



British Values at St Wilfrid's

At St Wilfrid's we are committed to promoting the British Values of; **democracy and the rule of law, individual liberty whilst accepting personal and social responsibility, mutual respect and tolerance of those of different faiths and belief.** As a Catholic School we recognise the opportunity these values present not only enabling our students to live out their Gospel beliefs, but also to prepare them for adult life in a multicultural, multi-ethnic Britain and world.

These values are not only taught within our SES (Social and Ethical Studies) programme, but also permeates our school ethos and is experienced throughout the curriculum (see appendix)

Democracy and the Rule of Law

- In addition to specifically teaching about democracy in SES, we also actively and practically promote democracy through
- Head Student elections, where prospective candidates have to articulate how they will serve the student body. Both students and staff vote in a secret ballot in these elections.
- A Mock General Election in which VI Form students stood as candidates, speaking in assemblies and debating in front of the VI Form, televised live to the whole school
- A Parliamentary Candidates Debate in front of 200 VI Formers and a range of younger students and staff, and televised live to the rest of the school in which the Parliamentary candidates for Crawley were questioned on the morning of the General Election. www.youtube.com/watch?v=XAq70bhEwQc
- Regular visits from our local MP, and a VI Form Engagement from members of the House of Lords
- Students gain an in depth understanding of the importance of democracy through their history studies, which follows the development of democracy and the rule of law in Britain from Medieval times to the 20th Century (see Appendix).
- Recurring themes through the RE curriculum are crime, punishment, reconciliation and respect for other who are made in God's image.

The school's Behaviour Policy uses clear rewards and sanctions when appropriate and students are always made aware of the reasons for sanctions, ultimately all or work is to prepare our young people for life after St Wilfrid's.

The school works in close partnership with our local Youth Police team, who have led Immersion Day sessions of crime and consequences

The SES pastoral programme includes specific teaching on;

- UK Political parties, which includes a mock election
- How political power is distributed
- How the UK is Governed
- Britain and the wider world
- The UK legal System



Individual liberty and responsibility to the wider society

Individual liberties and students' responsibility to society is a recurring theme at St Wilfrid's.

- The school has very high expectations with regards to behaviour both in and outside of school. Our latest Diocesan (2017) and Ofsted Inspections (2018) judged students behaviour to be 'outstanding' .
- There are virtually no incidences of racist or homophobic bullying (data available).
- These expectations are reinforced through assemblies and by the actions of staff, i.e. all staff participate in duties around school.
- An ex-offender has been employed by the school share experiences of his life and the Justice system with vulnerable students and relevant VI Form subjects (Ethics, Social Sciences)
- Social responsibility is a recurring theme throughout the curriculum in subjects such as Geography, PE, RE, English and Product Design (see appendix)
- The SES pastoral programme and Immersion Days include specific teaching on;
 - Legal rights and police authority
 - Responsibilities of living in a community
 - How students can contribute to their community
 - Reflection on their rights and responsibilities
 - Ethical consumerism
 - Employees' rights and responsibilities.

Students are actively encouraged to serve both the school and the wider community through a wide range of activities that include:

- Student led House assemblies.
- Annual student participation in the Diocesan Pilgrimage to Lourdes, both as independent Pilgrims and as "Red Shirts" who facilitate and support the wider Pilgrimage
- Celebration of Fairtrade week.
- Sixth Form Community Service Programme.
- Sixth Form participation in the Buddy Scheme, supporting and mentoring younger students.
- The Chaplaincy team of students work to build community, by being role models and preparing younger students for the weekly voluntary Mass.
- Sixth Form Ethics Days – "The Problem of Sex" led by Dr Peter Vardy
- Regular visits to tutors groups by the Crawley Alzheimer's Society
- Chaplaincy Outreach scheme which takes students out to local Primary schools lead and facilitate sessions for the younger students
- These all contribute to the positive role modelling that is expected of all students who are part of our school community.

The school also promotes the social cohesion within our school through the celebration of the different traditions of the diverse ethnic groups that make up the student body. These include

- MFL Language Conferences, and student Young Interpreters (YIs)
- Participation in "St Wilfrid's Got Talent" of students of all ethnic backgrounds, often performing in their own cultural style.
- EAL Parents Information Evening for Yrs 7 and 10 where YIs support staff in explaining school life to parents whose first language is not English.



Mutual respect and tolerance of those with different faiths and beliefs

- At the very heart of the Christian message, is the love of all humankind without exception. This central theme is reiterated through RE lessons, assemblies and the mediation of Gospel values by staff.
- Students are taught about the other great world religions in RE throughout Key Stage 3 and these themes are revisited in Key Stage 5.
- A wide variety of different literary cultures are celebrated through the English Curriculum (see appendix)
- In the Sixth Form the school is open to students of any or no faith and whilst they are invited to participate in all school community activities, there is no expectation that they should participate in any activities that conflict with their own beliefs.
- Awareness of the cultural and religious diversity of approaches to food in Food Technology, as evidenced by appendix below.

The SES pastoral programme includes specific teaching on:

- Diversity and Human Rights
- The ethnic make-up of the U K

The school ensures that not only are our students aware of their British heritage, but that they are also outward looking people who are able to engage with the multi ethnic, multi-cultural and pluralistic society of Britain and beyond. This is reinforced by student participation in events such as :

- MFL trips to France and Spain
- Student Council conferences with the local Council
- History and RE trips to Auschwitz and the WWI Trenches
- Assemblies on Remembrance Day and Holocaust Memorial Day www.youtube.com/watch?v=oZCq3E29vvg
- 100th anniversary commemoration of WWI with a commemorative video written and performed by students <https://www.youtube.com/watch?v=OSzkcidd9s>
- Reciprocal links with schools in Rwanda and Pakistan

Each Year our Immersion Days reinforce both the celebration of our heritage and outward looking ethos; activities have included:

- Visits to Hever Castle
- Visit to a local Mosque and Christian Churches of different denominations
- “What does it mean to be British?” VI Form Ethics Day
- Religious Retreats in all Year groups
- Visit to the National Gallery
- Visit to the Natural History Museum
- Participation in “St Wilfrid’s Got Talent” of students of all ethnic backgrounds, often performing in their own cultural style.
- EAL Parents Information Evening for Yrs 7 and 10 where YIs support staff in explaining school life to parents whose first language is not English.



Appendix – Survey of Departments

British Values Survey - Geography

What we do	Examples
We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values	<ul style="list-style-type: none"> • Tutor times during SES and other discussions. • Structured debates in SES. • In ethical geographical issues e.g. “should we allow sweatshops to exist if it means our clothes are cheaper?” All options heard and discussed.
We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.	<ul style="list-style-type: none"> • Globalisation debates on sweatshops. • Development debates on Aid to foreign nations.
We encourage students to have a sense of enjoyment and a fascination for learning about the world around them	<ul style="list-style-type: none"> • Through studies of other nations using engaging facts about the places we study (including Africa using specific examples of contrasting places, Antarctica, The EU in KS3). • Use of displays to show relevant news articles about places around the world.
We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law	<ul style="list-style-type: none"> • Following the behaviour policy carefully using the language there. • Putting responsibility on students emphasising that if they <i>choose</i> to go against the rules, they will be sanctioned. • Consistent following up of incidents.
We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Through topics such as globalisation and population dynamics, where we look at how the UK requires diversity to allow our economy to function and improve our quality of life. We look at the positives immigration has brought to the UK.
We encourage students to engage positively with a life of democracy	<ul style="list-style-type: none"> • SES • Structured debates in class. • High level evaluative though tasks where students must understand “whole” arguments, taking into account both sides of the argument.



British Values Survey - IT

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> Students explore the causes of the Digital Divide and the impact it has on 4 different aspects of people's lives – social, cultural, economical and educational.
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<ul style="list-style-type: none"> Students explore the causes of the Digital Divide and the impact it has on 4 different aspects of people's lives – social, cultural, economical and educational.
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> Students are encouraged to explore different and varying technologies and innovations. Often as starters we will play a video from the BBC Technology page or BBC Click to spark a discussion.
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none"> Students study the legislations and policies that affect the use of ICT, these include The Data Protection Act, The Computer Misuse Act, The Digital Economy Act, Freedom of Information Act, EU Cookie Law, Copyright, Designs and Patent Act, Privacy Policies, Acceptable use Policies, Net Neutrality, Sales of Goods Act and consequences of breaking the legislations.
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> Students explore the causes of the Digital Divide and the impact it has on 4 different aspects of people's lives – social, cultural, economical and educational.
<p>We encourage students to engage positively with a life of democracy</p>	<ul style="list-style-type: none"> Students explore the causes of the Digital Divide and the impact it has on 4 different aspects of people's lives – social, cultural, economical and educational. We also offer students choices in their learning where they can choose the method they want to use or vote on activity to do etc.



British Values Survey MFL

What we do	Examples
We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values	<ul style="list-style-type: none"> • At GCSE we study Cultural Festivals and look at significance. • At 'A' Level we discuss relationships and family values – students explore and discuss.
We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.	<ul style="list-style-type: none"> • Look at cultural differences between French/Spanish speaking countries and UK. • Discuss positives and negatives of lifestyle etc.
We encourage students to have a sense of enjoyment and a fascination for learning about the world around them	<ul style="list-style-type: none"> • Explore cultural aspects and differences of France and Spain. • Through Young Interpreter's (YI's) programme, students are encouraged to promote their own and other's cultures.
We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law	<ul style="list-style-type: none"> • Expectation that students will listen respectfully and responses will be considered and respectful.
We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Through YI's, students present their own culture to other students.
We encourage students to engage positively with a life of democracy	<ul style="list-style-type: none"> • Through respect, listening and understanding as modelled by their teachers



British Values Survey – Art

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> • In every year students discuss artists and how changes in art reflect the changes in society. Through this they are given opportunities to express their own feelings • Eg Year * Henry Moore shelter drawings reflections about War, Year 9 Futurism reflections about changes in Technology
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<ul style="list-style-type: none"> • Through all discussions about art we are encouraging them to be open minded and often morality comes through the artwork in question • E g Conceptual art in year 12/ 13 discussions about Tracy Emin's bed , the representation of women
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> • They study art from other cultures eg Aboriginal art in year 8 • They study a broad range of art movements from The Renaissance in year 7 to Pop art in year 9 • Cubism unit in year 11 explores whole new way of representing images
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none"> • Discussions take place about this across all key stages as so much of art questions the status quo and representation of conventions. Also the use of the written word and text in art provokes debate e.g. Banksy
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> • Other cultures studied also issues of sexuality and acceptance of homosexuality through art • Issue of mental health are often explored by the older students e.g. eating disorders • Social problems are represented in art work e.g. cyber bullying, genetic modification • Particularly at sixth form level students are encouraged to produce work that goes beyond the purely decorative
<p>We encourage students to engage positively with a life of democracy</p>	<p>There is an inherent sense of the individual and their role in society permeating all the SoW.</p>



British Values Survey - RE

<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> We do this throughout RE in almost every lesson through exploring their own beliefs and the beliefs of others. E.g. in year 7 when studying resurrection of Jesus explore own views; year 11 sanctity of life looking at abortion and euthanasia
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<p>Again throughout the RE curriculum we teach students how to discuss and debate in a way that is both respectful of others views and situations and reasoned. Here are a few examples:</p> <ul style="list-style-type: none"> Year 9: relationships e.g. sex inside and outside marriage Year 11 sanctity of life – abortion and euthanasia Year 12 – War and peace, different ethical theories
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> Year 7 – looking at creation account in Genesis, wonder of creation, basic cosmology; year 9: the human person year 11 basic philosophy – design argument/cosmological arguments
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none"> All years: Studying scripture, Church teaching e.g y11 the laws around life issues
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> Teach modules on Islam, Judaism other Christian denominations and Catholicism in KS3. Study Religious and Community cohesion in year 11
<p>We encourage students to engage positively with a life of democracy</p>	<ul style="list-style-type: none"> Year 9 – look at freedom and responsibility in relation to actions



British Values Survey- Science

What we do	Examples
We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values	<ul style="list-style-type: none"> • Discussion of why, how, what in terms of Science and the awe and wonder of the Created world
We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.	<ul style="list-style-type: none"> • Stem cell technology, contraception are examples of AQA specification that we inform students about and give the chance to express feelings/debate.
We encourage students to have a sense of enjoyment and a fascination for learning about the world around them	<ul style="list-style-type: none"> • Year 10 immersion day. All the practical experiments that students participate in especially topics like human and animal biology, the physical world and everyday chemical reactions.
We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law	<ul style="list-style-type: none"> • Perfectly exemplified with science lab rules.
We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • The teaching of the theory of evolution and listening to the opinions of all.
We encourage students to engage positively with a life of democracy	<ul style="list-style-type: none"> • Encourage students to vote for students that deserve rewarding.



British Values Survey - Sociology and Psychology

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> Sociology and psychology provide ideal opportunities for discussing these kinds of issues. Sociology in particular forces students to consider the inequalities that exist in society and to compare/contrast and defend a variety of viewpoints. The strong political element to sociology is particularly relevant to this section.
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<ul style="list-style-type: none"> See above. Additionally the social sciences force student to consider the moral and ethical issues around researching different areas.
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> Both social sciences make a study of human behaviour. Is there anything more fascinating that?
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none"> Sociology and psychology study both the good and the bad of human behaviour. As stated above, both subjects consider moral and ethical issues. Additionally sociology looks at the law and how important it is that law is followed, that is not to say that it doesn't teach a healthy scepticism about those in authority and that it is important to highlight the injustices of the powerful as well as the weak.
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> Psychology and sociology are discursive subjects that attempt to understand human behaviour and experience. They force students to challenge the assumptions they have and to ask difficult questions about the society they live in. From the discussion of racism in the education system to debating the fate of criminals students learn that respect and tolerance are the cornerstones of a healthy society.
<p>We encourage students to engage positively with a life of democracy</p>	<ul style="list-style-type: none"> Sociology involves the study of social policy and the role government play in directing our lives. It also demonstrates how the choices of the electorate can directly affect the type of country that people live in.



British Values Survey - History

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> • By examining societies in the past, students can make links to British Society today • Students have the chance to compare and contrast living in a modern democracy, when comparing it to past societies (feudalism, slavery and segregation and dictatorships)
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<ul style="list-style-type: none"> • Due to the nature of History, as a subject, students are encouraged to investigate and offer reasoned views • Students are encouraged to develop their empathy skills, so that they can understand the viewpoints of others • This is done through individual investigation, historical storytelling and teacher guidance • This set of skills is taught across all key stages, so that students gain an appreciation for the past and those that lived normal lives and those that lived through significant historical upheavals and events
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> • This is done across all Key Stages in History, as a matter of course • This starts in Year 7 when we study people, power and democracy. Students are encouraged to think about how and why changes have taken place in British Society over a 3,000 year period • History also allows students to study and ask questions about the wider world • Students are really encouraged to study and ask why societies are different from ours and how this affected the people living in them • At KS3 we study the development of the United Kingdom, war/warfare, dictatorship and racial discrimination • At KS4 we study dictatorship, changes in British Society from 1939, US Society and dictatorship • At KS5 we study British Politics, dictatorship in China, Civil Rights, political ideologies, in the shape of the Cold War and Russia from Tsardom to dictatorship



<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none">• Right and wrong and the rule of law are studied across all Key Stages. Examples when the rule of law collapses, such as times of revolution are studied. Also, when the rule of law does not work for certain groups (Jews and Black People) in certain societies are studied• Students are asked to make judgements on what is right and wrong and why societies can go so disastrously wrong
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none">• We study Civil Rights in the USA, the end of slavery and the positive affects immigration has had on Britain• We study the Holocaust in Yr 9 and for next year's Yr 11 controlled assessment
<p>We encourage students to engage positively with a life of democracy</p>	<ul style="list-style-type: none">• We study power and people at Year 7• This will now be included in the new GCSE, which starts Sep '16• We study the differences between democracy and dictatorship• The parliamentary system and the move to democracy is looked at across all key Stages



British Values Survey - English

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> • English - Studying poetry from other cultures with KS3 and GCSE groups – often includes the opportunity to explore our own culture and belief system in relation to others
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<ul style="list-style-type: none"> • English - iGCSE coursework – the chance to make a moral/ethical argument disagreeing with a large brand. Students composed a letter to the former CEO of Abercrombie and Fitch with reasoned views against his policies and were encouraged to include a counterargument in order to show appreciation of other viewpoints • English – iGCSE speaking and listening – again an opportunity to speak on a topic that students feel strongly about. Some chose to argue for against something from a moral standpoint (e.g. one student argued the death penalty versus life in prison)
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> • English – often use relevant media/modern video clips to bring literature to life • Visits from authors – eg Joshua Raven
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none"> • English – Involving students in discussions about their behaviour departmental and school behaviour policy • Discussions about a characters consequences of wrong choices- Ballad of Charlotte Dymond, Martyn Pig, DNA
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> • See first bullet point
<p>We encourage students to engage positively with a life of democracy</p>	<ul style="list-style-type: none"> • Discussion of recent elections in lessons when relevant • Discussions about the morals of characters and their choices for example DNA, Martyn Pig



British Values Survey - Maths

What we do	Examples
We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values	<ul style="list-style-type: none"> We look at mathematics from Nature (Fibonacci sequence and Golden ratio) and ask students to reflect on the power of Maths as an essential part of the "order of the created world".
We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.	<ul style="list-style-type: none"> Possibly covered in Statistics topics – this is something we are looking to improve.
We encourage students to have a sense of enjoyment and a fascination for learning about the world around them	<ul style="list-style-type: none"> We investigate Mathematics from other cultures, (Egyptian multiplication, Chinese multiplication etc) We investigate trends in statistics in populations (KS4) We look at mathematics from Nature (Fibonacci sequence and Golden ratio) Students are taken to University sessions on higher level Maths topics (cryptography etc)
We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law	<ul style="list-style-type: none"> School rules are followed in class – and the rule of Maths need to be followed so answers are correct – "Universality of the Law"
We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> We investigate Mathematics from other cultures, (Egyptian multiplication, Chinese multiplication etc) We share the history of Mathematics culture and development.
We encourage students to engage positively with a life of democracy	<ul style="list-style-type: none"> We look at Statistics and types of sampling. Students may have the opportunity to choose (democratically, what task the class will complete)



British Values Survey – Food Technology

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<p>GCSE specifications in home economics must enable learners to:</p> <ul style="list-style-type: none"> • engage actively in the processes of home economics to develop as effective and independent learners • develop their knowledge and understanding of human needs within a diverse society • examine issues that affect the quality of human life, including an appreciation of diversity
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<p><u>Yr 7 & 8 Home Work</u></p> <ul style="list-style-type: none"> • To extend your learning outside of school, you will choose tasks from the menu on the Takeaway Choice in your Recipe Book. Your teacher will choose dates for your “show and tell” lessons for you to bring your homework to.
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<p><u>YR 7 SOW Sample - Where does our food come from?</u></p> <p>In the table below write the source of the food</p> <p><u>YR 8 SOW Sample - Today's Learning Objectives:</u></p> <ul style="list-style-type: none"> • To understand that we live in a rich, diverse, multi cultural country that has an abundance of different foods and cuisines from around the world • To be able to state some of the foods we eat in the United Kingdom today
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<p><u>During all practical lessons</u></p> <ul style="list-style-type: none"> • In practical lessons, you must only use equipment from the cupboard and drawer you have been assigned. It is your responsibility to ensure equipment is clean, dry and packed away in the right place by the end of the lesson. • Sanctions will be issued to anyone who has not washed up, dried up, or cleared away their equipment properly. Please leave the room how you would expect to find it!



<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<p>GCSE specifications in home economics must enable learners to:</p> <ul style="list-style-type: none">• That food choice is affected by social and economic factors• • That food choice is affected by cultural and religious diversity
<p>We encourage students to engage positively with a life of democracy</p>	<p>Food in all years looks at learning how to cook a range of dishes safely and hygienically and how to apply knowledge of nutrition. In addition, students will consider the factors that affect food choice, food availability and food waste. Every practical session will involve the student in their choice of dishes</p>



British Values Survey- Drama

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<p>Yr11 topic on Domestic Violence and exploring what a loving relationship really is.</p> <p>Yr13 explore <i>Lysistrata</i> which deals with issues of War, Equality and Women wanting the Men to stop fighting and promote peace.</p> <p>Yr8 look at reality and fantasy through Alice in Wonderland feelings and values are dealt with.</p>
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<p>Yr 7 Greek theatre and learning about myths by bringing them to life. These stories contain a lot of interesting values and warnings.</p> <p>Yr8 news report drama on the events of 9/11.</p> <p>Yr12 and Film students explore intentions of film makers and messages to their audiences.</p>
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<p>Yr9 Green Screen adverts. Looking at use of marketing materialistic goods, coupled with adverts for charities and worthy causes.</p> <p>Yr11 and 12 look at plays for their practical exam often written in other countries and dealing with different cultural values.</p> <p>Yr13 Film students study World Cinema e.g. French and Danish New Waves and modern Spanish films which often deal with the darker side of life.</p>
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<p>Yr9 create their own murder mysteries, some include a court scene.</p> <p>Yr8 look at the case of Derek Bentley and capital punishment.</p>
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<p>Respect is built into all our practical work.</p> <p>Teachers challenge students if their responses e.g. the creation of a character or a comment which is inappropriate.</p>



We encourage students to engage positively with a life of democracy

By challenging their perceptions of right and wrong, good versus evil.

Most of our practical tasks are collaborative and models a democratic way of working.

Class discussions, script work and devised work which makes them question and think.

yr7 look at how it must have felt to be an Evacuees of the 2nd world war also members of a host family.

Yr10 look at *Road* which looks at 1980's Britain and the difficulties some faced with poverty and unemployment.

Yr12 Studying the play *Our Country's Good* which looks at crime and punishment.



British Values Survey - Music

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<p>Multicultural SOW: Music SOW/POS reflect not only Western Music but also Multicultural musical traditions and within their context of place and time. Students not only learn musical skills but will also focus on ensuring that they have a knowledge and understanding of the musical traditions and context. This is through KS3 and KS4. KS5 Music is more prescriptive but here the historical context of the music is given more priority including the historical and cultural events that led to its creation and emergence.</p> <p>Composing Music: Allows students to express their feeling in a creative way without boundary or prejudice. There is no right or wrong way of composing, just the process and ultimately the end product.</p> <p>Performance opportunities: Allow students the opportunity to share their music which will often reflect the environment in which they grown up in, cultural music, and other influences. Prime examples of this are seen in the Music and Dance at STWGT.</p>
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<p>Music appraising and criticism: We always try to include an element of choice in the music we study so that the students learn and understand that it's ok to like different things and be individual. Different styles of music, performance and composition tasks will all use identical skills but have very different outcomes and this is something that the students are taught early on. All performances and compositions have a peer assessment/evaluation alongside more formative assessment.</p> <p>Copyright and illegal downloads for discussions in lessons though are not discreetly taught about. This is becoming more pertinent for the student to know about and understand in the current world with the growth of music online and streaming.</p> <p>Students encouraged to bring music from their own cultures into the classroom: Independent learning projects form part of the curriculum in all years where students are encouraged to bring in their own examples of styles and genres or music from any part of the world.</p>
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<p>Independent roles in concerts/productions: Students lead all aspects of our musical productions with guidance from staff. They are given roles of responsibility and encouraged to develop in these roles. This also gives them a sense of WRL from a much earlier age than most.</p> <p>Bands and lunchtime clubs offer student the opportunity for student to 'have a go' and develop their own music through free exploration and experimentation. They have access here to professional equipment, software and experienced staff, who show them the possibilities and then allow them to go away and be creative.</p>



	<p>Crawley Festival and Community performances give the students an opportunity to work in the wider community sharing their music, fundraising through their performances and also working with other organisations. (Senior Citizen’s Concert, Barclay’s Carol Singing, Nominated Charities for the Spring Concert etc).</p> <p>Choices for productions/topics/HW reflect students own musical experiences and the world around them, as well as their own individual interests and passions that can be used to further explore Music.</p>
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<p>Copyright and illegal downloads: Students are made aware of the consequences of doing this not only in terms of the law, but in terms of the consequences for the musicians themselves with regards to their livelihoods etc.</p>
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<p>Performances: Our concerts allow students the freedom to perform music that they enjoy the most. There is often a fusion of styles reflected, especially Indian Music, Sega Music, and throughout Immersion Day on African Music with a visiting drummer who teaches the students firsthand about the role of music within his culture and faith.</p> <p>Topics place music in context – Reggae Music will link to Rastafarianism and the Christian Revival Church, Gospel and Soul, Indian Raga and the music of the Hindu Religion.</p> <p>All students learn to compose and perform in these styles but they also learn and understand the context of the music they study. This is further revisited in the GCSE AoS and Learning Strands.</p>
<p>We encourage students to engage positively with a life of democracy</p>	<p>St Wilfrid’s Got Talent Staff Videos and end of term celebration activities</p>



British Values Survey - Physical Education

What we do	Examples
<p>We provide opportunities for students to be reflective about their own beliefs and perspectives on life, and the extent to which they are the same as and different to others' faith, feelings and values</p>	<ul style="list-style-type: none"> • We reflect on the complexities of anatomical structure and how this might not be accident but fantastic design. <u>Btec level 3 – Unit 1</u> • In <u>Problem Solving (KS3)</u>, we discuss who made suggestions and who listened and the value of shared experience. • We discuss selection of teams and how individuals might feel / react in a game if they are not included for whatever reason. <u>KS3/4 Major Games</u>
<p>We encourage students to show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others.</p>	<ul style="list-style-type: none"> • We discuss winning at all costs, fair play, internal decision making (re both officiated and unofficiated activities) and the 'spirit' of playing any given game. We look at roles eg ref, coach, player, spectator etc and how each contributes to the overall experience. <u>Btec Level 2 / GCSE</u>
<p>We encourage students to have a sense of enjoyment and a fascination for learning about the world around them</p>	<ul style="list-style-type: none"> • We run around outdoors! • We often experiment with games for understanding whereby students come up with ideas and translate them in to skills and tactics. <u>KS3 Core PE</u>
<p>We ensure that students know the difference between right and wrong and understand that actions have consequences so that they respect the rule of law</p>	<ul style="list-style-type: none"> • We do this all the time under the laws of any game. • We discuss group and social behaviour as they change together, line up, pick teams, help with equipment etc. <u>KS3 Core PE</u>
<p>We celebrate diversity and develop the mutual respect and tolerance of those with different faiths and beliefs</p>	<ul style="list-style-type: none"> • We occasionally discuss culture, the role of/ interest in different sports according to nationality and how all should be respected. <u>All levels / KS, core and Exam</u>
<p>We encourage students to engage positively with a life of democracy</p>	<ul style="list-style-type: none"> • PE and sport in school is about democracy and tolerance – we share common goals with team mates to overcome our opponents, but always in a spirit of understanding and fun. Then we shake hands and help put the equipment away. <u>KS3/4 Core PE</u>

