



*Living and learning together as a Catholic community in Christ.*

*Religion reason and kindness are at the heart of our ethos through education.*



## **ST MICHAEL'S COLLEGE BRITISH VALUES 2017 - 18**

As a Catholic College our mission is to allow the Holy Spirit, or 'spiritual', to articulate all that takes place in the College. Indeed, it is our faith which gives shape and meaning to our educational Christian ministry, so that pupils feel valued and loved, while reconciliation is at the heart of all our human relationships. Spiritual, moral, social and cultural values are central to the College's mission. Our philosophy therefore is that a College is shaped by people who:

- Learn together in a Catholic community.
- Aspire to academic excellence and success.
- Believe that there are no limits to a child's potential.
- Provide opportunities and challenges to encourage confidence, self-esteem and nurture individual talent.

Promote a love of learning; a love of Christ and finally a love of each other.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES

'The College's Catholic ethos underpins everything that it does. Students also learn about other beliefs and are strongly encouraged to show respect for the diversity of the local community and others...the curriculum strongly promotes students' spiritual, moral, social and cultural development'  
OFSTED 2013.

As of September 2014, all schools are required to promote the historical and current values that underpin the national identity known as being British and to actively promote those values through their curriculum. Our strong Catholic Ethos with its values of respect and concern for the students' spiritual, moral, social and cultural development, as identified by Ofsted, provide the foundation for the college delivery of these values.

### **Fundamental British values are defined as:**

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

This British values policy and the embedding of British values across the college, forms an essential part of the delivery of the Prevent duty: 'having due regard to the need to prevent people being drawn into terrorism' by ensuring that all students are valued as part of our community and that they are taught to respect the law, appreciate the views of others, engage with democratic ideas and practices and contribute positively to life in modern Britain. As such, the policy works alongside safeguarding and the Equalities Duty.

Both the broad and balanced curriculum and our Catholic ethos, create in our students a resilience to radicalisation and extremism.

### **How do we actively promote British Values at St Michael's?**

#### **Democracy**

- We provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes such as PSHE and citizenship.
- We use the Student Council and other elected roles to teach pupils how they can influence decision making through democratic process. The Student Leadership Team works to promote democratic viewpoints and ensures, by working with form groups, that everyone is able to and is expected to contribute to the life of the College.

- We include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RE at KS3, broadening to include Government and Politics, Business Studies, Law and Economics at KS4 and 5
- We encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world through our Charity Fundraising initiatives and awareness raising campaigns such as Christmas food bank donations and the shoe box appeal.

### **Respect the Rule of Law**

- We ensure College rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the College.
- We help pupils to distinguish right from wrong through discussion and modelling positive behaviour.
- We use our community Police officer visits to build an understanding of the local constabulary and their work to support the local community as well as to support student understanding of the rule of law.
- We help pupils to understand that the law and living under the rule of law is intended to protect individuals.
- We help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own College rules.
- Positive behaviour to and from College is reinforced through assemblies and by SLT presence on the key routes home, within a radius of the college.
- We actively promote civic institutions so that students value and appreciate the local government, the Health system, the Police and the Justice system, Social Services and Public transport.
- A level Law is offered as an option at key stage 5.

### **Individual Liberty**

- We support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge.
- Through our behaviour policy, we encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- We challenge stereotypes and promote individuality at every opportunity throughout the curriculum, modelled by staff and older students to set positive examples through the College.
- We work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated.
- We encourage students to make their own informed choices through our personalised options and transition systems between each key stage from 3 to 5.

### **Respect and Tolerance**

- We promote respect for individual differences throughout the curriculum and across all subjects as part of our Catholic ethos.
- We use Curricular and extracurricular opportunities for example in RE, English, History, Drama and Geography to expose pupils to British and other cultures, their ways of life and faiths to encourage and support pupils in growing their understanding and appreciation of these.
- Through assemblies and acts of worship, students are taught to respect the beliefs and faith of others. Lessons on euthanasia, family life, abortion and Human Rights actively support students in understanding other view points on these complex issues.
- A wide range of resources are used within lessons to stimulate debate and broaden student awareness of different ethical positions

- In the sixth form, the EPQ is used to promote respect and tolerance, alongside work within individual subjects, RE and assemblies.
- Within the delivery of the curriculum as a whole, students are challenged to think critically, manage risk and resist pressure to behave in ways or to accept opinions that are counter to the values that the college promotes.

**In summary:**

As a Catholic College, all staff and students at St Michael’s are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils not only to explore their own cultures and faith but also to understand how these align with British values and how we can work together as a community for the greater good.

**Reviewed June 2017**

**Signed:** .....  
**Chair of the Curriculum Committee**

**Date:**.....

**Signed:** .....  
**Chair of the Governors**

**Date:**.....

**Review Date: 2018**

**Appendices**

- British Values – Art & Design
- British Values – Business
- British Values – Computing & ICT
- British Values – D.T
- British Values – Drama
- British Values – English
- British Values – Geography
- British Values – History
- British Values – Law
- British Values – Maths
- British Values – Media Studies
- British Values – Modern Foreign Languages
- British Values – Music
- British Values – P.E
- British Values – Psychology
- British Values – R.E
- British Values - Science



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES ART & DESIGN

### **Respect Civil and Criminal Law**

Many of the lessons taught within the department allow for pupils to debate topics, giving personal opinions and are often asked to distinguish between right and wrong. In KS4 and KS5 pupils are required to create/submit portfolios of research based on a given topic or a subject of their own choosing. For example pupils in year 11 recently produced work that was an investigation into the legal and moral issues surrounding enforced marriages.

In year 8 pupils produce work influenced by street artists/ graffiti artists. Lessons allow pupil to discuss legal issues that arise.

School policy on behaviour establishes clear rules on rewards and sanctions.

### **Appreciate viewpoints of others on ethical issues**

Pupils from a variety of cultural backgrounds produce work that explores issues of identity at KS4 and 5. This is then shared amongst peers in group criticisms which broadens pupils understanding of cultural differences and teaches values of appreciating different opinions. Group criticisms have included discussions on the work of Jenny Saville and her approach to feminism, artists working practises and living conditions in Nazi Germany (Artist: Max Beckmann) and the impact of OCD on OCD sufferers (artist Stacey Pratt).

### **Acceptance and engagement with fundamental British Values of Democracy**

We actively promote the fundamental British values of Democracy, through:

- Listening to and respecting all students.
- Research on context that is political and personal and how it impacts on art work produced
- Personal expression by responding to Artists that is inspirational to the individual.

### **Contribute positively to life in Modern Britain**

Pupils are informed about how Britain has long been a pioneer of creativity and of new ideas, particularly in the areas of art, design and technology.

The department aims to organize visits to galleries where pupils can view artwork from Britain and from around the world. The department often submits pupils work into competitions. The Department investigates context as part of the curriculum and pupils are consistently investigating how artists contribute to modern Britain, and questions the value of what they do.



**ST MICHAEL'S CATHOLIC COLLEGE  
BRITISH VALUES BUSINESS and ECONOMICS**

**Respect Civil and Criminal Law**

All Business and Economics Students will study the rights of consumers and the standards of safety expected by Businesses and society. Students study the legal implications of:

- Consumer protection
- Employee rights
- The rights of consumers through selling

**Appreciate viewpoints of others on ethical issues All business and Economics students are taught about**

- Business ethics including fair trade and globalisation
- Scarce resources
- The effects of business activity on the wider world -Social costs and benefits of economic activity

**Acceptance and engagement with fundamental British Values of Democracy Students will be taught:**

- The role of trade unions and actions workers can take.
- The role of Government in supporting business activity
- Finance management and avoidance of debt.
- Employment, unemployment and underemployment.

**Contribute positively to life in modern Britain Students studying Business or Economics will be expected to:**

- Contribute to charitable organisations
- Celebration of key cultural days such as international Women's Day
- Putting St Michael's ethos into action
- Understanding how the economic cycle works and the roles individuals play within it.



**ST MICHAEL'S CATHOLIC COLLEGE  
BRITISH VALUES COMPUTING & ICT**

**Respect civil and criminal law**

**Students are taught about the legal implications of:**

- Downloading music/film from “free” sources
- Posting offensive material on social media
- Cyber-bullying
- Cryptography/Encryption
- Hackers

**Students learn about a range of laws relating to the use of IT and the internet:**

- Copyright, Designs and patents Act
- Data Protection Act
- Freedom of Information Act
- Computer Misuse Act
- Digital Rights Management

**Appreciate viewpoints of others on ethical issues**

**Students are taught about:**

- Online ‘netiquette’ – how to partake in the online community positively including how to respond to and debate with others in a respectful way
- How to be a respectful digital citizen

**Acceptance and engagement with fundamental British Values of democracy**

- Using online collaboration tools in Google docs to share students work and opinions
- How to select information from valid online sources that reflect different viewpoints and the disadvantages of relying on Wikipedia.

**Contribute positively to life in modern Britain**

**Students are taught about:**

- How to use the internet positively including social media
- The history of computing and the influence of key historical figures from the UK in the development of modern day technology.
- The dangers of the internet are highlighted to students and they are taught about what to do as regards to online safety.



ST MICHAEL'S CATHOLIC COLLEGE  
BRITISH VALUES DT

**Respect Civil and Criminal Law**

In the Design and Technology Faculty we encourage moral thinking. We make the students aware of material choices and the processes the materials have gone through in order to become available to us.

We celebrate successes and reward positive behaviour through competitions, rewards.

**Appreciate the viewpoints of others on ethical issues.**

We discuss fabric choice and manufacture, sustainability and deforestation, along with the ethical issues associated with food choice through all key stages. We also refer to the impact that advancing technology has on the environment for example how moral issues with regards to planned obsolescence.

**Acceptance and engagement with fundamental British values of democracy**

Cultural diversity in food tech we introduce pupils to dishes, cuisine, food culture and ingredients from around the world. The majority of the products manufactured in food tech are savoury but the pupils do manufacture both traditional British savoury and sweet products.

In Year 9 we celebrate British architecture with a clock inspired by prominent British landmarks.

**Projects contribute positively to life in Modern Britain**

Product design students have taken part in project Ventura run by the Design museum, which includes looking at the work of British Designers.

In textiles at KS5 we look at the impact British fashion designers have had on the changing face of fashion throughout the 20th century.

Through KS4/KS5 Product Design we investigate how British Design has evolved with advancements in technology and consumer lifestyle.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES DRAMA

Throughout the curriculum, students are taught to think morally and to distinguish between right and wrong for example in the Year 8 Scheme of Work 'The Stones', students explore morality through text exploration and multiple character perspectives. This is supported by drama exercises that encourage empathy, understanding, objectivity and a global community.

In GCSE and A2 devising units, students are given the opportunity to select an issue of personal significance. Examples include economic disparity with third world countries and resources, freedom of choice, emotional neglect and justice for racial and religious inequality. Students are actively encouraged and monitored to research objectively when exploring their chosen issue, to reflect both sides of the argument and appreciate alternate viewpoints of others on ethical issues. Through character work and dramatic narrative forms, students explore the forces that drive an issue to justice or tragic ends (*i.e. Salvador Agron year 9.*) During all devising processes, students explore the facts, feelings, fears and forces that drive personal cultural and historical issues.

Importantly, our behaviour policy in the department establishes a clear use of rewards and sanctions when appropriate and staff give a clear reason why they are being given out. Students are rewarded for their teamwork, cooperation, negotiation, listening and inclusivity. (*i.e. Gold Star display boards.*) Cooperation is part of the assessment criteria at Key Stage 3 (*Creating, Performing, Responding*) as well as at GCSE Drama level.



ST MICHAEL'S CATHOLIC COLLEGE  
BRITISH VALUES ENGLISH

Students study a broad and balanced curriculum that exposes them to writing on all sections of society: 'Private Peaceful', 'The Curious Incident of the Dog in the Night time', 'Coraline', 'Holes', 'Of Mice and Men', 'The Boy in the Striped Pyjamas', 'An Inspector Calls', Shakespeare, conflict poetry, poetry from other cultures, 'Dr Jekyll and Mr Hyde', 'An Inspector Calls', 'Dracula', 'The Great Gatsby' 'The Handmaid's Tale' and a wide range of non-fiction.

These texts tackle various issues, developing critical awareness of:

- The consequence of breaking criminal laws but also social expectations
- The importance and acceptance of varied voices and viewpoints
- Racism, homophobia, sexism, conflict, abuse of power and human rights
- How global and domestic events are represented and reported, often through political lenses
- How English is a global language and that the ability to use it well can offer great advantage
- The importance of making a positive contribution to society for the good of yourself and others
- How we create our sense of ourselves in a dynamic multicultural society.

As such, our students are equipped with key skills and a strong democratic principle, underpinned by respect for others and a sense of their own rights and responsibilities as citizens of their school community but also their online and social communities.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES GEOGRAPHY

Geography is the study of the Earth's physical features and the investigation of how humans interact with this. It includes the analysis of the distribution of populations and resources and examines political and economic activities.

Teachers use current issues and news events to help the students understand the complexities of the modern world in a geographical context.

We aim to:

- Foster awareness of the UK's relationship with the international community and provide insight into our increasingly interconnected world.
  - In topics such as globalisation, development and migration.
- Examine how the UK is viewed by other nations allowing students to recognise the similarities and differences between countries.
  - In topics such as globalisation, the study of other countries such as India and China as well as in population studies.
- Show understanding of the wide diversity that is evident in Britain today.
  - In topics such as conflict and challenge, local place studies and population.
- Promote our global responsibilities and teach students how we can contribute to a modern Britain as well as be part of the larger global community.
  - In topics such as development and aid, trade and globalisation as well as in environmental studies such as coastal management.

**We believe that through this geographical education the lives of all young people will be enriched.**

### **How do we actively promote British Values in Geography?**

- We present decision making exercises in every year group in which students acknowledge the roles of different, often British, stakeholders. (Coastal and river management)
- We discuss and learn about topics such as trade and aid which allows students to encounter ideas about fairness, diversity and injustice. (Development and conflict and challenge)
- We challenge stereotypes and promote individuality in topics such as migration and development. We aim to promote a mind-set which is accepting of a diverse range of views.
- We consistently promote respect in all of the human Geography topics we study.
- We expose students to a wide range of different cultures.
- We teach students about a range of different views and opinions about complex debates such as the One Child Policy as well as other political decisions which are a contrast to our own.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES HISTORY

### **Aims**

The History Department seeks to develop knowledge and understandings in its students that empowers them individually and on a wider basis contributes to the promotion of a more equitable and tolerant society. This will specifically include the study of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This will be achieved through the teaching of the following:

### **Mutual Respect and Tolerance for those of Different Faiths and Beliefs**

*Concepts: Empathy, Change, Diversity*

#### **Key Topic Areas:**

*KS3: King Alfred and the Invention of England 778-1035; Early Medieval Crusades in Europe and the Middle East 1096-1488; British Empire 1783-1914; Slavery 3150 BC – 2015 AD; Genocide 1290-2015; English Reformation 1517-1661*

*KS4: US socio-economic history 1917-1973; US Race Relations and Civil Rights 1941-1968; International Relations 1918-39*

*KS5: French Revolutionary History 1772-1870; British Socio-Political History 1851-1964; Cold War 1943-1991*

Through the study of the specific topic areas above, the History Department will address the latent dangers of prejudice, persecution and complicity within all humanity. This will not only promote the values detailed above, but will also challenge the students to think reflexively about their own potential to influence events and move away from the stigmatisation of specific cultures, faiths, beliefs and nations.

Students will be challenged to understand the past within its own context. Through studying the past on its own terms, taking account of unfamiliar world-views and philosophies, students will develop a strong sense of empathetic understanding that will encourage the mutual respect and tolerance for those of different faiths and beliefs.

Students will be encouraged to study British history within a developing global context. Concepts such as identity, immigration, nationalism, power and persecution will be explored within the context of humanity as a whole rather than within the microcosm of living memory and the grievances of contemporary politics.

### **Democracy, the Rule of Law, Individual Liberty**

*Concepts: Evidence, Significance, Change, Empathy, Paradigms*

#### **Key Topic Areas:**

*KS3: King John and Magna Carta 1167-1216; Slavery 3150 BC – 2015 AD; Genocide 1290-2015; English Reformation and Civil War 1517-1661*

*KS4: US socio-economic history 1917-1973; US Race Relations and Civil Rights 1941-1968; International Relations 1918-39*

*KSS: French Revolutionary History 1772-1870; British Socio-Political History 1851-1964; Cold War 1943-1991*

Students will analyse the concepts and history of democracy, liberty and law in detail and within the context of wider social, economic and political theory. Through this process and within the specific context of the topic areas above, students will learn to appreciate the fragility of these concepts as well as the attendant responsibilities that accompany them.

Students will learn to form their own opinions confidently, informed by evidence, scientific method and logic. In so doing they will remain robust to influence by unverifiable theories based on self-serving prejudices and assumptions. Students will, rather, learn to question their own conclusions and be prepared to shift their standpoints based on the quality of arguments put forward and supporting evidence.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES LAW

### **Respect - civil and criminal law**

The department adheres to the core values of respect for the rights of others. The content of the course covers issues such as the fundamental right to trial by jury for serious crimes based on the principle of “innocent until proven guilty”.

At both key stages, in the delivery of the law course, the department ensures that pupils are aware of and respect the corresponding rights of others such as the right to personal safety and the obligatory duty not to cause any physical or emotional harm to others.

In the civil law, the course caters for the changes in our law as they relate to the definition of civil partnerships (Civil Partnership Act 2004) and of marriages with the introduction of the Marriage (Same Sex Couples) Act 2013. We emphasise respect for the rights of others working in tandem with our responsibility to adhere to the law irrespective of personal points of view on contentious issues such as the definition of marriage.

### **Appreciate viewpoints of others on ethical issues**

With regards to ethical issues such as euthanasia; the course examines the conflicting views of the prosecution with those of the families who seek to evade prosecution for murder based on mercy killing. While we recognise that there are merits to each point of view, we aim to instil in our pupils the fundamental values of the right to life which underpins the principles of English law as expressed in the case of *Purdy* (2009).

### **Acceptance and engagement with fundamental British values of democracy**

The fundamental British value of democracy is inculcated through both our course content and delivery. As pupils study the law making process in the English legal system, they are made aware that our laws are enacted through a democratic process beginning in the House of Commons and that those who pass our laws are themselves democratically elected. In our mock jury trials, pupils are able to see democracy at work within the “jury room”.

### **Contribute positively to modern life in Britain**

Through the teaching of both GCSE (up to June 2018) and A' Level law, as a department, we believe that we are making a positive contribution to modern life in Britain by making our pupils more aware of the salient principle that with freedom comes responsibility.

Further, the wide range of topics covered in both civil and criminal law embraces British values as expressed in our legal system thereby preparing our pupils to take their place in modern day Britain. Examples of these topics include our study of: the relationship between law and justice, the differences between law and morality; as well as how British criminal laws in particular enforces moral values through legislation such as the Sexual Offences Act 2003 as applied to the case of *R v G* (2008). Our pupils are further able to apply the principles of the laws they have studied to their individual experiences and allow their knowledge of law to govern their interaction with others.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES MATHS

### **Respect civil and criminal law**

The maths department follow the school behaviour policy using rewards and sanctions fairly when appropriate. Reasons are given to students as to the reason for their sanction and measures put in place to enable students to improve

In mathematics lessons students are encouraged to think morally and to distinguish between right and wrong.

In mathematics lessons real data is used on controversial topics such as global warming and exploitation of the developing world in order to make profits. Students are taught to think about their mathematical responses from a moral standpoint as well as a purely numerical view.

### **Acceptance and engagement with fundamental British values of democracy**

We actively promote the fundamental British values of democracy through:

- Group presentations in maths with a democratic voting system
- Use of group roles and voting whilst working on cooperative tasks
- Use of election data in lessons on proportion and percentage

### **Contribute positively to life in Modern Britain**

Students contribute positively through

- Entering national competitions such as the UKMT group maths challenge
- Raising money for the NSPCC by participating in NSPCC number day
- Becoming more aware of the financial world and the world of work by studying taxation, pay day loan companies and best buys in supermarkets.



**ST MICHAEL'S CATHOLIC COLLEGE  
BRITISH VALUES MEDIA STUDIES**

**Respect civil and criminal law**

Students explore and apply their understanding of issues concerning digital copyright and plagiarism when producing their own media texts. A-Level students carry out risk assessments when carrying out on-location production shoots to ensure they respect and abide by the law during the production phase.

**Appreciate viewpoints of others on ethical issues**

Across year groups, a relentless focus and open discourse on how individuals and groups of people are represented through the media and the impact this has on media audiences. These issues are facilitated through discussion, debate and written assessments that explore alternative viewpoints and media/social theory.

**Acceptance and engagement with the fundamental British values of democracy**

GCSE students study the BBC, how they are funded as an institution, the responsibility they have to the UK public in line with the Royal Charter and licence fees.

A level students explore the representation of ideology and the impact this has on UK democratic practice; also, an in depth study of 'we-media' and democracy through the use of social networking at A2 level.

**Contribute positively to modern life in Britain**

Create and produce their own contemporary media texts (representing British people, places and events) using current developments in digital technology and publishing these texts for a local and national British audience; exploiting the use of web 2.0 technology to do so.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES MODERN FOREIGN LANGUAGES

British Values are a natural focus of MFL. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. We give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes.

British Values is not confined to the MFL classroom – we hope that the study of languages will positively affect our students' lives and their understanding of the world around them. Students learn about and reflect upon the development of a sense of identity, self-worth, personal insight, meaning and purpose in a country divided by language, culture and tradition.

British Values in MFL permit students to build a framework of moral values which regulates their personal behaviour and develop understanding of society's shared and agreed values. It is also about students gaining an understanding a range of views and developing an opinion about the different views. In our language studies they explore and analyse appropriate texts which furnish them with the knowledge and ability to question and reason, which enable them to develop their own value system and to make reasonable decisions on matters of personal integrity.

Students develop an awareness that life throws up situations where what is right or wrong is not universally agreed. Authentic target language texts are selected which extend students' ideas and their moral and emotional understanding.

Through reflection on texts, pupils express informed personal opinions. Students learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to books, films and texts read in class. They are given, particularly in years 12 and 13, opportunities to talk for a range of purposes including exploration and hypothesis, consideration of ideas, argument, debate and persuasion. In discussion they are encouraged to take different views into account and construct persuasive arguments

At KS3, they explore and compare relationships between friends and family members as well as between societies of different cultures and backgrounds.

At KS4, students begin to discuss the rights and responsibilities of young people in their capacity as global citizens. They also explore and discuss voluntary work and related social issues. Students are encouraged to investigate the impact of drugs and alcohol on young peoples' lives and society as a whole. Environmental issues and consequences are discussed and considered in greater detail.

At KS5, students are given the tools to explore, discuss and compare the moral tensions that young people face in the context of their country of birth. They investigate the media portrayal of the individual and its ethical connotations. Students explore and discuss the issues and projects that promote sustainable tourism, environmentalism and conservationism. Within the literature module, students are encouraged to question moral implications and whether society has learnt from its past mistakes. They also consider the topic of crime and punishment and are encouraged to validate their own views on criminality and appropriate punishment.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES MUSIC

### **Respect for civil and criminal law:**

- Commendations are given in Music to reinforce high expectations of behaviour and approach to study. We study folksongs in KS4 reflecting on hardship for example in labouring jobs in songs like “Paddy On the Railway”.
- We teach pupils to be appreciative and supportive as an audience and to listen attentively during classroom performances at the end of a unit of study. We also teach pupils to behave in this way during Celebration Evenings and concert performances that invite members of the public/family and friends to listen to live performances given by pupils across all year groups.
- Year 8 study Rock’ n Roll and the social context of why Rock Around The Clock was controversial in its day.

### **Appreciate viewpoints of others on ethical issues:**

- We look at the injustice in “post slavery” USA-Blues-through lyric writing in Yr.9.
- We study the cultures of India in Yr. 8 and Africa in Yr. 7.
- Yr. 8 also study Gamelan from Indonesia.
- The study of British folk songs addresses the life experiences of the poor.

### **Acceptance and engagement with fundamental British values of democracy:**

- Pupils reflect on their learning and make suggestions that influence the Music Department’s SOW.
- Pupils work in groups to listen and appraise music, compose music and perform music in class projects as well as extra-curricular music performance preparations.
- Pupils make critical comments on performances and respond to these views in a positive way.
- Pupils in choirs and orchestras in the college are encouraged to make suggestions about repertoire that they can perform and music staff work hard to make these requests a reality by re-arranging popular songs for the specific group requirements and make these adjustments work for the specific standards and technical abilities of these pupils/groups.
- Pupil-voice is strong in extra-curricular activities and enrichment programmes.
- Older pupils act as mentors for younger pupils which has an extremely positive outcome as younger pupils look up to sixth formers as role models as performers and the way they conduct themselves

### **Contribute positively to life in Modern Britain:**

- All pupils are encouraged to join in with extra –curricular activities.
- Pupils perform their compositions to their peers at KS3/4 in the classroom setting. Pupils support worship through musical participation in Mass. Arrangements of hymns are played by pupils where appropriate on Fridays as well as ensemble performances for Passion Plays at Easter and liturgies at December liturgies and other times of the year when required.
- We take pupils to perform at out of school events-e.g. the Catholic Schools Music Festival 16.12.14 at Sacred Heart Church In Camberwell bringing together the musical talent in Southwark Catholic Schools
- We study the music of Vaughn Williams, Holst, folksongs. The Beatles and British Jazz Icons John Dankworth and Cleo Laine are studied in context when delivering units on song writing and improv



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES P.E.

### **Respect Civil and Criminal law**

In the PE department we encourage moral thinking; we make the students aware of physical, intellectual, social, and moral choices with regards to participating, team work and competition. We celebrate success and reward positive behaviour through competitions, display and contact with parents.

### **Appreciate the Viewpoints of others on Ethical Issues**

In PE lessons and through clubs we promote and encourage individual expression of the ethnic and cultural values of all students. We encourage and research the discussion of ethical issues through sport at GCSE and BTEC – both key stage 4 and 5. Through our multicultural dance units in KS3 we explore different cultural aspects from around the world and students all participate in expressing themselves with regard to their own cultures and values, as well as appreciating others'.

### **Acceptance and engagement with fundamental British values of Democracy;**

Students are all members of class and team clubs through activities such as sports day, which encourages them to work collaboratively and fairly with each other. The picking of teams is completed to ensure that students feel valued as part of a group to achieve. Inter form competitions allow students to work together as a community, encouraging core British values in Society.

### **Contribute Positively to modern Life in Britain.**

Clubs links, extracurricular events and competitions with other schools all enhance the positive modern British life. Competition is an important part of the extra-curricular programme here at St Michael's; building on the work of the Olympics, we are always trying to develop fixtures, health and fitness and general well-being.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES PSYCHOLOGY

### **Respect civil and criminal law.**

To understand the implications for individuals suffering from mental health issues in terms of their legal responsibility for committing a crime.

### **Appreciate viewpoints of others on ethical issues.**

- Understanding the issues of using animals in research – how this impacts on society for the greater good.
- Having an awareness of ethical issues such as socially sensitive research and how measures need to be taken to ensure that this is handled appropriately.
- Understanding the ethical issues surrounding the diagnosis and treatment of abnormality – dealing with the associated stigma attached to both aspects.

### **Acceptance and engagement with fundamental British values of democracy.**

- Respecting theories and concepts put forward to explain human behaviour – engage in debate to consider these and the possible wider social implications of what they predict.
- Understand how free will and determinism are theoretical constructs and the true cause of an individual's behaviour is likely to exist on a continuum between the two.

### **Contribute positively to life in modern Britain**

- Understanding socially acceptable norms and how deviation from these norms can upset society and historically could have led to diagnoses of psychological disorders.
- How social change can occur through minority influence.
- Understanding how the behaviour of an individual can be affected by the behaviour of a majority and the characteristics of people that resist such majority pressure.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES R.E.

Year 7 students begin by studying Judaism, focusing on key figures. Emphasis is made on common roots within the Judeo-Christian tradition through links between the Old and New Testament. Later, students study the early Christian church and are taught to understand how Christianity is made up of different denominations. Students learn about the persecution of early Christians and draw comparison to modern examples of persecution which develops empathy and a greater understanding of the global community. In the summer term, students study a world religion, this module culminates in a visit to the corresponding place of worship, through experiential learning and dialogue with people from other faiths like Hindus and Sikhs students understanding and respect for other religions and cultures is deepened.

In year 8, students begin by studying about creation and the environment. They learn about the importance of respecting and cultivating the local and wider community. Students are encouraged to explore the various creation stories including the evolutionist theory and be able to express their own views while respecting and understanding the beliefs of others. Year 8 students also study human rights and Hinduism as part of a 'cultural curriculum' where India is the focus in a number of subjects including RE, history, geography, music and art. This helps students to appreciate the beliefs, cultures and practices of others.

In year 9, students explore beliefs about God and a number of philosophical themes including various beliefs about life after death. Students also study Islam, its beliefs and practices as well as some controversial topics such as the role of women and Muslim attitudes to war in order to distinguish between mainstream teachings from the Qur'an and those of radical extremists. In preparation for GCSE, year 9 end their studies by looking at morality and the role of conscience. They learn a variety of ways of making ethical decisions based on both religious and secular theories. This enables students to make informed and ethical choices in life.

The GCSE course involves a detailed study of a variety of both religious and ethical topics from a variety of Christian perspectives as well as understanding the British laws surrounding such matters. Moral issues include sex and relationships, issues of poverty, inequality and discrimination, environmental ethics, medical ethics, the ethics of war and punishment. Students are encouraged throughout to respect on another's opinions through truly understanding them. This allows students to articulate their own beliefs confidently while being tolerant and respectful of others.

In the 6<sup>th</sup> form, students either study A Level philosophy and ethics or general RE. The A Level course provides a critical approach to the consideration of moral and philosophical issues. Students study the theories of philosophers such as Socrates, Aristotle and Aquinas to contemporary discourse from Bertrand Russell and Richard Dawkins. An integral part of the course is to apply theories to current issues of abortion, euthanasia, sexual ethics, war and peace, justice, law & punishment. The general RE course also explores a variety of issues in society as well as a unit on world religions. These courses challenge students to evaluate and critique theories and explore and debate a range of contentious issues in the modern world. This broadens student's perspectives and helps them to appreciate other people's viewpoints, cultures and beliefs.

In addition to this, the RE department has introduced 'Philosophy time' to all key stages where a range of issues and dilemmas are discussed. These sessions foster an ethos of acceptance, of working with others and of respecting others opinions despite our own situations or beliefs.

From the programme of study of study from year 7 to 13, it is expected that by year 13 students will become confident young people who can express their own opinions while accepting and respecting the beliefs and practices of others. We endeavour to develop and nurture students who are able to think deeply and critically about philosophical and ethical issues and make good ethical choices.



## ST MICHAEL'S CATHOLIC COLLEGE BRITISH VALUES SCIENCE

### **Democracy**

The culture in science classrooms is one where students must demonstrate respect for the opinions of others. Science is a collaborative enterprise with many scientists now working globally in teams to achieve large goals. Students are made aware of examples of this such as the Human Genome Project, and the Philae lander. In any large scale projects there are times when stakeholders disagree but in spite of this scientists around the world have shared data and collaborated on theories and conclusions.

Students have opportunities in science lessons to use debate to make decisions. For example, students can argue for or against the genetic modification of humans to remove diseases. We model the process of discussing alternate view points and progressing towards a compromise or consensus. This includes the fact that at times, decisions are made in democracies that not everyone is happy with. What is required is that a range of viewpoints are heard before making a decision that reflects the wishes of most people.

### **The Rule of Law**

In the lab there are rules that must be followed, just as there are laws in society. Students are held accountable for following practical work rules and the reasons for the rules are made clear. Students are aware that the rules must be followed to keep both themselves and everyone around them safe.

When opportunities allow we also highlight examples where scientists work is influenced by the law e.g. when working with embryos, stem cell technology, mining, mobile phones, and when carrying out research with animals. Scientists must work within the law both when researching ideas and when considering the safety and application of new technologies. Students are challenged to understand the reasoning behind laws, and to show awareness that some groups might disagree with the law. Through looking at the debate about genetic modification we highlight that legislation may vary from one country to another and that this can have an impact both on where scientists choose to work and live, with consequences for both countries.

The role of science in law enforcement is highlighted. Science offers valuable evidence in police work whether through genetic fingerprinting, ballistics analysis, or identifying compounds. Some students have had opportunities to take part in specialist workshops with forensic scientists to look at this in detail.

### **Individual Liberty**

We consider individual liberty in lifestyle choices such as whether to drink alcohol or not, and whether to be vaccinated against diseases. The potential positive and negative consequences of these choices are also considered. We consider that here are times when the rights of an individual to choose for themselves and the interests of society at large are in conflict. For example, while an individual may wish to have alcohol and drive, they are prevented by law from doing so because of the impact their behaviour could have on others.

## **Mutual Respect**

In science British values are promoted through the culture of the classroom (in keeping with the ethos of the school). All students are expected to show consideration and respect from others. This can be exhibited in the way that students listen to each other's' answers to questions and to their peers' opinions. Students also have a responsibility for their own and others safety when carrying out practical work.

Through topics such as evolution, biodiversity and variation, we emphasis how much humans have in common regardless of ethnicity, background or beliefs. Students also study systems that demonstrate interdependence and are encouraged to think about the consequences their actions could have on those around them and on a global scale.

## **Tolerance of those of different faiths and beliefs**

Scientists operate in a world of evidence, where conclusions and theories must follow from a process of reasoning and evaluation of facts. The questions of God and faith cannot be answered by science and therefore in the eyes of most scientists there is no reason to hold one religion in more or less regard than another. Religion is regarded as a personal choice or truth. As such, in the field of science holders of all faiths can work alongside each other as equals.

Contrasting religious beliefs are considered in discussions of the ethics of scientific developments such as IVF and stem cell research. We also look at historical examples of times when scientists suffered due to religious oppression. Many were punished severely for sharing the results of their work because their results did not please the church that was dominant at the time.