

# BRITISH VALUES WEOBLEY HIGH SCHOOL

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## **Democracy**

- School council – Students elect a member of their tutor group to represent their opinion on school issues
- Mock Elections – Year 8 Citizenship students create party policies and hold a mock election based upon the strength of these
- Students are encouraged to justify their opinions across the curriculum through class and group discussions on emotive topics along with responses to teacher feedback
- Students annually vote for their choice of Head Boy and Head Girl

## **Rule of Law**

- The school expectations of behaviour and conduct
- Safeguarding staff liaise closely with outside agencies including Social Services and the Police
- The Acceptable Use Policy is used to promote correct use of the internet – E Safety and CEOPs are delivered through the curriculum and on enrichment days
- Citizenship syllabus includes issues relating to the law
- Safeguarding policy

## **Individual Liberty**

- In Religious Education students are introduced to a range of beliefs and experiences so that they are able to make more informed choices for themselves
- Students are provided with many opportunities to explore their opinions after secondary school education. Careers information, mock interviews, CV writing
- A range of extra-curricular activities and clubs allow students to develop self-esteem and specialised interests
- In Year 9 all students attend an interview with the Head-Teacher to discuss their options and their future aspirations

**Mutual Respect**

- The school expectations of behaviour and conduct
- The Religious Education curriculum provides many opportunities for students to learn about a range of different cultures and beliefs
- LCo Assemblies – address ideas of respect and tolerance

**Tolerance of Those with Different Faiths and Beliefs**

- Religious Education is taught to all students across KS3 & 4 - The Religious Education curriculum provides many opportunities for students to learn about a range of different cultures and beliefs. The RE curriculum follows the Herefordshire Agreed Syllabus in KS3 and the AQA GCSE Specification for KS4
- School trips - a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages

Provision of SMSC:				
	Example areas where criteria is delivered to students			
<b>Enable students to develop their self-knowledge, self-esteem and self-confidence</b>	<p><b>RE Curriculum:</b></p> <p>Year 7 topic – “Who am I” examines issues of identify and uniqueness.</p> <p><b>PE Curriculum</b></p> <p>Self-esteem and confidence is continually built in PE lessons and extra-curricular activities where all students are encouraged to take part in many activities.</p> <p><b>English Curriculum</b></p> <p>KS4: Writing to express a viewpoint            KS3: Descriptive Writing            KS3: The Island (Year 7)            KS3 Drama</p> <p><b>Science Curriculum</b></p>	<p><b>LCo, Tutor and the LINC</b></p> <p>Students with low self-esteem are referred by tutors or LCoS to the LINC where they are invited to attend sessions with GP that focus on building confidence and relationships with other students and staff</p>	<p><b>Extra-Curricular Activities</b></p> <p>KS3 Drama club builds self-esteem and confidence.</p> <p>Book club encourages students to communicate with each other about their ideas and opinions</p> <p>Performances in Drama and Music on in curriculum areas or on school occasions</p> <p>Presentation Evening many students volunteer to speak in front of parents and fellow</p>	<p><b>Enrichment Days</b></p> <p>Team building activities – such as Dragon’s Den by CragRats promote working together and develop self-confidence</p>

	<p>KS 4 Chemistry – Air Pollution and the effect on both environment and humans. How individuals can make a difference in reducing it</p> <p>KS 3 Units on recycling and its importance, Future technologies to help the human race,</p> <p>Year 7 reproduction unit allows development of self-knowledge</p>		<p>students</p> <p>Open day and Evening – students help with Year 6 sample lessons and escort parents around the school</p> <p>Team building activities</p> <p>PGL trip – makes a huge impact on student self-esteem and confidence as they tackle new challenges and develop their skills</p>	
<p><b>Enable students to distinguish right from wrong and to respect the civil and criminal law of England</b></p>	<p><b>RE Curriculum:</b></p> <p>Year 9 - Morality topic – students discuss the concept of right and wrong and the consequences that choices may result in</p> <p>KS4 GCSE topic – Religion and Crime discusses the difference between civil and criminal law. Students examine the consequences of crime including the aims of punishment</p> <p><b>Citizenship Curriculum:</b></p> <p>Year 7 – Rights and responsibilities topic investigates the concept of right and wrong</p> <p>Year 8 – The Justice System examines rules and the law in the UK</p> <p><b>English Curriculum</b></p> <p>KS3: Lord of the Flies/ Stone Cold (Novels Y7-9) KS4: An Inspector Calls</p> <p><b>History Curriculum</b></p>	<p><b>LCo and Tutor Responsibilities:</b></p> <p>Students discuss behavioural situations with tutors. This may involve understanding what the right course of action or behaviour should be.</p> <p>Through LCo assemblies students are encouraged to distinguish right from wrong in school situations</p> <p>In Year 7 students are made aware of the school rules which helps them to understand the reasons behind the rules and the consequences if they are broken</p>		

	<p>Crime and punishment in the Middle ages (ks3). Crime and punishment 1000- present (ks4)</p> <p><b>Science Curriculum</b></p> <p>KS 4 Chemistry – Looking at historical industrial acts and how companies have responsibility to monitor pollution and working conditions. How this has changed since 1850</p> <p>Some higher sets cover abortion law re termination following genetic testing. Also cover some discussion of the law around stem cell and genetic research</p>			
<p><b>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</b></p>	<p><b>RE Curriculum:</b></p> <p>Throughout the Key Stages students examine the teachings of Christianity with a focus on empathy and compassion for others.</p> <p>Students also research different charities such as Children in Need, Comic Relief, Christian Aid or Islamic Relief</p> <p><b>Citizenship Curriculum:</b></p> <p>Year 7 – Communities topic examines volunteer groups and charities and how they make a positive impact on people’s lives.</p> <p><b>English Curriculum</b></p> <p>KS4: Writing to express a viewpoint  KS3: Descriptive Writing  KS3 Drama  KS3: The Island</p> <p><b>Science Curriculum</b></p>	<p><b>Extra-Curricular: Physical Education</b></p> <p>KS4 Weobley High students often volunteer to help run coaching sessions for primary school students or run KS3 tournaments. The students actively encourage younger participants helping build self-esteem and confidence</p>	<p><b>LCo and Tutor Responsibilities</b></p> <p>Students are encouraged continually to understand the effect of their behaviour and how they can work together to make a positive contribution to school life</p>	

	<p>KS 4 Chemistry – Air Pollution and the effect on both environment and humans. How individuals can make a difference in reducing it</p> <p>KS3 – presentations on a variety of topics where they can express themselves and give their opinion. E.g Year 9 – should stem cell research be allowed</p> <p>Cooperative work within practical groups encourages ‘social’ responsibility for safety in the lab</p>			
<p><b>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England</b></p>	<p><b>Citizenship Curriculum:</b></p> <p>Year 7 – Communities topic looks at public institutions and how they help the community</p> <p><b>English Curriculum</b></p> <p>KS3: The News</p> <p><b>Science Curriculum</b></p> <p>All – links to industrial and government policies in how they are reducing or removing potential pollution issues</p>	<p><b>Specialist Days</b></p> <p>In Year 11 Students are invited to attend a “Dying to Drive” course where they are introduced to the role played by the local services when attending road collisions and accidents</p> <p>The Army are invited to provide an annual session for KS4 in which they explain their role in protecting the UK and citizens worldwide</p>		
<p><b>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</b></p>	<p><b>RE Curriculum:</b></p> <p>During KS3 students are investigate several different religions and cultures. Discussions of tolerance, respect and peace are common place</p> <p>KS4 students topic – Religion and Prejudice states that students must have an understanding of the key terms – tolerance and harmony</p> <p><b>English Curriculum</b></p> <p>KS3: Different Cultures Poetry unit</p>	<p><b>MFL:</b></p> <p>European Day of Languages – resources provided for tutors to complete fun activities with their forms</p>	<p><b>School Trips:</b></p> <p>Students are given the opportunity to visit Auschwitz on a KS4 History Trip – this enables them to understand the importance of tolerance and respect for different cultures</p>	

<p><b>Encourage respect for other people</b></p>	<p><b>RE Curriculum:</b></p> <p>The equality act of 2010 is examined and discussed in lessons. This helps build an understanding that students should respect other people</p> <p><b>English Curriculum</b></p> <p>KS3: Different Cultures Poetry unit; KS3 The News unit          KS3: Lord of the Flies          KS4: An Inspector Calls          KS4: Novel (Dr Jekyll and Mr Hyde)</p> <p><b>Science Curriculum</b></p> <p>Debates in the need for and against using crude oil. Encourage pupils to think not just about themselves but the world as a whole</p>	<p><b>Enrichment Days:</b></p> <p>Group activities on Enrichment days encourage students to work with others to help solve problems</p> <p>Money Matters – Bright Futures          Puzzle Day – Maths enrichment</p>	<p><b>School Ethos:</b></p> <p>Weobley High School is a school that encourages respect between students. If incidents of disrespect occur staff immediately respond and challenge behaviour.</p>	
<p><b>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</b></p>	<p><b>Citizenship Curriculum:</b></p> <p>Year 7 – History of Parliament</p> <p>Year 8 – Parliament examines democracy, the voting system and how a bill becomes a law. Mock elections and development of policies increases student understanding of the democratic system along with promoting and justifying their beliefs in accordance with British Values.</p> <p>Year 8 – The Justice System examines rules and the law in the UK</p> <p>Year 8 – Liberties discussion of Human Rights helps students understand the importance of democracy and concepts such as freedom of speech</p> <p><b>English Curriculum</b></p> <p>KS3 The News unit</p>	<p><b>School Elections:</b></p> <p>Students are invited to vote for their Head Boy and Head Girl. Students who are nominated present a speech on their own values and beliefs before the student body votes for their choice</p>	<p><b>School Council:</b></p> <p>Students are elected to represent their tutor group on matters that are important to them. The school council meet and discuss issues that they would like address</p>	

	<b>History Curriculum</b> Dictatorship/democracy/communism (KS3). The rise of dictatorships after WWI. Communist revolt in Russia. Red scare/McCarthyism (KS4)			
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