Graham School: British Values & SMSC Subject Statements

BRITISH VALUES IN ART & DESIGN

The Art department at Graham School works hard to enable students to develop their self-knowledge, self-esteem and self-confidence. In all year groups, student’s gain self-confidence by being taught a range of key skills and techniques which then allow them to produce work in which they can express themselves emotionally and creatively. GCSE work is displayed publicly around the department and we hold an exhibition evening that is open to the public. Students' confidence and self-esteem is always increased when their work is celebrated and visually displayed.

Within the classroom we teach pupils to respect the values and opinions of others by way of being able to express themselves and listen to other’s thoughts and opinions without prejudice. Everyone is equal, listened to, valued and respected. Students are encouraged to critique each other’s work and respect the opinions of others; taking both the positive (WWW) and the areas of improvement (EBI) feedback in order to enhance and make further progress. This supports the values of honesty, integrity, respect and tolerance, and is also supporting the students to respect democracy and willingly participate in the democratic process.

Democracy
- Take into account the views of others in shared activities.

The Rule of Law
- Undertake safe practices, following class rules during projects and activities for the benefit of all
- Understand the consequences if rules are not followed

Individual Liberty
- Work within boundaries to make safe choices in art and design
- Make own choices within art and design projects

Acceptance of those with different faiths and beliefs
- Experience and talk about art and design work from different cultures and religious beliefs
- Use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect
- To behave appropriately allowing all participants the opportunity to work effectively
- Review each other’s work respectfully
- Work together on projects, help and advice others
- Experience different festivals, traditions and celebrations through Art and Design

How we deliver SMSC in Art & Photography

The art and photography courses lend themselves to a wide range of Spiritual, Moral, Social and Cultural studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art and photography, which is supported by strong research into the wider world around them. The department undertakes a number of extra-curricular activities that enhance the students' experience of the fine arts and photography and its context in the world.

Spiritual Development in Art & Photography

The Art, design and photography courses are dependent on the students’ ability to enquire and communicate their ideas, meanings and feelings. Students will investigate visual, tactile and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner. Students will have opportunities to explore a range of starting points that may relate to SMSC within the research stages and will be developed within their own responses.

Moral Development in Art & Photography

Throughout the courses students are encouraged to look at work that will often pose a moral question. The student’s outcomes are supported with a rationale or a meaning that will often convey a message.
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Social Development in Art & Photography
Students work is celebrated throughout the school and displayed in many areas. Student discussion of a range of artists and art work, encouraging and developing communication skills

Cultural Development in Art & Photography
Throughout the units of work explored Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions and have the opportunities to respond to them as part of their research and preparation work.

BRITISH VALUES AND SMSC IN MODERN FOREIGN LANGUAGES

Democracy
- We study the work of UNICEF when we look at Francophone and Hispanic African and Latin American countries, as well as the Convention of the Rights of the Child (CRC) when we discuss the similarities and differences between children’s lives in developed and developing Francophone and Hispanic countries.

The Rule of Law
- The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced.
- Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- We study law and order and delinquency in GCSE. We explain rules and laws when we visit target language countries.

Individual Liberty
- Within MFL lessons, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. In MFL lessons we educate and provide boundaries for young pupils to make choices confidently and safely.
- Students are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, especially on MFL trips. This is also explored when corresponding with epals in twin schools, and when participating in numerous extra-curricular sessions, exchanges and trips which allow them to exercise their individual choice.
- In lessons and in written and spoken controlled assessments, we encourage students to express their individual views whilst respecting the views and choices of others

Mutual Respect
- Part of our ethos in the MFL classroom is to promote the core values of respect, reflection, resilience and resourcefulness. Pupils have been part of discussions and interschool exchanges during which they have actively demonstrated what these mean. We aspire to promote these values and increase the students’ knowledge of the importance of mutual respect – in school, our local community, nationally and in the wider world. This is reiterated in the behaviour policy within the MFL classroom.
- There are units in the KS4 curriculum that focus on the effects on marginalisation which arises when mutual respect and tolerance does not exist and our students deepen their understanding of the very serious consequences of this.

Acceptance of those of Different Faiths and Beliefs
- This is achieved through developing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.
- Across the key stages we study topics relating to acceptance, including a KS3 film option that focuses on the persecution of Jews in WW2 France.
- There are also units within the KS4 curriculum that focus on celebrations and customs of other faiths in the countries where the language being taught is spoken.
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- Across all units, students are often encouraged to develop and reflect upon their own thoughts, beliefs and reactions using the French language, which is a particular focus at GCSE. Within this we create a safe space for students to share these ideas with their peers.
- Our MFL exchanges and overseas trips have also allowed our students to witness first hand other faiths and cultures.
- The school celebrates the many languages spoken by our pupils. Our EAL students will be giving workshops to help us understand some rudimentary words in their language and have answered our questions about their customs and traditions.

BRITISH VALUES IN SCIENCE

Science is a multi-discipline subject incorporating biology; chemistry and physics. This allows plenty of opportunity to address British Values in a diverse range of challenging and stimulating environment. Pupils are continually encouraged to show the British values of mutual respect, individual liberty, rule of Law and democracy within certain topics/units.

More generally, British values are incorporated into every lesson through activities and learning experiences:

- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Working together promotes the British values of mutual respect and support for one another.

- Students are allowed to make mistakes and learn from them in all science lessons. This fosters confidence and builds self-esteem and encourages students to take risks and become lifelong learners. These skills can be taken forward into all aspects of life.

- Tolerance and resilience are promoted as students are encouraged to persevere, take risks, improve their work and use self and peer assessment extensively.

Examples of topics incorporating British Values –

Democracy
- Yr 7 – Particle Theory; Reproduction and Genetics
- Yr 8 – Health & Lifestyle; Adaptation & Inheritance; Periodic Table; Man-made materials; Climate change
- Yr 9 – Periodic table; Chemical Calculations; Cell division;
- Yr 10 – Preventing and treating disease; Non-communicable Diseases; Radioactivity
- Yr 11 – Communications; Space; Variation & Evolution; Genetics & Evolution; biodiversity & ecosystems

Rule of Law
- Yr 7 – Reproduction and genetics; Conservation of mass; Fuels; Forces
- Yr 8 – Health & Lifestyle; Climate change; Energy resources; Speed.
- Yr 9 – Energy & Energy resources, Structure and bonding, Chemical calculations; Cell division;
- Yr 10 – Preventing and treating disease; Non-communicable Diseases; Hormonal Co-ordination; Radioactivity.
- Yr 11 – Force & Motion; Communication; The Earth’s Resources; Variation & evolution; Biodiversity and ecosystems

Individual Liberty
- Yr 7 – Reproduction and genetics; Fuels.
- Yr 8 – Health & Lifestyle; Adaptation & Inheritance; Man-made materials; Energy resources; speed.
- Yr 9 – Energy and energy resources; Cell division;
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- Yr 10 – Preventing and treating disease; Non-communicable Diseases; Hormonal Coordination; Radioactivity
- Yr 11 – Force & Motion; Communications; Space; The Earth’s resources; Crude oil; Variation and evolution; biodiversity and ecosystems

Mutual respect and tolerance of those of different faiths and beliefs

- Yr 7 – Reproduction and Genetics, The Universe.
- Yr 8 – Health & Lifestyle, Adaptation & Inheritance; Man-made materials; Climate change; Energy resources.
- Yr 9 – Cell structure and transport; Cell division;
- Yr 10 – Preventing and treating disease; Non-communicable Diseases; Hormonal Coordination; Radioactivity
- Yr 11 – Space; Genetics & evolution; Biodiversity and ecosystems

Spiritual, Moral, Social & Cultural examples in Science

Spiritual:
Topics include – Variation, Genetics & Evolution, Cell division. Darwin’s theory allows the discussion of science vs religion; and the national debate Darwin caused on the publication of his works. The stem cell debate and the ability of scientists to ‘play god’ allows pupils to reflect on the conflict between science advances and spiritual beliefs. Pupils are expected to show a willingness to reflect on their experiences through DIRT time and through discussion and debate.

Moral:
Topics include Organ transplants; Artificial hearts; and Pollution of the Environment. Who should be given organ transplants; who should donate their organs; who’s responsibility is the environment and at what expanse are we willing to allow the environment to be polluted? Many lessons outside of these topics will require students to appreciate the views of others and give their own reasoned views through debating, exam style questions and DIRT time.

Social:
Topics include – communication; antibiotics. How has society changed through the development of modern materials and technology such as mobile phones and the allotropes of carbon. Are mobile phones safe? What problems are associated with mobile phone use? What was the influence on society of antibiotics? How can antibiotic resistance be a problem in the future? Social skills are encouraged through group work, strategic seating plans, discussion and debate and effective use of peer assessment. Character can also be demonstrated through the promotion of social skills.

Cultural:
Topics include – Communication; Diseases, Energy resources and stores. How has modern communication changed modern Britain? The British health system is discussed indirectly through the treatment of communicable and non-communicable diseases. How as a culture have we become dependent upon fossil fuels and the associated environmental problems? The Science curriculum at Graham School is diverse and closely linked to British values and SMSC. As such, students will develop their understanding of British culture and the culture of others throughout both Key Stages.

In lessons, students are expected to demonstrate:

- Acceptance and respect for diversity
- Appreciation of British culture and the culture of others
- An interest in exploring, improving, showing understanding of different faiths and diversity.
- Positive attitudes to local, national & global events.

BRITISH VALUES IN HISTORY

History is a rigorous and challenging subject with explicit links to British values, in terms of both personal skills and subject content. All students are expected to demonstrate mutual respect and acceptance in their lessons and many topics, such as the Holocaust, will require students to approach their learning with these values in mind. The broad
curriculum also offers many opportunities to make links with democracy, the rule of law and individual liberty. For example, our GCSE focusses on these values through the ‘Power and the People’ theme study.

More generally, British values are incorporated into every lesson through activities and learning experiences: Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Working together promotes the British values of mutual respect and support for one another. Students are allowed to make mistakes and learn from them in all history lessons. This fosters confidence and builds self-esteem and encourages students to take risks and become lifelong learners. These skills can be taken forward into all aspects of life. Tolerance and resilience are promoted as students are encouraged to persevere, take risks, improve their work and use self and peer assessment extensively.

Examples of topics incorporating British Values

Democracy
- Yr 7 – Magna Carta, Simon de Montfort and the origins of Parliament, Provisions of Oxford
- Yr 8 – Charles I and Oliver Cromwell, English Civil War, Glorious Revolution
- Yr 9 – French Revolution, Great Reform Act, Chartism
- Yr 10 – The theme study is based on the changing relationship between rulers and ruled – the development of British Democracy is at the core of all lessons – for example – all of the topics highlighted in yrs 7 – 9 are revisited in much greater detail in year 10
- Yr 11 – Democracy v Dictatorship in 20th century (Germany and Vietnam), Weimar Constitution,

Rule of Law
- Yr 7 – Trial by ordeal, Norman legal reforms, Medieval justice system
- Yr 8 – Elizabethan Poor Laws, Tudor punishment and torture, prison reform
- Yr 9 – Jack the Ripper, Bow Street Runners and Peelers, suppression of radicalism in 19th century Britain
- Yr 10 – British depth study incorporates all the topics covered in yrs 7 – 9 highlighted above in greater depth
- Yr 11 – Totalitarian state of Nazi Germany, Personal rule of Ngo Dinh Diem,

Individual Liberty
- Yr 7 – Magna Carta, Statute of Labourers, Peasants Revolt
- Yr 8 – Reformation and religious differences, Pilgrim Fathers, the Levelers
- Yr 9 – Ideals of the French Revolution, Suffragette campaign, life in Communist and Fascist dictatorships
- Yr 10 – British depth study and theme study incorporates all the topics studied in yrs 7 – 9 with exception of Communist and fascist dictatorships
- Yr 11 – Loss of individual freedom in Nazi Germany, censorship and propaganda in Nazi Germany. Suppression of religious and political freedom under Ngo Dinh Diem

Mutual respect and tolerance of those of different faiths and beliefs
- Yr 7 – Crusades, Henry II and Becket, heresy
- Yr 8 – Protestant v Catholic and the Reformation, witchcraft, Plantations in Ulster
- Yr 9 – Growth of Empire, Slavery, terrorism
- Yr 10 – Treatment of Jews in Medieval England, Dissolution of the Monasteries and the Pilgrimage of Grace, conflict between social classes
- Yr 11 – Treatment of minorities in Nazi Germany, the Holocaust, Vietnam War – co-operation between US and South Vietnam and suppression of Buddhism and Nationalism in South Vietnam

Spiritual, Moral, Social & Cultural examples in history

Spiritual
Topics include – The Crusades, the Reformation, heresy and religious intolerance, democracy v dictatorship, anti-Semitism in 20th century, Islamophobia in 21st century. Many lessons outside of these broad topics will require students to reflect on the own beliefs and those of others. Development of empathy is also crucial for understanding
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of sensitive subjects such as the Holocaust. A sense of enjoyment is promoted through a range of learning strategies and through engaging topics about other cultures at both key stages, for example, India, Vietnam and the West Indies. Pupils are also expected to show a willingness to reflect on their experiences through DIRT time and through discussion and debate.

Moral
Topics include (amongst many others) – Medieval justice system, treatment of the poor, exploitation of industrial workers, 19th century radicals, reforms to the bloody code, appeasement, civil rights movement, the Holocaust, US involvement in the Vietnam War. Many lesson outside of these topics will require students to appreciate the views of others and give their own reasoned views through debating, exam style questions and DIRT time. Topics such as the bloody code and legal reforms of the 19th and 20th century give opportunity to develop their understanding of the rule of law and to investigate moral and ethical considerations of aspects such as capital punishment.

Social
Topics include – changing relationships between social and religious groups throughout British History (please see the section on British Values). In particular, changes to women’s rights, worker’s rights and rights of racial and religious minorities. The emergence of British democracy is a theme in all year groups. Social skills are encouraged through group work, strategic seating plans, discussion and debate and effective use of peer assessment. Character can also be demonstrated through the promotion of social skills.

Cultural
Topics include – The development of the Church of England, the impact of empire and immigration on British identity, the nature of communities as seen in the Blitz spirit, art and poetry of the First World War and British influence in global events such as WWII and the Commonwealth of Nations. Knowledge of the British parliamentary system and its role in shaping our history and values is key to the Theme Study at GCSE. There is also a strong element of local history a Key Stage 3. The History curriculum at Graham School is diverse and closely linked to British values and SMSC. As such, students will develop their understanding of British culture and the culture of others throughout both Key Stages.

In lessons, students are expected to demonstrate:
- Acceptance and respect for diversity
- Appreciation of British culture and the culture of others
- An interest in exploring, improving, showing understanding of different faiths and diversity.
- Positive attitudes to local, national & global events.

BRITISH VALUES & SMSC IN MATHS

In mathematics lessons students are encouraged to delve deeply into their understanding of mathematics and how it relates to the world around them. Our mathematics teaching actively encourages risk taking which enables students to explore and try new ideas without the fear of failure. This is fundamental to building pupils’ self-esteem within mathematics. Throughout history, the study of mathematics stems from intrigue and curiosity, with people’s desire to pose and solve problems relating to the real world or purely within mathematics itself. We aim for our students to appreciate this and use their own mathematics to explore and question the way the world works and also to apply their reasoning to puzzles for their personal satisfaction.

British Values in mathematics

In mathematics, all students are encouraged to achieve their maximum potential and learn the importance of mathematics 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.

The mathematics curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging students to persevere and try different methods to arrive at a correct solution.
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- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Students work together in groups in all areas of the mathematics curriculum and this promotes the British values of mutual respect and support for one another.

- Students are allowed to make mistakes and learn from them in all maths lessons. This fosters confidence and builds self-esteem, it encourages students to take risks and become lifelong learners whilst using their mathematical skills in all aspects of life.

- 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 actively contribute positively through embarking upon competitions such as UKMT group mathematics challenges.

Examples of British Values lessons in mathematics:

**Democracy**
Students consider and discuss the consequences, advantages and disadvantages of things such as ethical decisions relating to maths, business and economies and how mathematics is used and abused as well as how data can be used to change perceptions, opinion, action and cause reaction and impact upon legislation. Democracy is further studied when critiquing and designing questionnaires.

**Individual liberty**
Opportunities to discuss across all topics within mathematics are encouraged whilst ensuring students are respectful to others. At the same time, students are reminded of an expectation of respect for all others. Individual liberty is further explored through studying constraints on behaviour such as paying tax once a certain income is earned, speed limits in cars and how these are arrived at, levels of alcohol in the blood when driving etc.

**Acceptance**
Values such as respect, tolerance of other opinions and positive criticism are embedded in mathematics. An underpinning drive to develop students who are resilient, respectful and determined creates a positive set of values to apply to all areas of life and help develop the student’s character. One area this can easily be seen is through the use of self and peer reflection and feedback.

**Rule of law**
Adhering to rules and laws of privacy and understanding how such legislation is applicable to life in school and the community in helping to make the community safer. The study of speed, distance and time and creation of speed limits and stopping distances feeds into this. Additionally, studying of the general election and how the number of votes and the number of seats are correlated feeds into understanding rules and the law.

**Mutual Respect**
At all times in mathematics, students are encouraged to recognise an individuals’ strength and support their development. This can be seen in the use of self and peer assessment and feedback and during the RAG intervention lessons following assessments. Equality and diversity are encouraged at every opportunity.

**Preventing & challenging extremism**
Students are encouraged and supported to think critically and not simply accept what they are told. The study of statistics is used to show how claims and assertions should be critically analysed before being accepted. Studying government migration figures to challenge inaccurate claims made about immigration levels in the UK is another area that feeds into challenging extremism.
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Spiritual
Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In mathematics lessons students are always encouraged to delve deeper into their understanding of mathematics and how it relates to the world around them. The skills of analysing data are taught from Year 7 through to Year 11 to enable students to make sense of vast amounts of data available in the modern world around them. Sequences, patterns, measures and ultimately the entire study of mathematics was created to make more sense of the world around us and we enable each of our students to use mathematics as a tool to explore it more fully.

We are sensitive to students’ individual needs and backgrounds and experience
We aim to give all students an appreciation of the richness and power of mathematics

Examples of Spiritual lessons in maths:
- Students considering the development of pattern in different cultures including work on tessellations such as using Rangoli designs or the use of religious symbols for symmetry
- Fibonacci pattern

Moral
The moral development of students is an important thread running through the entire mathematics syllabus. Throughout years 7 to 11 students spend an hour per half term during TIFF (Test, Intervention and Functional Focus) on various projects when students use mathematics in real life contexts, applying and exploring the skills required to solve various problems. Projects include designing an emergency shelter to protect people who have lost their homes due to natural disasters and applying their data analysis skills in a real-life context during projects focussing on the conservation of the rainforest and saving baby kangaroos.

- Within the classroom we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving
- We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with
- We show the students that we are on a quest for the truth by rigorous and logical argument and discourage jumping to conclusions

Examples of Moral lessons in maths:
- Students conducting an opinion survey on a moral issue
- Students to have an awareness of sexist, stereotypical bias in materials – for worksheets to include female builders, male secretaries etc.
- Coordinates ‘Bomb or not to Bomb’
- Why learn Algebra?
- Population density – using the law in China for the number of children a family are allowed

Social
Problem solving skills and teamwork are fundamental to mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of mathematics lessons.

- In classrooms, we look for opportunities for students to use mini-whiteboards to promote self-esteem and build self-confidence.
- We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners
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- We help students develop their mathematical voice and power of logic, reasoning and explanation by offering explanations to each other
- We seek out events and team mathematics challenges for increased student involvement

Examples of Social lessons in maths:
- Allowing discussion and debate on the use and abuse of statistics in the media
- Students learning how mathematics is used to communicate climate change
- Mathematics’ department all in grouped seating
- Investigation when teaching questionnaires

Cultural
Mathematics is a universal language with a myriad of cultural inputs throughout the ages. We encourage the teaching of various approaches to mathematics including the Chinese lattice method for multiplication. We also explore the mathematics applied in different cultures such as Rangoli patterns, symmetry, tessellations and Islamic geometric patterns. The ability to use exchange rates for foreign travel are also important life skills students will learn.

- We share the appreciation with the students that mathematics, its language and symbols have developed from many different cultures around the world: eg Egyptian, Indian, Islamic, Greek and Russian roots
- We look to make explicit reference to mathematics contribution to progression of the subject as we teach throughout our Schemes of Work

Examples of Cultural lessons in mathematics:
- Students investigating different number sequences and where they occur in the real world
- Allowing discussion on the cultural and historical roots of mathematics, such Pythagoras’ theorem
- Students discussing the use of mathematics in cultural symbols and patterns
- Mathematics is a universal language
- Use of the Chinese lattice method when teaching multiplication
- Students to have the ability to use exchange rates for foreign travel

BRITISH VALUES & SMSC IN PERFORMING ARTS

Spiritual
Performing Arts allows students to develop a sense of spirituality through the experience and emotion generated in the creative process. Students are encouraged to explore their spirituality through the creation of original pieces of music, dance and drama, experiencing a sense of personal achievement when playing an instrument and studying subject matter that requires them to look within to empathize with other people.

Moral
Performing Arts subjects require students to express their own responses to moral dilemmas and emotions. They can appreciate the work of practitioners in expressing unfairness, injustice and in celebrating the victory of good over evil. Encouraging critical discussion in response to challenging drama, dance and music will be an integral process in learning and development.

Social
Music, dance and drama are collaborative and social subjects. The concepts of groups working together to create a piece of musical or dramatic art are integral to learning within the Performing Arts department. During group activities students have to share, improve and discard ideas through co-operation and sensitivity to the feelings and opinions of others. Students are encouraged to perform to audiences in lessons which deepen their ability to interact with others in a range of ways. In addition, in drama topic such as peer pressure and bullying are explored. Extra-curricular activities such as the school production, choirs, bands, rock groups and drama and dance clubs, provide a raft of opportunities for students to meet together to make music or create a piece of drama or dance with like-minded individuals as well as providing opportunities for them to meet new people.
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Cultural
The curriculum in the Performing Arts department is broad and comprehensive allowing students to explore music from western cultures and around the world. Examples include western classical music; a diverse range of 20th Century music, including rock and pop, film music, blues; world music, including African drumming, Indian music and Latin American styles. In drama, students study texts and dramatic art forms from around the world. They can also begin to make connections between different cultures and their own. In dance, students perform dances in many styles that have their origins in different cultures. In drama techniques and texts from other cultures exploring a range of beliefs, values and religions are explored.

Performing Arts and the inclusion of British Values:

- Music, dance and drama classroom expectations require a system of respecting others feelings and opinions. Furthermore, specific topics and scripts in drama, explore the issues of right and wrong, such as DNA and other political texts.

- The study of music, dance and drama enables students to develop their self-knowledge, self-esteem and self-confidence through exploration of character and different perspectives, creating roles, expressing themselves through music and delivering these to a respectful audience.

- Within drama, students study perceptions of society towards our elderly citizens, teenagers, gangs, and women. Some of the devised units explore prejudice towards, race, religion, gender and sexuality and actively promote acceptance. The role of law enforcement and morals within a number of our units of work is also explored. Opinions are explored and challenged in these units and teachers make boundaries clear in order to explore views and guide students on acceptable behaviors in the classroom and in society. In additional texts with moral dilemmas and political views are studies and explored, such as DNA, Animal Farm, The Crucible, Two, The Visit, Equus and Top Girls.

- Students study music from a range of different cultures, religions and countries. During their studies we explore how they are similar to our own and the characteristics that make them special, interesting and unique.

- Performing Arts subjects depend upon the ability to collaborate, tolerate, accept, contribute and respect each other. These values are fundamental and reiterated throughout lessons. Skills are exercised regularly through group work, whole class work and as individuals when, for example, students may be working on creating a piece of music or drama when ideas must be shared, decisions made and compromises sought.

- Extra-curricular activities also encompass the concepts of democracy, free choice, working with rules and guidelines and the exploration of other cultures, religions and beliefs. Examples include encouraging students to use school resources independently, taking responsibility for any equipment used; staging of school productions; student led concert, Christmas events, Drama and Dance Clubs and extra-curricular events. These activities contribute to the development of citizenship through behaviors or experience of other cultures and beliefs.

British Values and SMSC in geography
Geography is a rigorous and challenging subject with explicit links to British values, in terms of both personal skills and subject content. All students are expected to demonstrate mutual respect and acceptance in their lessons and many topics, such as Global Development, will require students to approach their learning with these values in mind. The broad curriculum also offers many opportunities to make links with democracy, the rule of law and individual liberty.
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More generally, British values are incorporated into every lesson through activities and learning experiences:

- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Working together promotes the British values of mutual respect and support for one another.

- Students are allowed to make mistakes and learn from them in all history lessons. This fosters confidence and builds self-esteem and encourages students to take risks and become lifelong learners. These skills can be taken forward into all aspects of life.

- Tolerance and resilience are promoted as students are encouraged to persevere, take risks, improve their work and use self and peer assessment extensively.

Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In geography lessons students are always encouraged to delve deeper into their understanding of different cultures, the challenges we face and possible solutions. Development of empathy is also crucial for understanding of sensitive subjects such as Global Development. A sense of enjoyment is promoted through a range of learning strategies and through engaging topics about other cultures at both key stages, for example, India, Russia and Brazil. Pupils are also expected to show a willingness to reflect on their experiences through DIRT time and through discussion and debate.

**Moral Development in geography**

The moral development of students is an important thread running through the entire geography syllabus. Throughout years 7 to 11 students explore the skills required to solve various problems. This includes looking at the impacts of natural hazards, resource management and ecosystems which requires students to be able to appreciate the views of others and give their own reasoned views through debating, exam style questions and DIRT time. Students also develop a deeper understanding of the difficulties faced in emerging and developing countries and the responsibility of developed countries to support these areas of the world.

**Examples of moral development in geography** include Kenya e.g. Shanty towns and different tribes, settlement e.g. counterurbanisation and impacts of rural depopulation, push and pull factors, Population e.g. China’s one child policy, development of different countries along the DTM. Ecosystems – how different people live in extreme environments such as Amer Indians, Bedouin tribes etc.

**Social Development in geography**

Problem solving skills and teamwork are fundamental to geography, through creative thinking, debates and discussion, explaining and presenting ideas and looking at solutions to conflict. Students are always encouraged to develop their geographical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key part of geography lessons.

**Examples of social development in geography** include Climate change what should be done, Population policies, Use of different energy resources. Kenya e.g. Shanty towns and different tribes, settlement e.g. counterurbanisation and impacts of rural depopulation, push and pull factors, Population e.g. China’s one child policy, development of different countries along the DTM. Ecosystems – how different people live in extreme environments such as Amer Indians, Bedouin tribes etc.
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Cultural Development in geography

The geography curriculum at Graham School is diverse and closely linked to British values and SMSC. As such, students will develop their understanding of British culture and the culture of others throughout both Key Stages. In lessons, students are expected to demonstrate:

- Acceptance and respect for diversity
- Appreciation of British culture and the culture of others
- An interest in exploring, improving, showing understanding of different faiths and diversity.
- Positive attitudes to local, national & global events.

Examples of cultural diversity in geography include – Continents, Kenya e.g. exploring the Massai, Russia, China, Settlement e.g. Cairo and rapid urbanisation, Tourism e.g. Ecotourism in Ghana, Population e.g. China and Singapore’s population policy

British Values in geography

In geography, all students are encouraged to achieve their maximum potential and learn the importance geography 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.

The geography curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts, encouraging students to persevere and try different methods to arrive at a correct solution.

- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Students work together in groups in all areas of the mathematics curriculum and this promotes the British values of mutual respect and support for one another.

- Students are allowed to make mistakes and learn from them in all maths lessons. This fosters confidence and builds self-esteem, it encourages students to take risks and become lifelong learners whilst using their mathematical skills in all aspects of life.

- Whilst investigating and applying geographical concepts to a range of situations, tolerance and resilience are promoted as students are encouraged to persevere, take risks and try different methods.

Democracy – students consider and discuss the consequences, advantages and disadvantages of things such as ethical decisions and solutions to real wold issues. Democracy is further studied when critiquing and designing questionnaires. They find out about the roles of local and national government, the power of individuals and collective action. We look at ways we as individuals, groups and a society as a whole can influence the ways trade and development takes place and revisit the themes of fairness, justice and equality.

Individual liberty, mutual respect and tolerance.

In geography students are constantly developing knowledge and understanding of, and mutual respect and tolerance for, their own and other cultures in a range of places; for example, by developing knowledge of diverse places and people, and understanding the geographical processes leading to change.

Values such as tolerance, mutual respect, liberty and responsibility are also international values, illuminated by developing global knowledge and understanding, and Britain’s engagement with the wider world has also helped
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shape and reaffirm our own values. Global learning helps pupils consider the place of Britain and ‘Britishness’ within international and global contexts, including the idea of multiple identities.

Rule of Law
In geography as we explore the different cultures and challenges the world faces, students examine the some of the laws of different countries and the rationale behind them e.g. China’s one child rule, and Singapore’s three or more policy.

British Values in Physical Education:

Democracy:
Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy, allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons. Students are usually already aware of the existence of detailed sets of rules which govern behaviours on the field of play. PE provides an excellent opportunity to discuss and make explicit the need for such rules and laws governing conduct, as well as the concepts of interdependency and mutual cooperation. In GCSE and Btec sport, students will also beware of the need for those engaged in professional sports to comply with regulation of the use of drugs and also legislation to prevent bribery in the UK and also rules relating to bribery.

Examples include:

- Take a vote on the activities they want to learn about/participate in
- Selection of captains
- Discussion of benefits of different coaching styles
- Role of sport in international conflict resolution
- Impact of democracy through political pressure on sport e.g. boycott of Olympics
- Legislation relating to sport e.g. laws of the game

Rule of Law:
A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport; the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions, which in turn helps students apply this understanding to their own lives.

Examples include:

- Need for, and impact of, rule changes in sport
- Why are there rules about doping and drugs?
- Let one student break the rules (safely!) without punishment. Discuss how others respond.
- Positive and negatives of self-refereed sport
- Legislation relating to individual sports e.g. netball, football and tennis

Individual Liberty:
Within our lessons, students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.

PE enables students to experience individual liberty by deciding how far to devote themselves to a sport. They will also be aware that by participating in a sport they limit their liberty. This may be why they participate, but it may equally be through accepting that they will need to attend training and matches or games. This may also extend to accepting limitations on their diet and lifestyle if they reach higher levels on competition. Sports men and women will set personal targets and will use their individual liberty to progress towards them or they will use their individual
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liberty to decide not to take the actions which are needed to achieve them, and in doing so will take the consequences.

Students should be encouraged to see how their progress towards their own individual goals can be both impinged and improved by the action of both the teacher and their peers.

Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs being responsible for their group’s cardiovascular element and stretching.

Examples include:

- Students leading warm-ups and cool downs
- Student led groups (particularly in team-building activities)
- Use of KS3 AfL booklets
- Attendance at practices such as football and netball

Mutual respect:

Mutual respect and an atmosphere of tolerance help to produce an environment that is conducive to individual progress. Again, these ideas can then be made explicit to the students, and translated to a social context. Within the PE curriculum, mutual respect, teamwork and resilience are essential for success on all levels. Students need to demonstrate respectful attitudes towards their peers in all aspects of PE lessons and Sport and this forms the basis of sportsmanship and good teamwork in order to succeed.

Mutual respect is important not only for the people on your team, but also mutual respect with your opponents or opposition. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch.

Acceptance of those of Different Faiths and Beliefs:

Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students’ different abilities and also the calls/judgements made by officials during games. Through Dance in Years 7-9 students learn about how to express themselves in different ways. They also look at the expression of different cultures and their styles of dance. In GCSE PE and BTEC Sport students learn how many different factors influence peoples’ participation in sport – these factors include religion and personal beliefs.

How we deliver SMSC in PE

Spiritual education involves students developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the students to express their feelings and emotions as well as be amazed by what their bodies can achieve. This happens within PE department through a well-balanced PE curriculum where students are able to explore many activities and also take on many different roles within sport such as leader or coach. The students are able to feel the emotions and feelings that go with each role and activity.

Moral education in PE concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health-related fitness. Students are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is. Within PE, students are challenged to increase their personal level of fitness and to understand the benefits of this. They are also taught about the importance of being healthy and activity and how this plays a role in society as a whole. Each lesson students are shown the rules of all the activities they do, and taught to abide by these rules.

Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Students are given the role of a coach or leader to develop their social skills in cooperation, communication, commitment, loyalty and teamwork. PE provides a varied and balanced curriculum; this
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gives students the opportunity to work together as a team and work on communication and leadership skills.
Students are always challenged to give 100% during PE lessons and the department has a strong ethos of encouraging others during lessons.

Cultural education in PE means students are given the opportunity to learn games from different traditions, including their own, as well being able to appreciate the differences between male and female roles within sport. Students are given the opportunity to compete against other schools from around the county in a variety of sports. This often means the students are absorbing themselves into different cultures from around the county and learning respect for these cultures.

Examples of Spiritual, Moral, Social and Cultural Education in PE include:

- Students reflecting on values surrounding competition which includes ‘winning at all costs' as well as sportsmanship and fair play
- Students learning to handle success and defeat with dignity
- Giving time for focus group discussions on lesson objectives and outcomes as well as listening to other people’s opinions and giving feedback
- Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules
- Students discovering the role of sport in society
- Students becoming aware of different cultural attitudes towards aspects of physical activity
- Students experiencing different roles and the emotions that go with each role
- Students are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease
- Students learn that sport has rules to keep people safe as does society for the same reason
- Students are challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.
- Students are asked to reflect on their actions and how this affects others in a team
- Students are taught to believe in themselves and what they can achieve if they have a ‘can do' attitude.

SMSC & British Values in Design and Technology

British Values Design and Technology is a multi-stranded subject that includes food & nutrition, textiles, product design, materials technology, electronic products and graphical communication. We seek to promote and support students understanding of British values through the social, moral, spiritual and cultural strands within this subject.

More generally, British values are incorporated into every lesson through activities and learning experiences:

- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Working together promotes the British values of mutual respect and support for one another.
- Students are allowed to make mistakes and learn from them in all DT lessons. This fosters confidence and builds self-esteem and encourages students to take risks and become lifelong learners. These skills can be taken forward into all aspects of life.
- Tolerance and resilience are promoted as students are encouraged to persevere, take risks, improve their work and use self and peer assessment extensively.
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Responsibility
We look to develop students understanding of responsibility through a number of avenues. This will take into account students own responsibilities as a designer linking to SMSC and environmental issues that should be considered when designing and making products in all areas of DT. We also develop students to be responsible practitioners in the practical environment so that they understand the role and responsibilities they have to follow the H&S expectations.

- H&S induction lesson (all subjects / all year groups)
- New equipment induction (all subjects / all year groups)
- Yr 10/11 Controlled assessment (all subjects)
- Yr 7 Jitterbug – material constraints / disposal.
- Yr 8/9 Docking Station – appropriate use of materials and other resources / disposal.
- All years - Food Hygiene and responsibilities with regards food intolerances and allergy information
- Yr 9/10/11 Textiles – disposal of chemicals Label laws.
- Yr 7/8/9/10/11 Textiles 6R’s

Law
Linking to the H&S expectations, students also develop their awareness of the laws surrounding both health and safety requirements and food hygiene. Looking at risk assessments and COSHH etc. This will be linked to both the practical work students complete themselves and will also be considered in relation to products that are sold and the laws that govern them.

- All year groups / all subjects.

Acceptance
Students are taught the importance of accepting the opinions and insights of other students through group work activities. This is developed further as we look at wider beliefs and opinions that society may have with regards products, material use and new technologies. Food and nutrition will look at food miles and food provenance in particular.

- Yr 8 Textiles project / cultural
- All subjects / all year groups.

Respect
Group discussion is utilised in a number of contexts in design and technology and students are encouraged to critically analyse and evaluate; and to then share these insights with each other in a respectful manner. Students are encouraged to develop their curiosity by asking questions of fellow students in order to get them to consider their design ideas in more depth.

- All subjects / all year groups

Liberty
Students explore products from a number of different backgrounds in order to appreciate range and diversity. They are able to influence their learning through the development and direction of their design tasks. At KS3 students are usually given a set design brief to work from and in some cases may be asked to work with materials constraints too. However, the direction of the design idea will be in the students control. At KS4 some design tasks will be completely open to the students’ own choice.

- All subjects / all year groups
- KS4 Controlled assessment is students’ own choice in DT Textiles / GC / MT / EP

Democracy
Design and technology encourages students to influence the direction of their own ideas and product choices. They are encouraged to communicate ideas and opinions in a variety of ways including verbally and through annotations of design ideas. Testing is an important part of the design process and students will utilise this to try different possibilities before committing to a way forward.
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**Spiritual, Moral, Social & Cultural:**

**Spiritual:** Many lessons outside of these broad topics will require students to reflect on their own beliefs and those of others. A sense of enjoyment is promoted through a range of learning strategies and topics about other cultures at both key stages, for example... Pupils are also expected to show a willingness to reflect on their experiences through DIRT time and through discussion.

**Moral:** Many lessons outside of these topics will require students to appreciate the views of others and give their own reasoned views through debating, exam style questions and DIRT time.

**Social:** Social skills are encouraged through group work, strategic seating plans, discussion and debate and effective use of peer assessment. Character can also be demonstrated through the promotion of social skills.

**Cultural:** Acceptance and respect for diversity through an appreciation of British culture and the culture of others. An interest in exploring, improving, showing understanding of different faiths and diversity. Positive attitudes to local, national & global events.

**Examples of SMSC in Design and Technology:**

- Students in DT are expected to explore the SMSC and environmental impacts of products and materials choice in the Controlled assessment.
- To support this understanding we develop this analysis through earlier projects but more specifically the Docking station project for year 8 and 9.
- Food and nutrition looks at cultural diversity through food throughout the course.

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**British Values and SMSC in Life-skills**

Life-skills has explicit links to British values, in terms of both personal skills and subject content. All students are taught to reflect on and demonstrate mutual respect, acceptance and responsibility through topics such as ‘Human Rights’ and ‘Rights and Responsibilities in the Community’. Furthermore, we look at issues of Justice and the Rule of Law.

More generally, British values are incorporated into every lesson through activities and learning experiences. For example:

- Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. Working together promotes the British values of mutual respect and support for one another.

- Students are allowed to make mistakes and learn from them in all lessons. This fosters confidence and builds self-esteem and encourages students to take risks and become lifelong learners. These skills can be taken forward into all aspects of life.

- Tolerance and resilience are promoted as students are encouraged to persevere, take risks, improve their work and use self and peer assessment extensively.

Developing ‘deep’ thinking and learning to question the way in which the world works promotes the spiritual growth of students. Development of empathy is also crucial for an understanding of sensitive
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subjects such as age, sex and disability discrimination. Students are also given the opportunity to debate through topics such as ‘Free Speech’ and ‘Drug Misuse’.

**Moral Development in Life-skills**

The moral development of students is an important thread running through the scheme of learning. Examples include managing peer pressure, gender stereotyping and sex and relationships.

**Social Development in Life-skills**

Problem solving skills and teamwork are actively promoted through creative thinking, debates and discussion around a range of challenging issues. Working together in pairs or groups and supporting others is a key part of lessons.

**Cultural Development in Life-skills**

The Life-skills curriculum provides opportunities to reflect on British culture, as well as considering different cultural and religious perspectives. For example, students learn about arranged and forced marriage and start to appreciate how different religions have helped to shape society.

**Spiritual Development in Life-skills**

This element is taught explicitly through the Religious Studies component of Life-skills in the summer term. Students are encouraged to deepen their understanding through a study of key areas of the Christian, Islamic and Hindu faiths.

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**BRITISH VALUES and SMSC IN ENGLISH**

As a subject at the heart of our curriculum it links explicitly to British Values in terms of both personal skills and subject content. During lessons students are encouraged to become independent learners and develop their own points of view. Mutual respect and acceptance is therefore embedded in English lessons. The study of Shakespeare in each year provides students with the opportunity to examine in detail the range of British Values.

Developing the opportunity for group work provides students with the chance to work as part of a team and see how other students solve particular problems. Group work is both mutually supportive and nurtures respect. It is recognised that we are all lifelong learners and in English risk taking is encouraged. All students are encouraged to self and peer assess their work.

**Democracy** is demonstrated though group discussions where students are encouraged to actively participate and to express their views. Students are given numerous opportunities to have their opinions heard amongst their peers and members of staff when discussing topics and texts in a supportive and encouraging environment. The range of different texts that are studied give a wide scope for exploration.

**Individual liberty** in English is evident in the choice of activities given in class, decisions regarding reading aloud and group discussions where everyone has their own opinion. Students are taught about self-discipline and to show resilience through the correction and improvement of their own work. They are encouraged to assess their own work and to be accepting of constructive prompts on how to improve.
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**Acceptance** is encouraged through the study of different cultures. The exploration and acceptance of all religions and races is encouraged and a wide variety of texts are explored with active discussion and acceptance being encouraged. All students are given a fresh start for each new lesson.

**Rule of law:** The importance of the laws that govern the class and the school are reinforced consistently through the study and exploration of texts. Various time periods in history and their expectations are examined throughout the English curriculum. Students are actively encouraged to reflect upon their own behaviour. Links are made between the whole school expectations and those of the wider society.

**Mutual Respect** is encouraged and demanded between teacher and students and students and their peers. Clear behaviour pathways are enforced and clearly explained and positive responses are encouraged. Creative and organised discussions follow the ‘not talking when others talk’ expectation and no inappropriate language to others or teacher is tolerated.

**SMSC**

**Spiritual**
Spiritual empathy is central to many topics including Terror Kid, The Merchant of Venice, The Christmas Carol and An Inspector Calls. Students are encouraged to show willingness to reflect on their personal experiences through discussion and debate.

**Moral**
Subject areas include World War 1 texts, Titanic, Oliver Twist, Poetry and Crime and Punishment. Debates will promote the ability to listen to the points of view of others and writing in order to evidence their points of view will enable students to offer alternative areas for both spoken and written discussion.

**Social**
Generally, English is a subject in which students study the social in an environment which encourages social interaction in a mature and responsible way. Group work, strategic seating plans discussion and debate create a safe and supportive learning environment in which students can develop their social skills.

**Cultural**
In English students cover literary texts for the canon, together with relevant and cultural relevant non-fiction texts. The English department also uses film in order to access more difficult texts for younger students. Through the study of these texts the aim is to develop and instil an enthusiastic approach to cultural studies.