

# British Values in the Curriculum

## Modern British Values

At Wayland Academy Norfolk we are dedicated to promoting values that ensure 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 through the pastoral system and regular 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. 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. Our core values of Innovate, Discover, Explore and Activate harness all aspects of British Values and allow a platform for delivery.

We are responsible for delivering a curriculum which:

- Enables students to develop their self-knowledge, self-esteem and self-confidence
- Encourages 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 academy
- 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 the respect for people of faith, culture and lifestyles through effective spiritual, moral, social and cultural development of students, including engaging students in extracurricular activity and the local community
- Is supported by a well-rounded pastoral programme and 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 or different to others' faiths, feelings and values
- Show an interest in investigating and offering reasoned views about moral and ethical issues, and appropriate 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 lives by respecting the law
- Cooperate well, celebrate diversity and resolve conflict effectively
- Engage positively with life in a democracy
- Understand and appreciate the history, heritage and a wide range of cultural influences that underpin our individual and shared experience of life in Modern Britain.

In summary we believe that we allow our students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral understanding of others beliefs and understand community frictions.

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 engaging students actively in artistic and creative activities.</p> <ul style="list-style-type: none"> <li>• We promote tolerance through different people’s ideas, creative responses and an understanding of different cultures and styles within art</li> <li>• Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others</li> <li>• Discussing and working in the style of and using techniques of a wide variety of artists and designers.</li> <li>• Students 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.</li> </ul>
Drama Performing Arts	<ul style="list-style-type: none"> <li>• British values are intrinsic to the work the work that we do in Drama and Performing Arts. Working in groups, cooperation, motivation and respect are the basis of learning, which encourages students to develop patience and esteem within themselves and towards others.</li> <li>• Freedom of expression is a regular feature, opinions are discussed and students are encouraged to support their differing opinion with factual references.</li> <li>• Discussion allows for the challenging of stereotypical cultural referencing and how this could lead to discrimination and prejudicial behaviour.</li> <li>• The combination of self-discovery supported by the rich history, culture and performance art that we have in Britain provides students with a well-rounded subject to enjoy and learn from.</li> <li>• The curriculum promotes music from many parts of the world. Civil liberties are discussed for Blues and Jazz</li> </ul>
English	<ul style="list-style-type: none"> <li>• Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance</li> <li>• It is illustrated that while different people may hold different views about what is right and wrong, all people living in England are subject to its laws</li> <li>• The ethos and teaching encourages a thirst for literacy and exploration of texts on a wide variety of themes, written by a wide range of authors.</li> <li>• Students understand the importance of living in a democracy in Britain. This is developed in our non-fiction units which consider the importance of the free press and freedom and speech. Debates and public speaking in both class and extra-curricular groups support this concept.</li> <li>• Characterisation in narrative writing looks at the role of individual choice and liberty. Characters’ journeys and how they are able to follow them provide an insight into individual liberty.</li> <li>• Literature texts discuss British society through the ages – from the Dickensian poor laws in ‘A Christmas Carol’ to post war socialism vs capitalism debates in ‘An Inspector Calls’. This allows students to be aware of the welfare state and to have respect for public institutions in Britain.</li> <li>• The rule of law and the monarchy is considered in ‘Macbeth’, whilst crime and punishment within British society compared to that abroad is considered in non-fiction articles.</li> <li>• Conflict poetry allows students to reflect upon the sacrifices made by British soldiers during the World Wars.</li> </ul>
French	<ul style="list-style-type: none"> <li>• 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 context.</li> <li>• Students remain open to the world around them and have a better grasp of the links and connections between countries and societies.</li> </ul>

	<ul style="list-style-type: none"> <li>• We emphasise the need for tolerance and justice and through their studies students come to value the rule of law and democratic systems that European countries and countries further afield enjoy despite varied customs, festivals and characteristics that make every society so unique</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Students learn about British Values through exploring how places have been changed by the context and processes that have shaped them.</li> <li>• Students gain understanding of the complex ways in which communities and societies are linked and to appreciate the diversity of peoples background e.g. Kenya, Watton (Y7) Global Issues (Y8) China (Y9)</li> <li>• Students better understand society e.g. Models of development, The Dependency Theory. Global Trade.</li> <li>• Students appreciate how diversity encourages positive relationships and shared values are explored in studies of both internal and international migration. Promoting tolerance and partnerships.</li> <li>• Students learn about environmental protection and sustainable practice through specific modules on ecosystems and fieldwork in a local ecosystem.</li> <li>• Students in geography regularly develop decision making skills to express well balanced opinions, based on a sound understanding of societal and environmental issues. (e.g. sustainable tourism, industrial location, renewable decision making, coastal protection)</li> <li>• These values are also encouraged and rewarded in teaching, showing tolerance, mutual respect, teamwork, resilience, are valued as we aim to build students' self-esteem.</li> </ul>
History	<ul style="list-style-type: none"> <li>• British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs is embedded in the curriculum</li> <li>• Students explore issues such as democracy in a historical context and relate this to modern day through studying events such as the Civil War and Slavery. This enables students to understand how, overtime, changes happened and to evaluate their impact.</li> <li>• 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 the Industrial Revolution and both World Wars</li> <li>• Teaching students to respect and value diversity, this is developed in the study of issues such as Britain's involvement in the slave trade as well as immigration post WWII. Furthermore by investigating modern day issues such as terrorism.</li> <li>• These values are encouraged in every lesson through showing respect to different viewpoints and ideas as well as the ability to work effectively together.</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>• We promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect</li> <li>• Students have the opportunity to work independently and as a team to build resilience and self-esteem. Peer assessment is also used.</li> <li>• Students across Key Stage 3 complete activities related to e-safety and the safe use of a computer and smart devices. This includes social media.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• All students are encouraged to achieve their maximum potential in Maths lessons and to learn the importance of Maths in all aspects of life.</li> <li>• Students of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem</li> <li>• Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This promotes the values of mutual respect and support for one another.</li> <li>• 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.</li> <li>• Students learn that Mathematics comes from different cultures. They study Indian Rangoli, Pythagoras, Hieroglyphics and Fibonacci.</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• 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, they must demonstrate good teamwork to succeed. This also</li> </ul>

	<p>means being gracious in defeat and showing sportsmanship and respect both on and off the field of play.</p> <ul style="list-style-type: none"> <li>• Resilience and self-esteem are developed on the principle that new skills are only enhanced by new experiences and they need to learn to try again.</li> <li>• Rules of Law and Democracy are essential in PE and Sport as everyone has to play by the rules. This means being able to follow rules and laws in order to allow progress and flow within a sporting environment.</li> </ul>
Life	<ul style="list-style-type: none"> <li>• British Values are studied explicitly with religious and non-religious concepts across KS3.</li> <li>• Lessons 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.</li> <li>• Much of curriculum is focused on understanding beliefs and world-wide views of different people all over the world and through understanding, true tolerance develops.</li> <li>• Being able to hold debate, explains one's own view and the views of others clearly is key to building resilience of character and conviction. Students also develop self-esteem through debate</li> <li>• Students are encouraged to consider the philosophical religious foundations on which concepts of democracy and liberty are built.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Individual liberty of own views, tolerance and mutual respect of others views is taught through the exploration of different topics and ethics. This includes topics of evolution versus creation, genetic modification, selective breeding, stem cell research and animal testing.</li> <li>• Funding of IVF by the NHS is discussed along with the moral dilemma of should it be free.</li> <li>• Rule of law is explored through rules of health and safety alongside illegal substances, alcohol and tobacco</li> <li>• Practical activities require students to engage in teamwork and show mutual respect for each other.</li> <li>• Democracy is investigated and explored through debate in issues such as the location of a limestone quarry or whether smoking and drinking should be illegal.</li> <li>• Resilience and self-esteem are developed through students building independent learning skills, experiencing failure and learning how to formulate a correct response</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>• Students explore the moral choices facing designers and manufacturers when deciding on materials.</li> <li>• Students explore the six Rs of sustainability to understand and apply ways of conserving the earth's resources. This includes built-obsolence in new products for a "throwaway culture"</li> <li>• Focus on recycling in food and how to manage portion size to minimise waste helps students to connect with dilemmas of those who do not have an abundance of food.</li> <li>• Students gain an awareness of Health and Safety and legal requirements of labelling and packaging</li> <li>• Students explore consumer choice and the moral implications this can have on people. This includes product evolution, beliefs, ethics and values</li> <li>• Iconic British designers are studied along with Art &amp; Design Movements.</li> <li>• Cultural influences of both food and textiles are explored extensively. The diversity of ingredients, resources and materials is encouraged throughout</li> <li>• Off shore manufacturing, scales of production in developing countries and multinational companies are explored.</li> </ul>

## Pastoral Provision and British Values

Within the Pastoral provision there is the exploration, debate and presentation of information on key topics. These are addressed in tutor time and House assemblies each week. There is a consistent and uniform approach for all tutor groups that is quality assured by the Progress Leaders.

<b>Autumn Term 1</b>
Behaviour Policy
Expectations
Form Representatives
Goal Setting
Attendance
Stoptober
Dyslexia

<b>Autumn Term 2</b>
Remembrance
Sportsmanship
Anti-Bullying
Adversity
Diversity
Celebrating Success

<b>Spring 1</b>
Behaviour
The Holocaust
Respect
Motivation

<b>Spring 2</b>
Mental Health
Digital Footprint
Comic Relief
Autism Awareness
Celebration Assembly

<b>Summer 1</b>
Behaviour
Team work
Coping with pressure and stress
Pay it forward
Sexting

<b>Summer 2</b>
Water around the world
Leadership – Sports Captains
Sports Day
Resilience
Celebration Assemblies

## Student Voice

The Student Voice meets on a half termly basis. Two Form Representatives are elected democratically for every tutor group. The students then debate and discuss whole academy issues and areas for improvement.

## Junior Leadership Team

Each Year, Year 10 students apply to become part of the JLT. The structure consists of Head Boy and Girl, Deputy Leaders and Associate Leaders. All candidates undergo an extensive process of delivering assemblies, Student and Staff votes, presentation to the Principal and a panel interview.

The JLT are actively involved in Academy Improvement, staff recruitment, events organisation and representing the academy.