

# OLDHAM HULME GRAMMAR SCHOOL

## PROMOTING FUNDAMENTAL BRITISH VALUES POLICY

*This policy is applicable from EYFS to year 13*

### Background

The school will fulfil its duty to meet the SMSC standard that is set out in Part 2 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2014, as amended. From September 2014, the school is required to actively promote fundamental British values.

### Fundamental British values

The school will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This will include challenging opinions or behaviours in school that are contrary to fundamental British values. Staff members will not promote views that undermine fundamental British values.

### Key Principles

The school ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England. Pupils are enabled to develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. Pupils are enabled to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching supports the rule of English civil and criminal law and the school does not teach anything that undermines it. Where there is discussion of religious law particular care is taken to explore the relationship between state and religious law. Teachers should not avoid discussion, of an age-appropriate nature, of potential conflicts between state law and religious law, and the implications for an individual living in England.
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in Oldham, Greater Manchester and to society more widely.
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England e.g. Pupils should develop an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. Pupils should develop an understanding that the freedom to hold other faiths and beliefs is protected in law and an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Pupils should also develop an understanding of the importance of identifying and combatting discrimination.
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- 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. This includes actively encouraging pupils to:
  - understand why democracy is perceived within England as the fairest form of political organisation;
  - understand why, taking part in democracy is a good thing;
  - understand why law making on the basis of representation in Parliament is seen as better than alternatives.
  - understand how citizens can influence decision-making through the democratic process

### Actions the school takes

Aspects of SMSC are developed through the curriculum and infused within the day to day operation and ethos of Oldham Hulme Grammar School, although some subjects and activities are likely to be more relevant than others. Expectations in all areas are adjusted for the age and ability of pupils, including those with SEND.

The school takes different actions to ensure that this standard is met. The following list is not exhaustive but provides examples of how the school meets the requirements. A (non-exhaustive) working document giving further details of how curricular subjects help to meet this standard is attached to this policy:

- Includes in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries.
- Organises a programme of assemblies in which fundamental British values are actively promoted. This includes assemblies delivered by both staff and pupils. An assembly log of material covered is kept and reviewed by senior pastoral staff.
- Ensures that all pupils within the school have a voice that is listened to. There are school councils for the Infants, Juniors and Senior School and Sixth Form and democratic processes are actively promoted as members are voted for by the pupils. The appointment of school prefects is made through a transparent election involving Year 12 pupils and members of staff.
- The History and Politics department uses opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view.
- Uses teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Organises a range of extra-curricular activities which help to promote British values: these include the Combined Cadet Force and the Duke of Edinburgh Award Scheme.
- Organises trips and educational visits which promote these values. Examples include: visits to the House of Commons, Manchester Jewish Museum, King David's School, (a Jewish school in Manchester), Liverpool Cathedrals, the Madina Mosque that is local to the school.
- Eid and Diwali are celebrated with parties in Nursery and Infants.

### **Political views**

Members of staff will not promote partisan political views in the teaching of any subject in the school. The school ensures that where political issues are brought to the attention of pupils –

- i. while they are in attendance at the school;
  - ii. while they are taking part in extracurricular activities which are provided or organised by or on behalf of the school;
  - iii. or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere
- they are offered a balanced presentation of opposing views.

Specifically staff must avoid:

- (a) superficial treatment of the subject matter, typified by portraying factual or philosophical premises as being self-evident, with insufficient explanation and without any indication that they may be the subject of legitimate controversy;
- (b) the misleading use of data; misrepresentations and half-truths;
- (c) deployment of material in such a way as to prevent pupils meaningfully testing its veracity and forming an independent understanding as to how reliable it is;
- (d) the exaltation of protagonists and their motives coupled with the demonisation of opponents and their motives;
- (e) whether a particular view is advocated as being the 'right' view which must be adopted because otherwise certain presupposed consequences follow.

### **Staff Training**

The school will ensure that members of staff have received appropriate training with regard to this requirement.

### **Promoting British Values policy reviewed: November 2021**

**Next Review Due: November 2023**

Appendix 1

### **How academic departments at Hulme actively promote British Values**

***(A) The school must actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs***

#### **PSHE (Senior)**

PSHE lessons are provided to add further depth and dialogue to the students' questions on society, morality, spirituality and cultural value. Students will have the opportunity to question and justify their beliefs, ethics and morals and those of others. All students will look at and be able to understand the overarching themes of:

- Health and Wellbeing
- Relationships
- Living in the Wider World

PSHE takes place once a week in years 7 & 8 and once a fortnight years 9-11. The lessons are taken by form tutors and subject specialists, who not only know the students well, but also play a huge role in developing the students on a day-to-day basis within form time and as part of their on-going pastoral role. In years 10 & 11 PSHE is referred to as Life Skills.

PSHE lessons cover a range of topics, with subject matter that is interesting, informative and above all relevant to the students. The work is discussion based, allowing students time to think and interact with each other regarding issues that are, and could potentially, be part of their lives. Work is evaluated on the students' sense of progress and learning. Students are required to adhere to ground rules developed as a group and asked to always review and reflect on their lesson at the end through focussed questioning. Comment is passed on the students' use of skills and developing informed arguments as part of form tutors reporting.

Overall, our PSHE education addresses both pupils' direct experience and preparation for their future, addressing values and challenging opinions or behaviours that are contrary to fundamental British values. We place importance in providing a spiral programme through KS3 and KS4, where the basis of knowledge, skills and attitudinal development and prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts, together with the PSHE policy updated regularly with reference to this standard.

#### **Drama**

In the Drama department, our students learn about the international cultural context of theatre and how this influences British theatre. The curriculum covers theatre history, the work of established practitioners and a variety of genres and styles. Students apply this knowledge to create their own performances.

Whilst Drama is an academic subject, developing skills such as analysis and evaluation of action, it also improves emotional intelligence, team-working skills and physical fitness. Students also learn about careers in the performing arts, including backstage and leadership roles.

Tasks are planned to be inclusive for all students to feel comfortable to engage practically in learning. Students are reminded to work at their own pace in terms of physical ability and learning difficulties are differentiated for in a variety of ways. There is an awareness of inclusion of all abilities, genders, sexualities, heritages and religions and this is at times made explicit to ensure open communication and understanding. We are actively increasing our resource library to include

LGBTQ+ and BAME writers and performers to ensure representation.

The AQA specifications specify that gender may be represented by anyone in terms of casting and gender stereotyping is explored through practical work and discussion.

We encourage mutual respect and tolerance of all participants and encourage acceptance through teamwork and evaluation through constructive criticism.

## **RS**

The promotion of respect and tolerance for all is a key aim of the Religious Studies department and underpins the majority of RS lessons here at Hulme. This aim is summarised with the words ‘Building Bridges, Breaking Barriers’ that greet pupils and visitors as they enter room 119. Much of the content of the various courses provided by the department reflects this aim and is summarised below.

## **KS3**

The KS3 RS schemes of work, reviewed and adapted in September 2021, promote respect and tolerance for all those with different faiths and beliefs, including those with no religious beliefs. The major world religions represented in the UK are studied in some depth always from a respectful but sometimes questioning, evaluative perspective. The titles of each unit of study, all of them in question form, illustrate the varied ways in which the fundamental British values are promoted:

### **Year 7**

- What is religion and (why) is it important?
- What is it like to be a religious Jew in Manchester today?
- How and why do Jews celebrate Hanukkah?
- What do Christians do during Lent and why?
- Where can we find wisdom to live by?
- What can we learn from visiting places of worship?
- Who was Jesus? And do His teachings stand the test of time?
- How was planet earth formed? What do science and religion say?

### **Year 8**

- Why believe in God? Or why be an atheist?
- What is it like to be a Hindu in Manchester today?
- Death: is it the end?
- What does justice mean to Sikhs?
- What did justice mean to Gandhi, Bose, MLK and Malcolm X? And who was right?
- What is good and what is challenging about being a teenage Muslim in Britain today?
- What will make our communities more respectful?

### **Year 9**

- Why do we suffer? What do Christians and Buddhists say?
- How do we decide what is good and what is bad? What is right and what is wrong? Does being religious help?
- What was the Holocaust? Who were Bystanders, Rescuers and Upstanders? How can we be upstanders? What was the impact of the Holocaust on survivors?
- Does religion make peace or cause war?
- What can religions and other worldviews do to ‘save the earth’?

## **KS4**

At KS4, pupils who have chosen to study RS at GCSE level learn about the beliefs and practices of two religions, Christianity and Islam (although there is the option for pupils to choose to study their own faith tradition instead of Islam) and four themes. Both the study of religions and the themes contribute to the SMSC development of pupils and the promotion of British Values in numerous ways, some of which are outlined below:

- pupils are able to compare, contrast, analyse and evaluate Christian and Muslim beliefs about God,

- pupils learn about the division in Islam between Sunni and Shi'a Muslims,
- different views on the Bible from literalist to liberal are studied,
- Theme A (Relationships and Families) enables pupils to consider different religious views (and their own ideas) about issues such as contraception, marriage (including same-sex marriage), divorce, gender and gender equality,
- Theme B encourages pupils to consider different views about creation, the sanctity of life, different ideas about the status of animals and religious views about the environment,
- Theme E, about Crime and Punishment, includes a study of how different religious traditions view the purpose and place of rules in society, whether crime is linked to evil and how we should punish offenders.

### **6<sup>th</sup> Form**

The 'A' level at Hulme is composed of three units: Christianity, Philosophy of Religion and Ethics, all three of which contribute to SMSC development and the promotion of British Values. For example:

- students learn about the variety of Christian denominations and their various approaches to Biblical interpretation and the effects these have had on how Western society has evolved,
- the gradual secularisation of society is covered in some detail so that students consider whether and how far this process is undermining traditional British Values,
- students study how various normative ethical theories can be applied to a number of applied ethical issues such as abortion, 'designer babies', euthanasia, cloning, capital punishment, animal welfare and the use of animals as a source of organs for transplants.

### **Visits and visitors**

In the years immediately preceding the Covid pandemic, visits by pupils were made to both Liverpool cathedrals, the Manchester Jewish museum, King David's, a Jewish school in Manchester, Madina Mosque and the Sri Swaminaryan Hindu mandir, the last two of which are very local to the school. Year 9 pupils have welcomed Ajahn Karuniko, abbot of Cittaviveka Buddhist Monastery in West Sussex and also an Old Hulmeian and we will be welcoming him back in February 2022. Year 9 have also welcomed visitors from the Holocaust and Citizenship Trust. Further visits and visitors are anticipated in the future, possibly to York and to various faith centres in Manchester, as well as to the local places of worship mentioned above and the Ukrainian Catholic Church in Oldham.

### **Philosophy Debate Club**

Philosophy Debate Club, run by the Head of the RS department, for Years 7-9 in Week A and Years 10-11 in Week B, enables pupils to discuss a wide-ranging array of topics, usually chosen (and presented) by pupils themselves, including ethical issues which have crucial relevance to the aim of promoting fundamental British values. Topics in the past have included the following:

- Is it possible to be 'too woke'?
- Racism is real but is race an illusion?
- Are our phones becoming part of us?
- Would it be right to arrest someone before they commit a crime?
- What (if anything) do clothes mean?
- Is patriotism a good thing?
- Can quota systems be defended?
- Do rich people / organisations have a duty to give money to poor people / organisations?

### **English**

The English Department explores ideas about respect, acceptance and understanding through a wide range of literature through the ages. Through the study of a wide range of texts and their characters, pupils are encouraged to reflect on ideas which often symbolise the political, social and cultural messages which lie at the heart of British Values. Through the exploration and creation of non-fiction, we encourage students to explore social, historical and political themes and issues which promote ideas about social responsibility. In engaging with these issues, students are encouraged to think widely about the society in which they live and how they can contribute to it in a positive way.

At KS3, the study of Steinbeck's novel *Of Mice and Men* in Year 9 facilitates discussion about racial and gender discrimination, as well as the nature of friendship and the impact of loneliness. Students actively research the social context of 1930s America with regard to these issues, also drawing comparisons with their own society. Lower KS3 pupils study poetry from a war/conflict context, which facilitates the exploration of the reader's sympathies and considers the impact of war on society, relationships and identity. Ideas about morality, society, class, the law, diversity, relationships and political issues are at the heart of many of our KS3 texts, which include *A Monster Calls*, *Animal Farm*, *Stone Cold*, *Of Mice and Men*, *Romeo and Juliet*, *A Taste of Honey* and *A View from the Bridge*.

At GCSE level, there is a diverse range of texts with which we develop students' understanding of society throughout history, such as Victorian attitudes to class and society in Dickens' *A Christmas Carol*, through to ideas about love and relationships in C. Day Lewis' poem, 'Walking Away' and Charlotte Mew's 'The Farmer's Bride.' Through this, students become more aware of changes in social attitudes over time, addressing the wider political issues which emerge and are subsequently reflected in the modern world. The new approach to context at GCSE means that we are able to encourage pupils to respond to context on a more personal and empathetic level and explore the ways in which issues such as class division, power and exploitation are portrayed in the texts and subsequently relate to both historical and modern society.

At A Level, texts such as *Frankenstein* and *The Handmaid's Tale* address issues such as the interdependence of people and society and also explore the consequences of a lack of acceptance and understanding. This allows students to reflect on some of the major political issues in the world around them, such as the societal impact of technological advancement, the damaging effects of patriarchy on both men and women, theocratic societies, dictatorships and totalitarian regimes. In Year 13, students study Romantic Poetry, which is underpinned by an exploration of historical and social context, examining events such as the Peterloo Massacre in Manchester. This gives students an insight into ideas about individual voice, class discrimination, poverty and injustice. Through the study of poetry which is essentially political in nature, students gain an understanding of the need for laws such as the Human Rights Act and are encouraged to appreciate the lives of others in society, as well as their own.

As a department, we select material and resources from a wide range of writers, in order to ensure that students have a diverse range of literary coverage in terms of gender and culture and to promote equality and diversity amongst our students. We also select a diverse range of themes to explore in our non-fiction units, encouraging pupils to consider ideas from different perspectives. We explore topics such as the pressures of being a teenager, pets, sport in the wider world and the potential dangers of social media. We promote reading for pleasure across all year groups, encouraging students to engage with books they enjoy as an active part of their personal development in an increasingly technological society. We believe that reading nurtures empathy and human understanding and fosters reflective and proactive thinking skills.

Extra-curricular activities:

- Lower school book club to promote reading for pleasure, which nurtures empathy skills and a greater understanding of people and society
- Fiction into Film club which fosters engagement with a wide range of themes and issues, such as identity, belonging, technology, relationships

## **Geography**

Many aspects of the Geography curriculum we deliver link to respect and tolerance of those with different faiths and beliefs. For example, our study of India at GCSE considers the Caste system. Closer to home, our fieldwork around school raises pupils' awareness of ethnic and religious diversity in the vicinity. Our delivery of global inequality considers the causes of poverty in developing countries and the work of aid agencies such as Christian Aid as well as attempts to ensure fair trade

and prevent the exploitation of workers in sweatshops by powerful TNCs. The department promotes Fair Trade Fortnight in lessons. We also consider the role of the IMF and World Bank in perpetuating globalisation. As with most case studies we do, students can compare British culture and way of life with those of other countries. This is brought to life on our overseas visit to Iceland.

Pupils are familiar with the department's classroom expectations and rules which model the importance of the rule of law. During group work and debate for example pupils are encouraged to present their beliefs and respect those presented by others. Keeping students aware of current affairs in Geography can link to fundamental British values e.g. discussions relating to COP26 link to the need for responsible global governance when it comes to climate change. Such discussions also develop empathy in the pupils and the importance of helping those who are less fortunate.

## **History**

Subject content develops an awareness and appreciation of the historical development of public institutions and services in England together with the growth of democracy within the United Kingdom. Eg:

- KS3:** Magna Carta and the emergence and development of Parliament  
the development of a constitutional monarchy  
the struggle for the vote and the emergence of a representative democracy  
the industrial revolution and concepts of capitalism, exploitation, philanthropy, welfare state  
the empire and colonial issues and issues of race, tolerance and respect  
the First World War and the context and importance of national Remembrance ceremonies and events in the United Kingdom today
- KS4:** Awareness of democratic and totalitarian systems of government
- KS5:** Awareness of differing systems of government - from the absolutism of England in the seventeenth century to the fascist regime of Nazi Germany to the development of parliamentary democracy in the late nineteenth and early twentieth century Britain.

### **Teaching and Learning with History:**

The subject content lends itself to discussion on the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Eg:

- A study of the Weimar Republic in 1920's Germany would initiate an explanation of concepts such as 'a constitution', 'proportional representation', and the British 'first past the post' electoral system in comparison.
- The examination of political cartoons on Appeasement, Nazi Germany and the Treaty of Versailles in January 2014 initiated a discussion amongst pupils at KS4 on the nature of freedom of speech and the political cartoons which incited terrorist attacks in Paris a week earlier. This enabled meaningful discussion about tolerance, intolerance and issues of democracy, civil rights and freedom of speech.
- In 2020/2021 issues of race in the USA, and colonialism in the UK, allowed for a meaningful discussion of prejudice, tolerance and respect in KS3 lessons dealing with existing SOW topics of the British Empire and civil rights in the USA in the 1950s and 1960s.
- National commemorations and anniversaries can stimulate discussion in lesson time on topics such as the Queen's Jubilees; 70<sup>th</sup> anniversary of 'D-Day'; 100<sup>th</sup> anniversary of the outbreak of the First World War ; the 800<sup>th</sup> anniversary of the Magna Carta etc. All overlap with themes of British institutions, identity, values etc

The skills developed in History instil the importance of presenting a balanced argument reflecting opposing views and supported by the selection of appropriately selected evidence and information. Students are encouraged to respect the viewpoints of others in debate and discussion.

## **Government and Politics**

"The school must actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs" -

British democracy is covered in detail in Unit 1 including how it operates in the UK, and how it came to be in the UK as well as discussing if our democracy is actually in deficit. In Unit 3, we put our democracy to the test by comparing it with the US system of governance.

The Rule of Law is considered to a great extent in Unit 2 through the study of the Supreme Court and its roles and functions.

Individual Liberty is taught explicitly through Unit 2 and the study of the Supreme Court. In particular through the study of cases where individual liberty and collective liberty are in conflict.

Having different beliefs and views and treating them with tolerance are intrinsically dealt with every lesson through debates. However, we look explicitly at differing beliefs through the study of core ideologies in the study of liberalism, socialism, conservatism and feminism through unit 1 and 2.

### **Psychology**

In the topic of forensic psychology, normative and legal definitions of crime are considered from a UK perspective. These are contrasted with legal systems in other cultures and from different historical perspectives.

In the topic of issues and debates we consider culture bias, and how only conducting research in Western culture can promote an ethnocentric view of the person. We also consider gender bias which promotes a recognition of the contribution of both sexes within social science.

General understanding and acceptance of difference are central to the topics of psychopathology and schizophrenia, which explore diagnosis and treatment of mental illness, including the potentially harmful and discriminatory effects of labelling.

In the topic of gender, alternative forms of identity and gender are discussed such as gender fluidity and non-binary. We also explore the issue of trans rights and intersex conditions including Klinefelter's and Turner's syndromes.

### **Maths**

#### **Tolerance and mutual respect with individual liberty**

British values are inherent in our Maths curriculum. Our curriculum supports and develops students' tolerance, understanding of equal opportunities, individual liberty and mutual-respect for each other when discussing and solving problems. Our teaching materials and resources reflect modern day equality, values and wider society.

We encourage pupils to work together in all areas of Maths. This builds confidence and self-esteem, which is essential for students to develop their self-knowledge and well-being.

Students are also encouraged to persevere, enjoy the challenge of new concepts in Maths and learn about the origins of these concepts where appropriate.

#### **Rule of law**

Within Maths there are opportunities to study areas where numerical data is part of everyday-life and law.

#### **Challenging extremism**

Many statistics in Maths are used to justify and support positions and so our pupils learn that statistics can be a very valuable way to show that claims and assertions should be critically analysed before being accepted.



## **Democracy**

Maths and the use of data have a significant role in democratic decision making and also in influencing change. Our students learn how to develop critical thinking skills and this in turn helps them to develop resilience.

## **MFL**

In MFL we are constantly exploring the culture of the country of the target language, often this will include Central and South America for Spanish and for French all the Francophone countries. Often we compare the other cultures/traditions with British culture. This is happening in our lessons right from KS2. Traditions are explored in the MFL whole school Christmas assembly. In recent years we have done Christmas food in Europe as well as Christmas in Italy and Germany. Recently 'the true meaning of Christmas' was covered using a Spanish clip. All these make students compare what they are hearing/learning with their own experience, either within the MFL classroom or when MFL leads something schoolwide.

One of the principal aims of our visits abroad is always for our students to compare their lifestyle with the one they observe in the country we are visiting. We are often in Spain on Palm Sunday, for example and in recent years we have seen the parades in Salamanca and Segovia. These are such an important part of Spanish tradition and this is always interesting for our students to experience. Similarly the Christmas markets in France and Germany which are a lot more traditional than the ones we have in our area now. Those, however, do bring this tradition closer for our students who cannot go abroad, and so we always encourage our pupils to visit them.

The department is constantly promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We do this on a basic level with our younger students in MFL and then later at KS4 & 5 through learning about the political structure in France & Spain. In recent years students of French have been aware of the Charlie Hebdo murders in Paris and subsequent events. This has led to discussion in lessons of the difference between French and British thinking. This was supported by the assembly led by NGHJ in a whole school assembly setting.

## **Music**

Values of respect and tolerance are fundamental to the KS3 Music curriculum at OHGS. Pupils experience practical engagement with music from different cultures and traditions through a range of activities including solo, paired and group work. Every year group will have communal singing activities embedded into their curriculum designed to promote whole-school singing in assemblies and participation in extra-curricular activities such as the school choir or the school show. Departmental policy is that participation in the school choir is open to everyone regardless of ability or experience. We believe the most important thing is to provide pupils with the experience of working together towards a shared goal, and in doing so they will be making a big contribution to the culture and ethos of the school as a whole.

Study of topics at KS3 such as The Blues directly deal with issues of racial oppression, discrimination and slavery, and how human beings have found ways of articulating their condition through the outlet of the expressive arts. Pupils also study and gain practical experience of music from different cultures and traditions, such as Africa, India and China. Music study at KS4 and KS5 includes detailed study of how music from different cultures can combine to produce new, distinct musical forms with an intrinsic message about the benefits of multiculturalism. In addition the requirement from the examination specification for ensemble performances means that students have to be able to work in conjunction with other musicians towards a shared creative goal, learning when to lead and when to compromise along the way.

## **Food**

We promote seasonal cookery and explain its meaning under the Christian Faith. For example, pancakes and their significance at the start of Lent, hot cross buns at Easter to represent the cross of Jesus, Simnel cake for the 12 disciples of Jesus, also at Easter.(KS3).

In addition we discuss vegetarianism and the different types of vegetarians such as Vegans, discussing their beliefs and reasons for them. We cook from different cultures including relating to Chinese New Year, the reasons for the different types of animals in each new year, and it's meaning in each specific year.(KS4)

At KS4 we study food products from British tradition. Examples include • distinctive features and characteristics of cooking • equipment and cooking methods used • eating patterns • presentation styles • traditional and modern variations of recipe. For example different regions including Yorkshire Pudding, Devon Scones.

### **Computer Science**

In line with examination papers, all questions use multi gender, nationality as examples, when discussing social moral and ethical issues, examples such as China, North Korea are used in relation to legal aspects of Computer Science.

### **Nursery, Infants and Junior School**

- school council promotes British values of democracy and the rule of the law
- golden rules and classroom rules support the rule of law
- cultural afternoons/topics in the Early Years and KS1 expose children to different faith celebrations
- visitors are welcomed into school from Christianity and other religions/cultures
- Remembrance day is observed throughout the school
- Children have the opportunity to visit a number of places of worship throughout KS1.
- Christianity is covered in all year groups with other religions covered across the Key Stage.
- Y3 investigate the different forms of worship and how a follower of different religions have used their faith to influence British Society
- All year groups explore some ‘sacred’ stories across a range of faiths.
- Y6 investigate and debate dilemmas that arise due to differing religious and secular views and explore individual liberty.
- Y6 investigate war, peace and remembrance
- Y5 study Islam, Y3 and 6 look at some stories from the Sikh tradition; Y3 study the Hindu festival Divali; Y4 and 6 explore different aspects of Judaism.

### ***(B) i. Enable pupils to develop their self-knowledge, self-esteem and self-confidence***

#### **PSHE (Senior)**

Pupils in PSHE are helped to develop socially and emotionally and supported in developing personally and academically. Pupils are also encouraged to enjoy, achieve and make positive contributions in lessons. Teaching within PSHE to give each pupil a range of opportunities to reflect SMSC and PSHE policy and discuss their beliefs, feelings and responses to personal experiences. Through these discussions achievement and effort are celebrated and self-esteem enhanced; assisting pupils in the pursuit of truth and excellence; providing opportunities to search for meaning and coherence in life experience.

#### **Drama**

Students are encouraged to congratulate each other with inclusive rounds of applause, positive appraisal and constructive criticism. Teachers reward students using the school’s reward system. Students are encouraged to audition for professional work, if not detrimental to study and extra-curricular opportunities provide time for parents to experience their children’s successes.

#### **RS**

In Year 7, the introductory unit encourages pupils to think about what separates humans from other animals and to reflect on their own beliefs.

In both the GCSE and ‘A’ level qualifications, the second of two assessment objectives primarily involves evaluative skills, so that pupils are continuously being encouraged to give their own opinions about the various issues they are studying, thus developing self-knowledge, self-esteem and self-confidence.

### **Computer Science**

Pupils are encouraged to reflect on their work and that of others, with projects such as the Duke of York's iDEA award, pupils are encouraged to take active choices in the topics and areas of computer science they study, opportunities are provided for pupils to discuss and learn further such as the blockchain discussion group.

### **Chemistry**

In the chemistry practical lessons pupils are encouraged to work safely, examining and challenging their understanding of associated academic concepts. Pupils who do not necessarily have strengths in understanding the written topics can excel in practical tasks and become more self-confident.

### **Geography**

The department believes in the importance of positive reinforcement and encouragement for every student. Positive behaviour is always reinforced. Pupils are encouraged to enjoy, achieve and make positive contributions in lessons. The award of GeographyMiles with the presentation of prizes and certificates in lessons builds self-esteem. The department's reward scheme also feeds into the House Point system which also builds confidence.

On fieldwork excursions pupils work collaboratively and problem solve. They often have to co-operate as a team and use their initiative. For those pupils whose written work is a challenge, practical fieldwork tasks allow them to shine and become more self-confident. Residential trips also develop pupils' independence and maturity.

Thanks to some of the extracurricular activities offered by the Geography department, our students make friends with other pupils they might not otherwise have done. Examples of this range from Year 7 boys and girls who join the Geography Society to Year 12 and Year 13 students who socialise with each other at GA lectures.

### **Food**

We promote self-esteem and self-confidence by the annual Master Chef event. House points and certificates are awarded to all participants regardless of ability.

### **Textiles & 3D Design**

Encourage independent working in project based activities. Promote self-esteem and self-confidence through discussion of ideas and their development throughout KS3-4. Promoting aesthetic awareness; pupils encouraged in using their own creativity and expression. Showcasing of best work, displayed gallery of achievement wall and trophies given by Head Teacher. By supporting the House system. 'Designer of the Week' awards; extra curricular club 'The Makery'; department postcards sent home recognising pupil efforts and outstanding project work awarded a 'Book of Excellence' Entering Outside competitions such as Wool4Schools, Design Ventura with Design Museum.

### **MFL**

Our chosen textbooks feature young people with a wide range of faiths featured. This often reflects the Hulme classroom and enables pupils to develop their self-knowledge, self-esteem and self-confidence within a multicultural classroom.

### **Music**

All pupils at OHGS perform music through classroom activities at KS3, including music devised by the pupils themselves as well as music written by established composers and songwriters. Performing activities are in solo, paired and group contexts, thus providing security for the less confident and a platform for the more able. The final scheme of work every year is a keyboard recital project, which provides a practical component to the OHGS end-of-year music exam. This requires students to practise on their own over an extended period, and learn the value of an investment of time and concentration in order to achieve a creative goal. Performing at KS4 and KS5 is a requirement, whether in a solo or a group context. In addition, students have to be able to compose original pieces of music which they may choose to perform themselves to an audience.

### **Physical Education**

Pupils are encouraged to adopt a healthy lifestyle which includes promoting healthy living.

## **Psychology**

In their study of Humanistic psychology students are expected to consider the concepts of self and conditions of worth – looking at how interactions with significant others affect the development of self-esteem. This touches on parenting styles and the impact of these on self-worth.

## **Nursery, Infants and Junior School**

- every child from Nursery to Y6 gets the opportunity to perform on the Senior School stage to parents in, at least, the Christmas and Summer concerts
- PSHE lessons throughout the school incorporate: team building; problem solving; healthy choices' positive relationships, empathy, respect and equality in accordance with our PSHE policy and linked to Every Child Matters
- We plan regular problem solving activities with all ages
- We place great importance on offering a wide range of extra-curricular activities as well as regular opportunities for learning beyond the curriculum and outside of the classroom (many of our children do regular LAMDA exams)
- Road safety awareness is taught to children in Nursery and Infants and KS2
- Summer activity days, including Y5 taster day – to support transition into senior school and experience the DofE scheme
- Y2 residential visit to Castleshaw, developing a wide range of social and emotional skills.
- Y4 and Y6 residential visit to develop leadership skills. Children are also away from home for four days, which develops independence and maturity.
- Forest school sessions throughout Nursery and Infants encompass a range of skills which promote self confidence and self esteem.
- The introduction of 'worry wellies' and 'happy hives' encourages the children to vocalise their concerns as well as aspects of their lives they are proud of in an age appropriate manner, supporting the notion of self-knowledge.

## ***B ii. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England***

## **Physics**

Students accept responsibility for their behaviour, show initiative and understand how they can positively contribute to Physics activities. Students are taught the rules of our Physics laboratories and the consequences of breaking these rules. The Physics curriculum offers opportunities to discuss laws relating to areas of science and who should govern these areas.

## **PSHE**

The aspiration is that all pupils engage in law abiding and positive behaviour in and out of school. We encourage pupil appreciation in PSHE lessons that living under the Laws of England protects individual citizens and is essential for their wellbeing and safety.

Pupils are challenged to think critically about extremism and intolerance in whatever forms they take. Instituting procedures that emphasise the equality and dignity of each person and combating intolerant attitudes manifested in bullying, racism, sexism and violence; and to enable pupils to recognise the interdependence of human beings through work for charity and in community programmes.

PSHE lessons aim to be a forum for these discussions, of an age-appropriate nature, of potential conflicts between state and religious law, and the implications for an individual living in England.

## **Drama**

Students explore morality and the law through content of a variety of texts including for example -'Blood Brothers' and 'The 39 Steps' and the study of Brecht as a practitioner at GCSE and A Level.

## **Geography**

In Geography we consider many issues which are often controversial and involve conflicts over the use of resources such as exploitation of the Amazon rainforest. Pupils learn to accept the role of planning processes and the rules of law that support them. When considering the world of work, we learn about equal opportunities, discrimination and stereotyping. During work on migration, we discuss the migration policy of the UK and how it has evolved over time, especially in light

of the refugee crisis in Europe. We also study the energy policy of the UK, the politics of flood management and coastal management. Meetings of the Geography Society involve quizzes and games during which pupils learn right from wrong, the feeling of winning and losing, by playing fairly. They often reach compromises between themselves.

### **Government and Politics**

"Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England" - Students cover criminal and civil courts in Unit 2 (AS)

### **RS**

In Year 7, pupils learn about the origins of the 10 commandments, their influential role in the formation of modern systems of law, and consider what their own modern 10 commandments for all humans would be. Pupils in Year 9 study a unit about basic ethical theory which covers Christian ethics, utilitarianism and humanist views.

Much of the GCSE and 'A' level content taught in RS is about ethics. This includes the following issues:

- human sexuality
- sexual relationships before and outside of marriage
- contraception and family planning
- marriage, divorce and remarriage
- gender equality
- environmental ethics
- animal rights
- abortion
- euthanasia
- crime and punishment including the ethics of the death penalty.

In addition, a major part of the 'A' level specification is concerned with ethical and meta-ethical theory.

### **MFL**

School rules as a topic from GCSE MFL helps students to see that our rules here are reflected in a code of conduct in schools in the country of the target language. They learn the vocab required and can transfer structures and constructions to other contexts. This forms a basis for study at KS5 when 'Youth and its attitude to politics: apathy or activism' is studied at A level and comparisons between the attitudes here and internationally can be explored. This enables pupils to distinguish right from wrong and to respect the civil and criminal law of England. Popular movements is also a KS5 topic. Rights and responsibilities and social issues such as discrimination, equality and poverty are studied both at GCSE and A level. The environment is also a topic which is explored in some depth at GCSE and 'Today's Youth - Tomorrow's Citizens' is a topic at A level, so much comparison between British life and life in France and Spain can be made.

### **Music**

Pupils learn to look after the musical equipment and respect the input of others. The Music department does not tolerate antagonism or antisocial behaviour in the classroom, or any attempts to sabotage another's work, e.g. when work is 'live' and being recorded. Issues of racism are dealt with through study of topics such as The Blues, and gender equality through the promotion and study of female composers, conductors and musicians such as Delia Derbyshire, Anna Clyne and Esperanza Spalding.

### **Computer Science**

During our unit on staying safe the consequences of illegal actions of the individual and also as a larger company are discussed, examples from the press are used. In GCSE social moral legal topics for part of discussions and essay writing when that part of the specification is taught.

### **Textiles & 3D Design**

A clear understanding of Health and Safety legislation with a particular focus on the workshop environment and protections for staff and pupils.

### **Physical Education**

Pupils develop the ability to tell between right and wrong through fair play in sporting events and competitive situations. Pupils have a sense of justice through this and learn how to respond appropriately to a feeling of injustice.

Pupils are given the opportunity to umpire/referee which illustrates to them the importance of abiding by the rules. Pupils learn to cope with their emotions in a socially acceptable way during competitive situations.

Pupils learn to appreciate the strengths and weaknesses of others. They learn to empathise with others weaknesses to make the best of them in team situations for the optimal success.

### **Psychology**

In Social influence students have to consider the factors that might encourage people to go along with the behaviour of others in spite of whether their individual stance would be to behave differently. They look at explanations for behaviours seen in war situations and work situations.

The humanistic approach in psychology is about promoting a positive and holistic model of the person, striving for personal growth. We look at how self-esteem and individual wellbeing can be influenced by experience and interaction with peers, the family and society.

### **Nursery, Infants and Junior School**

- we encourage the children to debate in English, History, PSHE and Religious Studies;
- the Junior school have a weekly 'Question for Reflection' when children explore ethical issues
- Golden rules and school rules help to support the children to distinguish right from wrong.
- Pupils in the Infants create their own set of classroom rules.
- Junior children start the year and regularly revisit their rights and responsibilities.

***B iii. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely***

### **Physics**

In Physics, students are actively encouraged to be independent and to make choices in a safe environment. Physics lessons encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively as individuals.

Eg. Open-ended investigations. Discussions of opinions and findings. Hypothesising

### **PSHE (Senior)**

Students in PSHE are encouraged to work towards this standard by conducting group activities that teach cooperation and initiative. Other opportunities within PSHE include: listening and talking to each other; an awareness of treating all as equals; and accepting people who are physically or mentally different; agree and disagree debates; taking turns and sharing equipment; team working cooperatively and collaboratively.

Pupils are also encouraged to develop an awareness of when it is important to control emotions and when it is appropriate to express them; and Ideally, pupils should understand the value of School rules and act upon them out of conviction, rather than from fear of getting into trouble.

With regards to wider society, to prepare pupils for relating to others in different social settings, further committed to promoting an empathetic understanding of how societies function and are organised in structures such as the family, the school and local and wider communities. We also develop study and employability skills (including time management, self-

organisation and presentation, project planning, team-working). This also includes an awareness of having a positive online presence.

### **Drama**

Extra-curricular Drama activities raise money for local charities as part of preparing for public performances. The study of human behaviour is also a way of exploring responsibility through practical acting and discussion. GCSE students often communicate a political message through devising work where they demonstrate their understanding of their contribution to society.

### **Geography**

An important tenet we promote in Geography is that the individual can make a difference to large global problems e.g. our support for Fair Trade Fortnight. Closer to home, pupils learn about inner city deprivation in Oldham and possible solutions. This may include some fieldwork around the school. The Year 7 field trip to Malham, encourages pupils to think about how tourism creates conflicts in the area.

A core theme in Geography is sustainable development which includes many topics which relate to this British value such as climate change and how pupils/the school can reduce their carbon footprint. We consider how urban areas like Oldham can become more sustainable. Pupils are encouraged to be responsible custodians of the planet and are taught that they all have a role in limiting the negative impacts of human activity for the benefit of future generations.

### **Government and Politics**

When the opportunity arises we try and get involved in local politics (e.g. AS students invited to local democracy week debate at Oldham Council) and students are taught how to get involved in politics (local and national)

### **Chemistry**

Part of the specification for both GCSE and A level is sustainable development – linking to pollution and environmental concerns that affect us across many areas from recycling in the home to global issues such as global warming and how we can play our part to reduce it. It is stressed in discussions that it is the role of everyone to take responsibility for limiting the impact of all negative environmental problems whilst developing materials for future generations.

### **MFL**

Students learn the vocabulary to describe part time jobs, voluntary work and ways to describe what they do for DoE as part of the GCSE course. In French 'Médecins sans frontières' comes up regularly, especially at A level.

### **Music**

Participation in extracurricular musical activities requires commitment from all concerned. Pupils who regularly miss rehearsals or misbehave during rehearsals or a performance directly impact those around them and affect the success of the creative endeavour. In the classroom group tasks require the pupils to rehearse and devise work independently of the teacher. Pupils learn that poor behaviour and lack of engagement is not tolerated, and the negative impact on theirs and others' work is tangible. Conversely, pupils also learn how to work with others and to reap the benefits of a shared creative production, with clearly defined roles for each individual and a shared reward when the piece is successfully delivered.

### **Physical Education**

Pupils develop the necessary skills to work in teams or groups where cooperation helps them to become successful. Pupils learn to accept the strengths and weaknesses of their teammates.

When pupils are given different roles (leader, coach, official) it helps them to develop communication skills and learn to deal with discrepancies. Pupils learn to cope with both success and defeat with dignity. Positive behaviour is always reinforced.

### **Psychology**

In the study of Anxiety disorders, Depression and Schizophrenia students are required to consider the impact of diagnosis

of mental disorder on society and the wider economy – possibly one of the most debated topics at the present time with discussion on treatment and stigmatisation.

Forensic psychology is an introduction to a variety of issues such as definitions of crime and how these change over time and with respect to age and culture and the development of societies. Explanations for offending require students to consider the impact of biological factors and social/ environmental factors on crime. Dealing with offenders looks at custodial sentencing and the alternatives that might be more rehabilitative. This encourages students to consider issues like crime from a wider framework than just punishing wrong-doing.

Research in psychology requires students to be critical in their appreciation of how people might be used in experimental and other research situations. They are expected to understand that people must be dealt with ethically and treated with respect and integrity at all times.

### **Textiles & 3D design**

A clear understanding of the collective and individual responsibility for Health and Safety. Opportunities to work as a team, recognising others' strengths and appropriate use of sharing equipment and machinery.

### **Nursery, Infants and Junior School**

- we have a democratically elected school council in the Nursery & Infants and the Junior school.
- we have digital leaders in KS2
- KS1 sing in a local care home at Christmas and at Tesco, to support charities in the local community.
- Harvest collections for local homeless centre, Lifeshare, Manchester
- school supports Christmas shoebox appeal, Children in Need, Red Nose day/Sports Relief, NSPCC;
- Junior children have participated in community litter picks and community tree planting
- Children are encouraged to hold positions of responsibility in the classroom and consider their social and community responsibilities in PSHE and Question for Reflection.
- In Nursery & Infants, children and parents are approached to suggest charities to be supported. The children are then given tokens in which to vote for their chosen local charity that year.

### ***B iv. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England***

#### **Physics**

Our focus on collaborative learning habits ensures students become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. Collaboration and working respectfully with peers are the keys to progression with Physics lessons and to the progress of science as a whole.

Eg. Group work, Class projects, Discussing others' findings. Support each other through enquiry.

#### **PSHE (Senior)**

Pupils learn where and how to obtain health information, advice and support (including sexual health services). In particular, pupils learn about:

- checking yourself for cancer and other illnesses, including knowing what to do if you are feeling unwell and checking for signs of illness; and how to overcome worries about seeking help and being an assertive user of the NHS.
- The statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement.
- importance of the support services available should they feel or believe others feel they are being abused and how to access them

#### **Drama**

Students include cultural knowledge as part of their improvisation e.g. year 9 explore interview technique using a context



of the NHS. Misconceptions are challenged and students are encouraged to research to ensure factual accuracy. Students visit local and national theatres (London) and understand the contribution Drama makes to the British Economy.

### **Government and Politics**

"Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England" - This is covered in detail in Unit 2

### **RS**

In the GCSE course, pupils learn about a range of Christian views on all the various ethical issues studied (see above), including those of the Church of England.

### **MFL**

There is often an opportunity for systems and institutions to be compared, for example in France weddings must be conducted in the town hall before religious ceremonies can take place. At A level comparisons of our public institutions and those in the Spanish and French speaking world are undertaken.

### **Music**

The Music department actively supports the work of Oldham Music Centre and the Hallé Orchestra & Choir, and several of our pupils are involved in initiatives run by these bodies. Furthermore the Music department frequently enters pupils in for public music examinations through the national institutions of the Associated Board of the Royal Schools of Music and the London College of Music. All pupils learn to sing a repertoire of hymns for assembly, with an awareness of the place of these hymns in the traditions of the various national Christian church traditions, but with the universal messages of good conduct and positive attitude contained in the hymns emphasised as important to all regardless of religious belief or no religious belief at all.

### **Nursery, Infants and Junior School**

- Nursery, Infants and Junior children participate in a PSHE day which has a different theme each year (eg Inclusion, Relationships)
- As part of the Early Years topic 'People who help us' the children have visits to/from police, fire brigade and paramedics.
- Y2 children are visited by members of the RNLI to support 'Seaside Rescue'
- The Juniors have visited GMFRS 'The Day that could Save your Life' and Crucial Crew
- Children have also visited the Oldham Civic Centre and Mayor's Office, post office, local supermarket 'farm to fork' activities

***B v. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures***

### **Physics**

Students follow a curriculum that demonstrates the continual evolution of Physics ideas and concepts. The history and development of these ideas, through time, is due to tolerance and acceptance that others may have different beliefs. Physics education underpins the value that other people may have different ideas or beliefs to oneself and that they should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Discussions to ensure that pupils understand how people's beliefs may clash with scientific findings and theories and the importance of showing respect in these situations.

Teaching of evolution- respect for others' viewpoints and cultural beliefs

### **PSHE**

The curriculum looks at the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on

individuals and communities. Importantly, pupils also need to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern between different cultural traditions.

### **Drama**

Students explore various art forms in Drama from around the globe and explore how international travel, history and politics have influenced British Theatre - e.g. Japanese Kabuki, Shakespeare plots rooted in Europe and beyond, Ancient Greek philosophy and the impact of the Roman Empire.

### **RS**

See above: response to part A.

### **Maths**

British values are inherent in our Maths curriculum. Our Maths curriculum supports and develops students' tolerance, understanding of equal opportunities, individual liberty and mutual-respect for each other when discussing and solving problems. Our teaching materials and resources reflect modern day equality, values and wider society.

We encourage pupils to work together in all areas of Maths. This builds confidence and self-esteem, which is essential for students to develop their self-knowledge and well-being.

Students are also encouraged to persevere, enjoy the challenge of new concepts in Maths and learn about the origins of these concepts where appropriate.

### **MFL**

The current GCSE covers the exploring of different festivals celebrated in the country of the target language. This often gives students the tools to describe their own festivals and traditions especially when we explore the countries of North Africa where French is spoken and Islam is the main faith.

A number of Christmas and Easter resources are used to teach the vocab appropriate to the country of the language learned. Other traditions such as St Nicholas' Day when children in Central & Eastern Europe receive their gifts are also presented.

### **Music**

Music from the British Isles and music from further abroad are studied and performed in the Music department across all Key Stages. This covers folk music, Western classical music, music from the Americas, the Indian subcontinent, Africa, and the Caribbean amongst others. This principle also recognises that our pupils themselves may identify as British but may share this identity with their own individual cultural heritage, whether from further afield in the British Isles, or from Asian or African backgrounds.

### **Computer Science**

When reviewing others' work pupils are encouraged to think of the language used and comments made. Only with trust is the peer work a success.

### **Physical Education**

Pupils are expected to work alongside each other (either as individuals, opponents or team mates) regardless of race, religion or cultural differences. We encourage fair play and sportsmanship in game situations. Pupils sometimes take on leadership roles where they need to show empathy and understanding towards the needs of others.

### **Geography**

Geography studies the similarities, differences and diversity among people of different races, cultures and traditions with a lot of subject content developing an appreciation of and respect for pupils' own and other cultures. Pupils understand their responsibility to protect vulnerable groups and their unique culture e.g. the Yanomami of the Amazon rainforest. We debate

whether undiscovered tribes should remain free. Our consideration of wealth and poverty may use a ppt presentation comparing different classroom environments around the world. Also, pupils work together in the classroom or in the field regardless of race, religion or cultural differences.

### **Psychology**

In Gender development we consider cultural diversity and ask students to look at the impact of nature and nurture on the development of gender identity. For many this is the first time they appreciate the diverse nature of chromosomal formation and the effects these have on gender identity.

### **Textiles & 3D Design**

Reflecting on the social, cultural, moral and ethical issues concerning production. How different cultures have contributed to technology. Pupils are given the opportunity to examine cultural differences in material processes and clothing. Awareness of the moral dilemmas created by technical advances, the impact of ‘winners and losers’ ethos and global mass production.

### **Nursery, Infants and Junior School**

- children in the Early Years study the topic ‘Around the World’ looking at different cultures and traditions including those from Mexico, China and France. This varies each academic year in line with the cultural beliefs of the children within the cohort.
- in RS Y1 children explore a traditional Christian wedding and baptism ceremony
- children are taught French from Y2
- children in Nursery and Infants learn about key festivals and traditions in a range of faiths including, Eid, Diwali, Hanukkah, Christmas and Easter, as well as Bonfire night, valentines day, days for different patron saints.
- as part of RS Y3 study the Chinese New Year and how the birth of a child is marked in different religions
- many educational day trips encouraging cultural awareness enhancing history, geography, music educational provision
- residential cultural trips offered: Normandy (May 13) and Amsterdam including the Anne Frank House (April 15)
- ‘Celebrating British Culture’ display.
- Our Enhancement days have included an ‘Around the World’ day and an ‘Awesome Adventurers’ day in the Juniors
- At the beginning of KS2 Prize giving and Speech night we sing the British National Anthem
- We celebrate 'World day for Cultural Diversity' as a whole school, when children come to school in their cultural dress and share stories and food from their cultural traditions.

### ***B vi. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010***

#### **PSHE (Senior)**

During PSHE pupils are encouraged to respect other people, even if they follow a lifestyle that one would not choose to follow oneself. Pupils learn the characteristics and benefits of positive, strong, supportive, equal relationships. That living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other.

Pupils are also encouraged to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations. Pupils also learn about the rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions).

#### **Drama**

Tasks are planned to be inclusive for all students to feel comfortable to engage practically in learning. Students are reminded

to work at their own pace in terms of physical ability and learning difficulties are differentiated for in a variety of ways. There is an awareness of inclusion of all abilities, genders, sexualities, heritages and religions and this is at times made explicit to ensure open communication and understanding.

The AQA specifications specify that gender may be represented by anyone in terms of casting and gender stereotyping is explored through practical work and discussion.

We encourage mutual respect and tolerance of all participants and encourage acceptance through teamwork and evaluation through constructive criticism.

### **Geography**

Pupils are taught about equal opportunities in the world of work and encouraged to recognise and challenge stereotypes and discrimination.

### **RS**

See above: responses to part A and part Bii.

### **History**

Subject content develops an awareness and appreciation of the historical development of public institutions and services in England together with the growth of democracy within the United Kingdom. Eg:

- KS3:** Magna Carta and the emergence and development of Parliament  
the development of a constitutional monarchy  
the struggle for the vote and the emergence of a representative democracy  
the industrial revolution and concepts of capitalism, exploitation, philanthropy, welfare state  
the empire and colonial issues and issues of race, tolerance and respect  
the First World War and the context and importance of national Remembrance ceremonies and events in the United Kingdom today
- KS4:** Awareness of democratic and totalitarian systems of government
- KS5:** Awareness of differing systems of government - from the absolutism of England in the seventeenth century to the fascist regime of Nazi Germany to the development of parliamentary democracy in the late nineteenth and early twentieth century Britain.

#### **Teaching and Learning with History:**

The subject content lends itself to discussion on the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Eg:

- A study of the Weimar Republic in 1920's Germany would initiate an explanation of concepts such as 'a constitution', 'proportional representation', and the British 'first past the post' electoral system in comparison.
- The examination of political cartoons on Appeasement, Nazi Germany and the Treaty of Versailles in January 1914 initiated a discussion amongst pupils at KS4 on the nature of freedom of speech and the political cartoons which incited terrorist attacks in Paris a week earlier. This enabled meaningful discussion about tolerance, intolerance and issues of democracy, civil rights and freedom of speech.
- In 2020/2021 issues of race in the USA, and colonialism in the UK, allowed for a meaningful discussion of prejudice, tolerance and respect in KS3 lessons dealing with existing SOW topics of the British Empire and civil rights in the USA in the 1950s and 1960s.
- National commemorations and anniversaries can stimulate discussion in lesson time on topics such as the Queen's Jubilees; 70<sup>th</sup> anniversary of 'D-Day'; 100<sup>th</sup> anniversary of the outbreak of the First World War ; the 800<sup>th</sup> anniversary of the Magna Carta etc. All overlap with themes of British institutions, identity, values etc

The skills developed in History instil the importance of presenting a balanced argument reflecting opposing views and supported by the selection of appropriately selected evidence and information. Students are encouraged to respect the viewpoints of others in debate and discussion.

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### **Chemistry**

Promotion of famous chemists from all cultures and genders, displays in labs and discussion based lessons.

### **MFL**

At GCSE there are same sex couples in the textbooks used for Spanish. At A level Spanish equal rights is a large topic which includes women in the working world, LGBT rights and chauvinism and feminism. In February we use LGBT resources in both French and Spanish at A level to celebrate LGBT month.

### **Music**

Issues of culture and creed are covered throughout the Music curriculum, as described above. Gender equality is promoted through study of female composers, conductors and musicians at all key stages, including KS1 and KS2. Music department displays deliberately promote pictures and principles laid down by top level musicians from around the world, and the department makes a point of addressing preconceived stereotypical ideas about gender in music by, for example, using images, music and inspirational quotes from female drummers or male flautists. YouTube clips of orchestral music used to support learning will feature female conductors. The Music department is proud to support LGBTQ rights, and several composers and musicians who feature in Music department schemes of work were/are homosexual. The department will not tolerate any homophobic behaviour of any kind.

## **Psychology**

In the topic of gender we consider gender fluidity, gender dysphoria and a range of intersex conditions. We analyse how psychology may have contributed to misunderstanding and stigmatisation in the past in this area.

In social influence, we discuss how blind obedience and conformity can lead to destructive effects on society such as the rise of the Nazis in the 1930s.

Through the work of Lombroso in forensic psychology, we debate how ill-informed conceptions of the 'typical criminal' led to stereotyping of ethnic minority groups as 'dangerous'.

A significant part of the work we do in Psychopathology is to encourage greater tolerance and acceptance of 'difference' through examining different forms of mental illness, such as schizophrenia, obsessive-compulsive disorder and depression.

In issues and debates, we look at gender bias and how theories that are based on biological constructs can be (mis)used to legitimise discrimination in the workplace, such as the medicalisation of pre-menstrual syndrome. Within the same topic, we also consider heterosexual bias and how homosexual relationships have in the past been conceptualised as 'deviant' or 'abnormal' as a consequence of being compared to heterosexual norms.

## **Physical Education**

Pupils are expected to work alongside each other (either as individuals, opponents or team mates) regardless of race, religion or cultural differences.

We encourage pupils to respect themselves and each other regardless of ability or any special needs or medical conditions. Pupils are actively encouraged to help each other; particularly if a more physically able pupil can help someone who is struggling. This is very evident when using reciprocal teaching in lessons to deliver skills.

## **Textiles & 3D Design**

Students are taught Inclusive Design Theory and students are encouraged to produce Inclusive Designs creating solutions that can be accessed and used by as many people as possible, regardless of age, gender and disability.

Students reflect on ingenious products and inventions, the diversity of materials and ways in which design can improve the quality of life.

## **Nursery, Infants and Junior School**

- as part of PSHE we teach children to treat others with dignity and respect and to help those we believe to be being bullied or intimidated; and they are taught about their rights and responsibilities
- we enforce equality for all
- we celebrate good sportsmanship, perseverance, good work and kindness in our achievement and house point assemblies
- in Computer Science we teach all children about e-safety and digital citizenship

***B vii. 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***

## **Geography**

Often our debates end with a vote to decide upon a final outcome. This encourages respect for the democratic manner in which rules and laws are made and have to be respected. Pupils learn to respect the opinions of others that may be different to their own. They understand the right to freedom of speech but also that this comes with responsibility.

## **Government and Politics**

"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" - This is applicable to the whole Politics course

## **Maths**

Maths and the use of data have a significant role in democratic decision making and also in influencing change. Our students learn how to develop critical thinking skills and this in turn helps them to develop resilience.

**MFL** - Students at GCSE are aware of the history of France, its status as a republic & the three tenets of Frenchness. Recent discussion has touched on the constitution of France and the fact that France has very set down documents which the UK does not have. Display work at KS3 in Spanish covered the fact Spain is a constitutional monarchy & comparison with the UK can be drawn here.

The Franco years, the evolution of the monarchy and Latin American dictators are studied at A level Spanish, as well as the power of trade unions, the effectiveness of strikes and demonstrations and some examples of social protests. Additionally the foreign language assistant being with us gives the students a chance to teach a foreign person about British values and their presence gives our students opportunities to show mutual respect and learn about another culture from a native.

## **Nursery, Infants and Junior School**

- We have a democratic election for the School council. Pupils know that the school council represents them and listens to them and that it can make a difference to their lives in school.
- All children have the opportunity to use their pupil voice to request and help organise different ways that we can help different charities.

*(C) Precludes the promotion of partisan political views in the teaching of any subject in the school*

## **PSHE (Senior)**

Precludes the promotion of partisan political views in line with Teacher's Standards on personal and professional conduct and PSHE policy.

## **Drama**

All aspects are taught in an unbiased/balanced way

## **Geography**

We do not express personal political views and we do not undermine British values.

## **Government and Politics**

All aspects are taught in an unbiased/balanced way

## **Music**

Music department staff do not express their personal views on politics in the classroom. Music should be an area where all can meet and contribute and not feel excluded.

## **Nursery, Infants and Junior School**

- Current affairs are discussed with the children where appropriate
- as a staff we would avoid expressing a personal political stance.

*(D) Ensure that when political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views*

## **PSHE(Senior)**

Pupils are offered a balanced presentation of opposing views, using specialist teaching staff for LifeSkills/PSHE lessons. Outside Speakers are also chaperoned by staff to ensure matched presentations and relevant follow-up.

## **Geography**

All material, especially that which could prove controversial, is taught in an unbiased/balanced way. The follow up to talks by visiting speakers and lectures at external institutions always emphasise the importance of balanced, well-reasoned argument e.g. pupils at GCSE and A level understand that to gain the highest marks in Decision Making Exercises, it is always necessary to show an understanding of the opposing views about issues.

## **RS**

Teachers of RS at Hulme routinely present opposing views about ethical (and, where relevant, political) issues. Pupils at GCSE level and above learn very quickly that to gain the highest marks in the evaluation assessment objective of the courses it is always necessary to show understanding that there are opposing views about issues.

JIG oversees a weekly Philosophy Debate Club for pupils in Years 7-11 in which many of the points above have been referred to since September 2014. The topics for discussion are chosen by pupils who then make presentations which provide a stimulus for discussion and debate.

## **Chemistry**

Politics is only discussed in terms of environmental policies of all the major parties and how they link to various aspects of the specification e.g. global warming, oil spills and clean up, levels of permitted sulphur in fuels, biofuels etc

## **Maths**

Many statistics in Maths are used to justify and support positions and so our pupils learn that statistics can be a very valuable way to show that claims and assertions should be critically analysed before being accepted.

## **Textiles & 3D Design**

Key global issues/policies discussed in a non-partisan manner e.g. global warming, use of plastics, sustainable materials.

## **Nursery, Infants and Junior School**

- we encourage children to ask questions, think critically and debate respectfully
- Topical discussions and debates can take place in response to children's questions in class assemblies and when learning inside and outside of the classroom; when this happens staff and children explore all sides of a debate and staff take care to remain impartial and fair.

## **MFL**

Election results in French and Spanish speaking countries are often discussed. The Catalan movement for independence has been a topic covered in recent times as well as the FN in France when Marine Le Pen was a presidential candidate.

## **Music**

While politics does not generally intrude in musical study, on occasions where it does, e.g. when music is used as an expression of nationalism, it is presented in a balanced way and always in its historical context. No judgement is made upon individuals by Music department teachers, or sympathies expressed with political causes.

## **Art & Design**

### **British Values**

To actively promote the fundamental British Values of democracy, the rule of law, individual liberty & mutual respect and tolerance of those with different faiths and beliefs.

Students are encouraged to develop individual responses to set tasks - these responses must take into account audiences and how the imagery will be perceived and understood by others. Respecting the beliefs of others and recognising what could be offensive is considered when making artworks.



We sometimes work in groups to produce large scale artworks at KS3 - this encourages students to work as a team and engage in discussions to share out tasks, take on board ideas and opinions of others and to agree with each other about how work should progress.

**To enable pupils to develop their self-knowledge, self-esteem & self-confidence.**

Students will often explore the theme of self within their work - whether it be direct self portraits, portraits that explore identity, feelings & emotions, or representations of themselves through objects or words. Students of all ages are encouraged to make personal responses in which they draw upon their own experiences and knowledge of the world around them. Opinions and ideas are valued, helping to promote self-esteem. Successful work is displayed on the walls in the Art Block & also over at main school. Students receive house points for exceptional effort or work completed either in school or at home.

**To enable pupils to distinguish right from wrong and to respect the civil & criminal law of England.**

Classroom rules within Art promote these values by encouraging students to behave in a respectful manner towards each other, their work and belongings.

**To encourage pupils to accept responsibility for their behaviour, show initiative & understand how they can contribute positively to the lives of those living & working in the locality in which the school is situated and to society more widely.**

Students are encouraged to walk in a mature fashion to the art block from other areas of the school. We are interested as a department in getting involved or indeed leading community art projects in the local area to contribute positively to the immediate society.

**To enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.**

When attending trips - guidelines are offered about how to behave in a public place & students are taught to be quiet and mindful of the artworks & artefacts in Galleries and museums.

**To enable pupils to acquire an appreciation of and respect for their own and other cultures.**

Sometimes the topics of exploration involve looking at different cultures, ways of life, traditions and artefacts. We change our scheme of work regularly but we have covered a range of cultures with students from all KS 3-5. This exposes the children to learning about certain events, lifestyles of people in other parts of the world as well as in our country. They engage in artwork that responds to what they have seen, using it as a source of inspiration.

**To encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010**

Students are encouraged to engage with artworks from many different walks of life. At KS3 we look at a range of artists both men & women, of different ages, some contemporary as well as artists from the past. At KS4 & 5 students tend to find their own sources of inspiration and staff actively encourage a diverse range of artists.

**Precludes the promotion of partisan political views in the teaching of any subject in the school and Ensure that when political issues are brought to the attention of the pupils they are offered a balanced presentation of opposing views.**

When a student is engaged in a politically charged piece of work, staff avoid expressing their own views and ensure that the students' work is inoffensive and respectful to others that hold different views to themselves.

**British Values in Business & Economics**

Listed below are opportunities within the Business Studies and Economics courses to promote British Values in the department's teaching. They are also included in the respective schemes of work for each individual course.

**KS4**

**Free Enterprise & Entrepreneurship**

We emphasise the process and value of entrepreneurs identifying and exploiting ideas to express their enterprising ideas. This gives expression to the British Value of *personal liberty*, as it allows people to pursue their dreams and protect their ideas and property.

### **Market segmentation by age, income, ethnic background**

Students are taught that these different sections of society have their different wants and needs and it is relevant for businesses to cater for these. *Mutual respect and tolerance for different beliefs* is applicable.

### **The views of different groups of stakeholders.**

In this topic we consider the feelings of different groups of people from local communities to workers to pressure groups protecting the environment. Again, *personal liberty* is core to this, but also mutual respect and tolerance for different beliefs and viewpoints.

### **The Legal Environment**

This acts as a framework to guide businesses' ethical actions in relation to the workforce, consumers and health & safety and promotes the British value of the *rule of law*.

### **KS5 – Business**

The themes from GCSE are repeated here but we can also add some work on business ethics to support the idea of fair play and the rule of law.

### **The Legal Environment**

Promotion of *the rule of law makes* an appearance through the legal environment in this section of the course and again provides a framework to guide businesses' ethical actions in relation to the workforce, consumers and health & safety.

### **Corporate Social Responsibility (CSR)**

We cover the idea of corporations having responsibility to a range of stakeholders beyond just a profit-seeking objective. Carroll's CSR Pyramid is used to illustrate this, with its range of responsibilities from Economic through Legal, Ethical and Philanthropic. Corporations often produce a social audit outlining their actions regarding their stakeholders and this can be independently produced, although students are encouraged to take a critical approach to this. This reinforces the *rule of law* that businesses must abide by but also the responsibility they have more widely than this.

### **Internationalisation of business strategy**

Bartlett & Ghoshal's model of international market entry is applicable to the British value of mutual respect and tolerance for those people from different religious and cultural backgrounds. An effective market entry depends on understanding and catering for these cultural and societal differences. Therein lies an opportunity for differentiation too, since all students would be expected to learn and understand the model, however, the higher ability should be required to take a critical view of successes (e.g. Costa in China) and failures (e.g. Starbucks in Australia) within this framework to understand the value of appreciating cultural differences to businesses.

### **Managing organizational culture**

**Mutual respect and tolerance** for those people from different religious and cultural backgrounds. An effective management of all the international branches of an international corporation depends on understanding and catering for different cultural and societal norms within the various countries the business operates in. Hofstede's National Cultures model provides a framework within which to do this and corporations' success or failure can in part be judged against how well they incorporate international differences into their corporate culture. This is quite an advanced form of analysis that will stretch the more able students.

### **Economics – KS5**

#### **Free market economies, mixed economy and command economy**

**Democracy and individual liberty** apply to this section of the course since it covers market systems and contrasts free market economies where democracy and individual liberty are central elements with command economies, where the state plans the allocation of all resources, overriding democracy and personal freedom of choice.

**Government intervention in market structures**

**Individual liberty and the rule of law** apply here since the Competition & Markets Authority (the CMA) acts on behalf of the government to enforce fair competition between firms in industries in order to protect consumers' individual freedom and liberty and choice and to prevent them from being exploited by profit-seeking corporations.