...
Music	Rules surrounding rehearsal disciplines, audience skills and care and maintenance in the looking after musical instruments. Students learn the appropriate way for behaving around musical instruments and the respect that they must hold towards them.	Students creativity is driven by the choices they make. They are encouraged to make choices that are right or wrong in the composing and to fit the appropriate genre from which they compose Music.
MVE	As part of motor vehicle studies courses as in other vocational courses the importance of Health and Safety legislation will always be taught.	Discussion of employment rights will also present a perfect opportunity to discuss employment law and how it impacts on employees.
PE	PE has a strong focus on teaching the students about rules, sportsmanship, etiquette and fairplay. In every lesson students abide by the rules and regulations both for the sport and health and safety expectations. Gaining a good understanding of the rules allows the students to understand consequences such as fouls, penalties, cautions and red cards. Understanding and applying these within sport allows students to understand consequences within their own lives.	

PSHCE	<p>In the 'Celebrating Difference' piece of the PSHCEE curriculum pupils study protected characteristics, race and religion and recognising prejudice.</p> <p>Pupils study aspects of the law when looking at drugs and alcohol in the 'Healthy Me' element of the curriculum.</p>	<p>Pupils study protected characteristics, recognising prejudice, intolerance and extremism and recognising equality in the 'Celebrating Difference' piece of the PSHCEE curriculum. Substance abuse and alcohol abuse as well as consumer rights are studied in Y10 and Y11. Pupils are taught about what is right and what is wrong in every aspect of the PSHCEE curriculum and every lesson and it is an integral part of the subject.</p>
RE	<p>Students are taught that there are many rules in society, academic, religious, state etc. and that there are consequences for those that should be following them if they do not. Discussions are encouraged around what we believe to be right and wrong both morally and spiritually.</p>	<p>The Human Rights unit is where the students are given the opportunity to discuss right from wrong in terms of humanity and themselves, but also to learn the laws that support us as individuals. Religious laws as well as state laws are taught. The Good and Evil unit covers the consequences of following the law and in breaking the law.</p>
Scholarship	<p>The rule of law is applied throughout the fundamentals of the Scholarship programme when strictly following the academy behaviour policy and sanctioning students in accordance with this. From a sporting perspective, this principle is applied through the consistent application of rules and fair play within game situations. Students fully comprehend that the referee or umpire's decision is always final and the official should never be challenged. When joining the Scholarship programme, students are required to sign our code of conduct which is their agreement to follow all rules and expectations which are set by the programme. If this is not abided by, then students are fully aware that they will be removed from the programme if improvements are not displayed.</p>	
Science	<p>Pupils are regularly questioned on what rules they should follow to ensure they are safe during experiments. The importance of these rules is emphasised, and pupils are taught that these rules are there for a reason. Pupils are taught about smoking, health and drugs and laws regarding these.</p>	<p>Students are encouraged to make decisions and suggest ideas, as long as they can justify them using their understanding of science or reasoned opinions.. The students must also learn to respect the opinions of other students in their learning.</p>

Individual Liberty

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

	KS3	KS4
Animal Care	Students are taught to understand that they have the right to own animals but that the choice to do so must be informed and in the best interest of the animals they will be caring for rather than solely for their own personal enjoyment.	Students are taught to understand that they have the right to own animals but that the choice to do so must be informed and in the best interest of the animals they will be caring for rather than solely for their own personal enjoyment.
Art & Photography	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. -- Pupils encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.
Business		Business: Students learn about businesses and individuals paying taxes, how they contribute to society and the role of everyone as a stakeholder in society. Students will know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Students will learn about their rights as consumers.
ICT	The students know and learn about the need to explore safely and to know how to stay safe online. Students explore the effects of cyberbullying and data safety. Students learn to know how to have the freedom of the Internet without putting themselves at risk.	IT: students will create a user interface for a specific audience. Students will explain how two different interfaces meet/do not meet the requirements of corresponding users

Criminology		
Drama	Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership within group tasks (in director style roles) provides the students with opportunities to develop their communication and thinking skills. Within lessons students are placed into director style roles which demand a whole range of different skills.	Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership within group tasks (in director style roles) provides the students with opportunities to develop their communication and thinking skills. Within lessons students are placed into director style roles which demand a whole range of different skills.
English	Creative writing modules	When studying texts that deal with issues such as feminism, social class and crime, students will actively engage in discussion and critical writing that explores social liberty and morality.
Enrichment (KS5 only)		
Film		Students are taught about self discipline and resilience. We reward positive contributions within lessons and students are encouraged to self-reflect in each lesson particularly after assessments.
Food	KS3 students are taught about good food choices. seasonal food choices and vegetarianism.	Students are taught about sustainability, Carbon Footprints, Food wastage and 3 R's and Seasonality. How to make good food choices for their health and other peoples.
Geography	KS3 students are taught about basic environmental stewardship and safety in terms of resource use.	KS4 students are taught about basic environmental stewardship and safety in terms of resource use.

Government & Politics	n/a	n/a
Graphic Communication	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas. -- Pupils encouraged to express their individuality when producing outcomes and are celebrated for thinking differently.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well. Furthermore, pupils are encouraged and celebrated for developing and presenting individual and personal thoughts, ideas and outcomes when progressing through a topic or project.
Health & Social Care	N/A	N/A
History	Studied in Year 8	Studied in Medicine Through Time Unit in C20th medicine and the provision of the Welfare State and personal responsibility for lifestyle factors.

Law		
Maths	Pupils are encouraged to make mistakes so that they are able to learn from them. Staff provide a template and structure for pupils and from here they are supported with following their individual lines of enquiry with a problem	Pupils are encouraged to make mistakes so that they are able to learn from them. Staff provide a template and structure for pupils and from here they are supported with following their individual lines of enquiry with a problem
MFL	Students complete a variety of tasks which necessitate them working in pairs or groups, making choices on how they tackle tasks together. A culture of support is nurtured in lessons so that students feel comfortable in participating actively and grow more confident.	Students complete a variety of tasks which necessitate them working in pairs or groups, making choices on how they tackle tasks together. A culture of support is nurtured in lessons so that students feel comfortable in participating actively and grow more confident.
Music	In the Blues, students look at Blues music, origins in slave trade and the work songs that grew out of this. Students are able to choose their own part to learn and acknowledge their own personal contributions resulting from this.	
MVE	Learners will usually have considered what their options were and selected from them before they chose their course, or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course	Learners will usually have considered what their options were and selected from them before they chose their course, or apprenticeship. They will also have choices to make while they take their current qualification and they will often have choices to make as they consider further education, training or careers after completing the apprenticeship or course

PE	<p>Students are taught about self discipline and resilience. We encourage these aspects which in turn helps students develop a positive growth mindset and begin to understand through work and persistence anything can be achieved. Leadership provides the students with opportunities to develop their communication and thinking skills. Within lessons, students are placed into leadership roles which demand a whole range of different skills. Students in KS4 are provided with opportunities to take part in leading such as the Youth sport trust initiative, or umpiring tournaments and are involved in sports days.</p>	
PSHCE	<p>Roles in society, social mobility, self monitoring, legislation and young people in the workplace are all studied at KS3 through the 'Celebrating Difference' and 'Dreams and Goals' strands of the PSHCEE curriculum. Protected characteristics and individuals roles in society are also studied throughout Y7 and Y8. Internet safety is monitored through our internet safety officer as well as studied in the 'Relationships' segment of the curriculum.</p>	<p>Individuality in relationships, healthy attitudes on sex and healthy relationships are studied in Y10 and Y11. Pupils are encouraged to reflect on their individual right to make their own choices and forge their own way through life. Consent and saying no is also studied in the 'Relationships' strand of the curriculum. Throughout the whole of the PSHCEE subject pupils are taught to know, understand and exercise their rights. This is taught in a safe and supportive environment of our school.</p>
RE	<p>All RE classrooms are a safe environment to discuss contentious issues and to have the freedom to voice opinion whether it is popular or not. Students are encouraged to stretch themselves and push boundaries with their thinking and challenge of each other.</p>	<p>All RE classrooms are a safe environment to discuss contentious issues and to have the freedom to voice opinion whether it is popular or not. Students are encouraged to stretch themselves and push boundaries with their thinking and challenge of each other. Our Human Rights unit also allows students the opportunities to discover what their rights and freedoms are, especially on freedom of speech and religious freedom.</p>
Scholarship	<p>Students are required to take full responsibility for their behaviour and actions when on the Scholarship programme. During lesson times, they may adopt various roles within lessons, such as leaders, coaches and referees for which they will have various roles and responsibilities. During Scholarship lessons, students will naturally develop vital skills such as dedication and resilience which will be transferable in their lives outside of schools. Our Scholarship motto is “pursue excellence and success will follow” which encourages students to strive to be the best they can be in all aspects of school life.</p>	

Science	Pupils are encouraged to make the correct choices during lessons in terms of behaviour and controlling their own learning. For example, by being self-evaluative and deciding what level of task to choose, when they are differentiated.	Students are taught about choice and responsibility in topics such as stem cell ethics & contraception. Students are equipped with the knowledge they need in order to make informed decisions in life.
Sociology		

Mutual Respect and Tolerance

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

	KS3	KS4
Animal Care	Students learn about the role of animals across different continents/societies.	Students learn about the role of animals across different continents/societies. They also visit organisations where they interact with a wide variety of people from different faiths, religions and cultures.

Art & Photography	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well.
Business		Business: Students are taught about how businesses trade with each other in the UK and other countries and respecting other people's cultures through marketing. They will have an understanding of a diverse market for products which leads to diversification. Also, students will have an understanding of discrimination legislation.
ICT	The students will undertake peer assessment, group and shared, paired work that allows them to hone their social skills and to learn boundaries, rules and limitations of their social groups both in the classroom and outside of it. Students learn about the society and the demographics that they live in and also learn to embrace diversification and to be tolerant of other people's needs and requirements in school and in the area they live.	In ICT students are taught about how different symbols and colours may have different meanings in different cultures. To what extent both user interfaces meet specific user needs and support users with different accessibility needs, skill levels and demographics.
Citizenship		Living together in the UK, community, roots & migration. Discrimination and the law
Criminology		
Drama	Discussions and in-class debates on topics such as the social class system (Blood Brothers), equal rights for women (Charlotte Dymond) bullying (Terrible Fate of Humpty Dumpty) which educate students on a range of different factors affecting day to day life. Students are also taught to develop empathy through the use of performance skills, and demonstrate these skills in group improvisation tasks. Students are encouraged to make sensible choices in lessons and to take ownership of their learning, especially when in the role of a director. Students demonstrate this by managing themselves well whilst in the working environment.	Discussions and in-class debates on topics such as the social class system (Blood Brothers) and equal rights (Billy Elliott) educate students on a range of different factors affecting day to day life. Students are also taught to develop empathy through use of performance skills, and demonstrate these skills in group improvisation tasks. Students are encouraged to make sensible choices in lessons and to take ownership of their learning, especially when in the role of a director. Students demonstrate this by managing themselves well whilst in the working environment.

English	Discussions and in-class debates on topics such as animals rights, the death penalty and prison systems. We also look at the treatment of children across history in poetry and non-fiction studies	Christian values form a basis for many English lessons, such as when examining the values Dickens promotes in Christmas Carol or exploring prejudice and discrimination in Blood Brothers
Enrichment (KS5 only)		
Film		Tolerance and respect are instilled through a classroom ethos of mutual respect to all viewpoints and everyone has the right to an opinion. The moral compass of different film characters is addressed routinely.
Food	Students are shown and taught how to behave appropriately in a Food lesson and as teachers, we show them what a good role model may look like by following examples. In the classroom, students are taught respect and tolerance by holding discussions in the lesson, group work, peer work. They are taught in practical lessons various multicultural dishes as well as traditional dishes.	Students are shown and taught how to behave appropriately in a Food lesson and as teachers, we show them what a good role model may look like by following examples. In the classroom, students are taught respect and tolerance by holding discussions in the lesson, group work, peer work. They are taught in practical lessons various multicultural dishes as well as traditional dishes. In Food lessons, students are also taught the different dietary differences between different cultures and religions and how to prepare and cook food.
Geography	Students at KS3 explore religious elements in Africa. They also explore the consequences of the loss of religious buildings from natural hazards. They explore other cultures e.g: the Maasai and are encouraged to compare lives to their own.	Students at KS4 explore other cultures during many topics across the specification e.g: Rio de Janeiro and are encouraged to compare lives to their own.
Government & Politics	n/a	n/a
Graphic Communication	Good work celebrated. Mistakes encouraged and all pupils made aware of this. Positive atmosphere in not being negative towards anyone's work as experimentation with different media means different strengths in different areas.	Pupils are encouraged to work with a studio atmosphere and know that they can ask each other for help as well as the teacher. Respect for each others' work is always enforced and correct ways for giving feedback always evident. Pupils' work regularly used as examples to others' and celebrated when one or more has achieved well.

Health & Social Care	N/A	N/A
History	Expected in all class discussions. Emphasised in Slavery Unit when considering differing interpretations of the Abolition of Slavery. Boundaries and language considered when discussing Jack the Ripper topic. Emphasised in Holocaust Unit.	Expected in all class discussions. Discussion within Nazi Germany unit; analysis of attitudes to the poor in Medicine Through Time.
Law		
Maths	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.	The school policy in regards behaviour is enforced. Pupils are encouraged to positively contribute to the lesson and be respectful of the answers of other pupils. Pupils are encouraged to share queries and questions that they have and the class is supportive in reaching solutions.
MFL	Students encounter and explore similarities and differences between their own culture, traditions and lives and those of their contemporaries in countries where the MFL is spoken. They are encouraged to reflect on the pros and cons of different experiences such as school uniform as well as examining Christian festivities and looking at how it is studied in France and Spain. In Chinese, spiritual festivals are explored and in all MFL, students are encouraged to consider daily routine, expectations and food of a typical person in the country studied. Pupils develop real understanding of different cultural identities and are encouraged to share this information with caregivers at home.	Pupils build on knowledge acquired in KS3 and use their increased knowledge of the French language to discuss more complicated themes eg qualities of a good friend, opinions of the French secular society as well as discussing opinions on personal choices. The nature of MFL is that students must be given the opportunity to speak, which for many is very daunting - students demonstrate respect for each other, listening and developing a culture of mutual support and understanding to positively appraise and assess each other's work and suggest improvements.

Music	Develop empathy with different Music and its diversity from around the world and the culture that the Music was created in. This is done through looking at African Drumming Music, Samba Music, Blues and Western Rock/Pop Culture.	Students get to listen and appraise positively and critically each other's work demonstrating respect and diversity whilst appreciating choices made in the composition process.
MVE	Student or apprentice code of conduct, conforming to employer expectations and employee responsibilities.	Good working relationships and client service. Compliance with the Equality duty both with colleagues and customers in the workplace.
PE	Students are encouraged to make sensible choices in lessons and to take ownership of their learning, especially when in the role of a leader. Students demonstrate this by managing themselves well whilst in the working environment. Ensure warm ups and cool downs are also managed responsibly whilst in the area of other students. Students are encouraged to work in teams with a range of different students with the focus of managing prior opinions with the aim of securing a strong team bond. A range of social skills are required in PE lessons, this to interact positively with students from different religions, backgrounds and ethics, all in the pursuit to create a strong team bond. Students are taught to respect the leader / umpire during games and are encouraged to respect the calls and decisions made by the umpire despite their own opinion. During dance lessons students are encouraged to perform dances from different backgrounds and are encouraged to be accepting of all cultures.	
PSHCE	The 'Celebrating Difference' strand of the PSHCEE curriculum focuses on respect, mutual respect and tolerance through such topics as protected characteristics, race and religion, diversity across the world and challenging prejudice and discrimination. Pupils are taught to respect all races and religions regardless of whether they are similar or different to their own. Pupils are expected to demonstrate these values within every lesson, the whole school environment and in the wider community. Different cultural identities, faiths and beliefs are studied in the 'Being Me in My World' piece of the curriculum. Pupils spend time studying young people around the world and what diversity looks like, positive and negative language is also studied.	Cultural norms and prejudices are studied as is how and why diversity and difference occurs. Every PSHCEE lesson has a strong sense of our Christian Values and this is demonstrated in each lesson taught. Bullying, conflict and altruism are all studied at KS4 in PSHCEE. Pupils are taught to respect all races and religions regardless of whether they are similar or different to their own. Pupils are expected to demonstrate these values within every lesson, the whole school environment and in the wider community.
RE	Students are encouraged to listen to and respect each other's views and constructively argue against them when we evaluate questions. There are specific units that lend themselves to this such as Hinduism, Islam, Alternative Religions and Prejudice and Discrimination. All students are encouraged to share their cultural and religious experiences to enhance the learning of others and to promote cultural difference.	Students are encouraged to listen to and respect each other's views and constructively argue against them when we evaluate questions. Units that focus specifically on this aspect are Human Rights, Relationships and Good and Evil. All students are encouraged to share their cultural and religious experiences to enhance the learning of others and to promote cultural difference.

Scholarship	By being part of the Scholarship programme, students are consistently encouraged to demonstrate mutual respect and tolerance to all staff and students within the academy. In order to meet the expectations set by the programme, a demonstration of respect is absolutely paramount in all aspects of school life. In addition to this, high levels of respect are expected in a sporting environment, through the demonstration of sportsmanship and providing all individuals with equal opportunities.	
Science	Many KS3 science lessons provide the opportunity for discussion of how people's views differ. Examples include debating whether certain drugs should be made illegal, or debating whether money should be spent on space exploration. Pupils are encouraged to take on an unfamiliar persona and consider what their views would be. Students are taught about both key historical developments that have taken place in science as well as cutting edge science. These include discoveries from diverse scientists across the globe.	Science lessons offer the opportunity for discussion on how people of different backgrounds may view certain topics. Students are invited to share opinions and discuss ideas with their peers, using scientific evidence and understanding to back these up. Students are taught in a way that enables discussion & sharing with peers.
Sociology		

How we promote these values beyond the taught curriculum

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

Democracy – what do we do?

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

Rule of law – what do we do?

- Ensuring school values and expectations are clear and fair
- Using praise and reward to promote positive consequences, through the Conduct Card and Positive Referral system

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

Individual liberty – what do we do?

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

Mutual respect and tolerance – what do we do?

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