

David Ross Education Trust and British Values

The Trust is very supportive of the ethos of promoting British Values, and preparing our pupils for success in a modern Britain. A heavy reliance is placed upon broadening horizons for each and every child and this includes developing the core skills of tolerance, respect, teamwork, resilience and building self esteem. These are all values and qualities that we feel are relevant in order to play a full and meaningful role in society, and are promoted via our extensive house system that lends itself to cultural and sporting competition, democratic principles, social mixing, the development of greater pastoral care and enhanced PSHE.

Modern British Values

At Lodge Park Academy we are dedicated to promoting values that ensure that our students develop a strong sense of social and moral responsibility. We prepare the students for life in Modern Britain because values such as individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the Academy ethos. In addition these values are promoted at various times throughout the school year, and regularly in assemblies. Our Academy embodies a democratic model in the way we work, the way we are structured and our general ethos and culture in the Academy. Additionally our rules and regulations are there for the benefit of everyone, and our Academy takes a holistic approach to teaching British Values rather than concentrating on individual subjects.

As school leaders and Governors, we are responsible for providing a curriculum which:

- is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance
- promotes tolerance of and respect for people of all faiths [or none], cultures and lifestyles through effective spiritual, moral, social and cultural development of pupils, including by engaging pupils in extracurricular activity and volunteering in their local community
- is supported by a well-rounded programme of assemblies which offer clear guidance on what is right and wrong

We endeavour to ensure that students:

- are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/different to others' faith, feelings and values;
- show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others;
- have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities;
- recognise the difference between right and wrong, understand that actions have consequences, and apply this in their own lives by respecting the law;
- cooperate well, celebrate diversity and resolve conflicts effectively;
- engage positively with life in a democracy; and
- understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.

In short we believe that we allow our students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others beliefs and understand how communities function. These qualities will allow them to participate fully in life in Modern Britain.

Subject	
Art	<p>The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating students actively in artistic and creative activities.</p> <ul style="list-style-type: none"> ○ <i>We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.</i> ○ <i>Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others.</i> ○ <i>Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups</i> ○ <i>Extends beyond the classroom with a wide range of visits and experiences to art galleries, events and volunteering in their local community.</i> ○ <i>Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other.</i>
Business	<p>British Values underpin many aspects of the course that we deliver within the Business department. As such, these themes recur in many topics that we teach.</p> <p>In Government and Politics at A Level, the areas of democracy, governing of markets and distribution of wealth are fundamental topics which are covered within the course. As part of our GCSE and A Level Business Studies courses, both Business Law and Employment Law are covered to some depth as well as the importance of these laws in determining British liberties and freedoms. In our recruitment units, we analyse the impact of mutual respect, tolerance and equal opportunities when working with employees. Discussions and debates on how different ethnic groups and religious beliefs help contribute to the overall success of the global economy are regularly witnessed within business lessons, these are key to students understanding how every individual has a place in today's society.</p>
Dance	<p>The Dance department at Lodge Park Academy actively promotes the key values of mutual respect, diversity and plurality. By gaining an appreciation of different Dance styles students are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies.</p> <p>This in turn emphasises the need for tolerance and justice, and through their studies, our students come to value the rule of law in different countries. They learn about varied customs, festivals and national characteristics that makes every society so unique.</p> <p>The Dance curriculum develops teamwork as individuals work together to devise performances and concepts. This in turn fosters tolerance and mutual respect. The students also develop resilience through performing in front of their peers and using the peer assessment feedback provided to further develop their choreographic skills. Self-esteem is built through performance and peer encouragement.</p>
Drama	<p>British values are intrinsic to the work that we do in the Drama curriculum. Working in groups; co-operation, motivation and respect is the basis of the learning, which encourages the students to develop patience and esteem within themselves and towards others.</p> <p>The topics we cover celebrate British achievements and morals from World War 2, to British playwrights and the Victorians; giving the students a breadth of knowledge and understanding of the country that they live in.</p> <p>The combination of self-discovery supported by the rich history, culture and performance art that we have in Britain provides Drama students with a well-rounded subject to enjoy and learn from.</p>
English/Media	<p>Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The department's</p>

ethos and teaching, which we should make parents aware of, should support the rule of English civil and criminal law and not teach anything that undermines it. If our department teaches about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law. [Adapted from SOURCE: *Promoting fundamental British values as part of SMSC in schools* (DfE) Departmental advice for maintained schools, November 2014]

Fundamental British values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

Through their provision of **SMSC** [see [English Department SMSC document](#)] we should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Promoting fundamental British values should promote:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; fundamental principles of common humanity are examined through unseen texts, pre-released anthology materials [Edexcel Certificate] and a range of literary texts from a variety of different genre, movements, philosophical perspectives, etc.
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law, as is an understanding of the importance of identifying and combatting discrimination. Issues of segregation, prejudice, patriarchal systems, etc. are tackled in all units [Literature & Language].

French

The MFL department at Lodge Park Academy actively promote British Values (the key values of mutual respect, diversity and plurality) through the curriculum and our teaching methods. There is a strong emphasis on promoting cultural values and traditions of other countries and global citizenship. By gaining an appreciation of the countries where the language the students are studying is spoken, they are encouraged to reflect on other cultures and ways of life and embrace socio-cultural and economic differences and contexts. This ensures that they remain open to the world around them and have a better grasp of the links and connections between countries and societies. This in turn, emphasises the need for tolerance and justice, and through their studies, our students come to value the rule of law and democratic systems that European countries and countries further afield enjoy despite the varied customs, festivals and national characteristics that makes every society so unique.

Geography

Students learn about British Values through Geography lessons at LPA by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds e.g. Kenya Year 9 and Globalization in Year 8.

Subject

Geography also helps pupils to understand society better e.g. Less economically developing countries and More developed countries. Appreciating diversity encourages positive relationships and shared values as celebrated in Year 9 and Year 10 Migration topic. It promotes tolerance and partnership, within local and wider communities

These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build students' self-esteem. This includes, for example, respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions in lessons.

History

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying events such as the Civil War and establishment of the Republic and also the Suffragette movement. This enables the students to understand how, overtime, changes happened and to evaluate their impact.

By looking at the achievements of famous British people, students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work in periods such as the Industrial Revolution as well as the contribution made in both World Wars.

Teaching students to respect and value diversity is developed in the study of issues such as Britain's involvement in the slave trade. Furthermore by investigating modern day issues such as terrorism, students are made aware of the importance of British values overtime.

These values are also encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

Computing and ICT

Within Computing and ICT we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks. We regularly try to use peer assessment.

In particular the idea of working in teams is vital in Year 8 with Apps for Good and Year 13 where units of work require that students work in groups. When working in groups students are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour.

Maths

All students are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life.

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

Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This also promotes the British values of mutual respect and support for one another. Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as students are encouraged to persevere, take risks and try different methods. Students will learn that Mathematics comes from different cultures. They study Indian Rangoli patterns, Pythagoras and Fibonacci which all originate from different cultures.

All students have the right to a safe and secure learning environment and teachers and students have the right to be treated with respect.

Subject

Music	<p>The music department at Lodge Park Academy promotes British values through the breadth of its curriculum and exploiting the opportunities that arise to engage students in a dialogue about values. In particular:</p> <p>The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world (North America, South America, Africa and India as well as from other cultures closer to home in Europe and the United Kingdom). Civil liberties are discussed as a context for Blues and Jazz music in KS3 and K34 when recounting the history of the African slaves and their musical influences on the genre.</p> <ul style="list-style-type: none">• Freedom of expression is a regular feature in KS3 listening work as we distinguish between opinion and fact when discussing different music and encourage students to support their differing opinions with factual references.• The discussions surrounding music from different cultures allow teachers to challenge the use of stereotypical cultural references and discuss how it can lead to discriminatory and prejudicial behaviour with the students.
PE	<p>Within the PE Curriculum students have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Students need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch.</p> <p>Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first students don't succeed. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules. For LPA students this means being able to follow rules and laws in order to allow progress and flow within a sporting environment.</p>
RE	<p>Many of the values are studied explicitly as religious and non-religious concepts across the key stages in RS. In our lessons we aim to foster mutual respect through structured debate and discussion. Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the RS curriculum is focused on understanding the beliefs and world-views of different people all over the world and through understanding, true tolerance develops. Teamwork is also encouraged through the Dragons' Den competitions. Being able to hold a debate, explain one's own view and the views of others clearly is key to building resilience of character and conviction. Students also develop practical values of self-esteem through these debates. At both GCSE and A-Level issues to do with the moral agency and liberty of the individual and our responsibility as citizens is explored through ethical issues and discussions. Through these courses, students are also encouraged to consider the philosophical religious foundations on which concepts of democracy and liberty are built. For example, at both GCSE and A-Level the concept of the sanctity of life is studied and what it means for our treatment of other human beings.</p>
Science	<p>Individual liberty of own views, tolerance and mutual respect of others views is taught through the topics where different views / ethics are involved. This includes the topics of evolution versus creation, genetic modification, selective breeding, stem cell research and animal testing. Rule of law relates to:</p> <ul style="list-style-type: none">• <i>students following laboratory rules for the safety of all</i>• <i>understanding of the need to have speed limits (speed, force, change of momentum)</i>• <i>alcohol, tobacco and illegal drugs</i>• <i>Practical activities in science require students to engage in team work and show mutual respect for each other.</i>• Democracy is taught through student debates in issues such as:• <i>where to place limestone quarries</i>• <i>examining issues such as whether smoking and drinking should be made illegal</i>• <i>Resilience and self-esteem are developed through students building independent learning skills, experiencing</i>

Technology

Rotations within Textiles(misfits, bags & skirts)

Food(basic, meals & desserts)

7/8/9

RM (jewellery, speakers, clocks, shelves)

All media areas

Electronics)

Students are taught about the moral choices facing designers & manufacturers when deciding on materials. Students use the six 'Rs' of sustainability to understand and apply ways of conserving the earth's resources. Focus on recycling in food and how to manage portion sizes to minimise waste helps students to connect with the dilemmas of those who do not have an abundance of food. Students develop an awareness of Health & safety for themselves and others within each work area.

Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group

Exploring how products contribute to lifestyle and consumer choices.

Understanding how products evolve according to users' and designers' needs, beliefs, ethics and values.

Resistant materials Students study iconic British designer and art & design movements

Food Students look at cultural influences on the food we cook and the diversity of ingredients available for us to cook with. They also learn about staple foods of other countries.

Technology

Textiles, Food, Resistant Materials, Engineering

10/11**What students learn**

Principles, application, advantages/disadvantages to society and the environment of minimising waste production throughout the product life cycle using the following 4 Rs:

- reduce materials and energy
- reuse materials and products where applicable
- recover energy from waste
- recycle materials and products or use recycled materials.

Renewable sources of energy**What students need to learn**

The characteristics, applications and advantages/disadvantages of using the following renewable sources of energy:

- wind energy using turbines and wind farms
- solar energy using solar cells and photovoltaic cells
- biomass converted into biofuels for transportation.

Climate change**What students need to learn**

The responsibilities of 'developed' countries in minimising the impact of industrialisation on global warming and climate change including:

- reducing greenhouse gas emissions through the Kyoto Protocol.

What students learn

The strategy, characteristics, applications and advantages/disadvantages

Subject

of the following 'value' issues when designing and manufacturing products:

- built-in obsolescence in new products for a 'throwaway' culture
- offshore manufacture of mass-produced products in developing countries by multinational companies
- tolerance of different cultures to avoid offence.

Technology **12/13**

Fashion & Clothing

All units offer students the opportunity to explore the

Principles, application, advantages/disadvantages to society and the environment of minimising waste production throughout the product life cycle using the following 4 Rs:

- reduce materials and energy
- reuse materials and products where applicable
- recover energy from waste
- recycle materials and products or use recycled materials.

Unit 5 students explore the knowledge and understanding of contemporary and historical art, craft and design this deepens learners' contextual awareness of their own work.

Learners will develop knowledge and understanding of key movements within an historical context, which will provide a framework for their understanding of works of art, craft and design.

Students focus on how fashion illustration has developed from Victorian times through to modern day techniques. British fashion designers are researched to understand their influences and analysis their outcomes.

Design ideas must reflect these influences.