

British Values in Art

Democracy

- Freedom to voice opinions during class feedback sessions.
- Votes on materials/techniques
- Debates/discussions of artists work through critical studies
- Student autonomy in their personal projects at KS4/5

The rule of law

- The importance of Health and Safety in the Art room
- The importance of routine for clearing materials at the end of a practical lesson

Individual liberty

- Importance of independent learning at KS4/5
- Importance of reflection of ideas and processes at all KS

Mutual respect

- Group and paired projects, working together towards a shared outcome
- Taking part in clearing and tidying the rooms
- Supporting charity fundraising through design competitions
- Sharing work and ideas through group feedback , respecting each others strengths and weaknesses

Tolerance of those with different faiths and belief

- Studying artworks and traditions from other cultures and times

British Values in Computer Science/ICT

DEMOCRACY

- Ensuring all student's work and views are appreciated through online collaboration tools such as Google Docs and Edmodo
- How to select relevant information from valid online sources that reflect different viewpoints and the disadvantages of relying on single sites.
- The value of using online forums/blogs as a means by which to appreciate a variety of viewpoints on a host of topics.

THE RULE OF LAW

Students are taught about the legal implications of:

- Downloading music/film from "free" sources
- Posting offensive/slandorous material on social media
- Cyber-bullying
- Hackers

Students learn about a variety of laws relating to the use of IT and the internet:

- Freedom of Information Act
- Data Protection Act
- Computer Misuse Act
- Copyright, Designs and Patents Act
- Health and Safety at Work Act and around digital devices

INDIVIDUAL LIBERTY

Students are encouraged to develop their own ideas yet retain responsibility in what they do, both on and off line. Students are taught about:

- How to use the internet positively including social media.
- How to leave a digital footprint that is seen as positive and how this can impact on their lives.
- The history of computing and the influence of key historical figures from the UK in the development of modern day technology.
- The associated dangers of the internet are highlighted to students and they are advised on about what action to take if they are uncomfortable with any online content they see.
- Ethics behind Copyright & Plagiarism.

MUTUAL RESPECT

- Online 'etiquette' – how to engage in an online community positively including how to respond to and debate with others.
- How to be a respectful digital citizen using web based media.
- The impact of downloading 'free' digital media and its impact on the industry.
- Ethics behind Copyright & Plagiarism.

TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEF

Mutual respect is encouraged, particularly on-line. Students are made aware of the need to be respectful, tolerant and non-biased when dealing with other people. Students are encouraged to develop their communication skills in working with different types of media, working safely and appropriately with other people.

British Values in Design & Technology

Democracy

- The right to choose and make decisions
- The right to voice opinions when analysing or evaluating

The rule of law

- Health & Safety at Work – Rights and Responsibilities
- Health & Safety Signage
- School rules specific to a practical environment

Individual liberty

- Decision making
- Choosing ideas
- Rights and Responsibilities – the impact of behaviour

Mutual respect

- Working together and sharing equipment
- Sharing tasks fairly – clearing up and washing up
- Respecting the work of others
- Listening to others views, agreeing to disagree
- Constructive Peer Feedback

Tolerance of those with different faiths and belief

- Multicultural Food Products
- Ethical designs/avoiding offence

British Values in Economics and Business Studies

Democracy

AS Business – unit 1 - democratic forms of business ownership (cooperatives)
A2 Business – unit 3 – democratic forms of leadership
A2 Economics – unit 3 – democratic forms of business ownership (cooperatives)

The rule of law

A2 Business – unit 4 – ‘Businesses and the political and legal environment’ – impact of legislation relating to business
AS Economics – unit 1 – market failure and government regulation
A2 Economics – unit 4 – Trade and development – corruption as a barrier to development
A2 Economics – unit 3 – Regulation and the business environment – monopolies; competition commission
GCSE Business – unit 5 – ‘can big business be controlled?’; unit 1 – ‘start-up legal and tax issues’

Individual liberty

AS Economics – unit 1 – free market theory – Adam Smith; trade unions and the labour market

Mutual respect

GCSE Business – unit 3 – ‘ethics in business’; unit 5 – ‘Is the world fair?’
A2 Business – unit 4 – ‘Businesses and the social environment’ – social responsibility, ethical environment, ethics and profit.

Tolerance of those with different faiths and belief

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British Values in Geography

Democracy

Geography takes the view that values are best explored and understood in the context of developing knowledge and applied skills such as enquiry and critical thinking; with developing geographical understanding and thinking, and such 'geographical enquiry' is considered by many geographers to be of fundamental significance in teaching and learning and is thus adopted by the geography department at St Ignatius College. Topics which address these ideas include 'What is the UK? And what is it like?', 'Introducing Europe' and 'Settlement Change' namely, whilst also being reflected upon in a range of topics.

The rule of law

Topics of 'Urban Change' and 'Geography in the News' approach values such as tolerance, mutual respect, liberty and responsibility as international values, illuminated by developing global knowledge and understanding, and Britain's engagement with the wider world helping shape and reaffirm our own values. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities.

Individual liberty

These values are encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build self-esteem. This includes, for example, respecting each other and following the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions in lessons.

Mutual respect

Successful and unsuccessful efforts to rescue development disparities are studied in detail and ethical questions raised about their effectiveness. Pupils are encouraged through ideas of globalisation to be open minded and not UK centric allowing them to appreciate alternative viewpoints. Ethical issues about lifestyle are widely discussed through our responsibility to the planet and our environment as well as the struggle of many countries and poorer communities in comparison to the richer world.

Tolerance of those with different faiths and belief

Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities. Studying relevant topical geography that is on show daily across the globe allows us to evaluate our awareness of global issues and what we can do to eradicate these issues. Using up to date examples and looking at them whilst remembering our global responsibilities can teach students how we can contribute to a modern Britain as well as being part of a larger global community

British Values in the German Department

Democracy

In the German department we promote the values of democracy by ensuring a respectful learning environment, where everyone is listened to – both staff and pupils. Democratic ideas are developed and discussed in the more advanced topics, particularly at KS4 and KS5. Class votes are used to make decisions, which affect individuals and classes throughout the key stages and at KS5 debates are regularly held on global issues, which promote the freedom of speech. Students increase their awareness of different political systems and their values and drawbacks by considering the present and past of Germany. They understand that there are different valid democratic systems.

The rule of law

The German department has a clear behaviour policy for the classroom, which pupils know they must adhere to. Pupils are encouraged to come up with their own behaviour plan when necessary, which allows them to take autonomy in improving their own behaviour. Differences between the legal systems in England and Germany are discussed.

Individual liberty

Pupils are encouraged to be independent learners in German lessons. Lessons and resources are differentiated to allow pupils the individual freedom to progress at the appropriate pace for them. The German department provides pupils with a clear understanding of the importance of studying a foreign language for their future.

Mutual respect

Staff promote mutual respect by acting as role models in regards to respect, tolerance and good manners . Pupils are nurtured into understanding that it is important to respect opposing opinions and that any form of bullying is unacceptable and will not be tolerated. Pupils understand the importance of respecting cultural differences in order to promote good relationships between different nations and religions.

Tolerance of those with different faiths and belief

Pupils learn how religion and beliefs are represented in Germany and they understand how they vary across the Bundesländer and as a result of immigration in Germany. Pupils learn about numerous German festivals and celebrations and differences between the traditions of Germany, England and other countries are discussed. An integral part to teaching languages is the discussion and nurture of an acceptance that other people have different faiths or beliefs to oneself (or that they have none) and that this should not be the cause of prejudicial or discriminatory behaviour.

British Values in Law

Democracy

Year 12-13: English law, parliament, elections and voting.

The rule of law

Year 12-13: Human rights, European Law

Individual liberty

Year 12-13: Feedback and reflection. The case of Stephen Lawrence.

Mutual respect

Year 12-13: Promoted throughout the subject in activities, discussions and reflections.

Tolerance of those with different faiths and belief

Year 12-13: Racism, American law and Justice and Morality.

British Values in Physical Education

Democracy

Students have a choice of action in competitive games and have equal opportunities to be selected and take part in our vast array of extra-curricular activities.

Sports team captains are elected by the team dependent on the player demonstrating dedication to training and fair play.

The rule of law

There are many opportunities taken for teaching children about the importance of rules and laws, for example in learning to play games in P.E lessons. 'Fair play' is promoted, following and developing rules, inclusion, celebrating and rewarding success, being magnanimous in defeat and humble in victory. Participating in activities that promote kinship and affiliation with others.

Individual liberty

All students are treated as individuals having their own opinion and beliefs, all abilities are valued equally.

Mutual respect

Respect is a constant reference in all activity areas, particularly in competition. Students participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Leadership and peer assessment underpin units of work and lessons taught, providing students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.

Tolerance of those with different faiths and belief

The Physical Education department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global community.

British Values in Politics

Democracy

AS Politics – Unit 1 – Democracy – meaning of; types of, including origins of direct democracy in Ancient Athens; evaluation of the extent to which UK political system is democratic.

AS Politics – Unit 1 – Elections – evaluation of the extent to which the FPTP electoral system is democratic

AS Politics – unit 2 – Parliament – possible reform of the Commons and of the Lords

A2 Politics – unit 3 – liberalism and democracy (evaluation of the extent to which the two are compatible)

The rule of law

AS Politics – unit 2 – UK constitution – statute law, common law, convention etc

AS Politics – unit 2 – the judiciary and civil liberties – recent examples of challenges to legislation; lawful v unlawful protest

AS Politics – unit 2 – Parliament -law making process; sovereignty

A2 Politics – unit 3 – liberalism (John Locke “where there is no law there is no freedom”)

A2 Politics - Unit 3 – conservatism – law and order

A2 Politics – unit 3 – socialism – Marxist notion of law as part of the superstructure of class society

A2 Politics – unit 3 – anarchism – opposition to state law as a corrupting influence

Individual liberty

AS Politics – unit 2 – the judiciary and civil liberties – recent examples of challenges to legislation; lawful v unlawful protest

A2 Politics – unit 3 – liberalism – promotion of individualism and individual liberty eg J.S. Mill; utilitarianism; distinction between negative and positive liberty (I. Berlin)

A2 Politics - Unit 3 – conservatism - the ‘liberal new right’/neo-liberalism and ‘economic freedom’

A2 Politics – unit 3 – anarchism – freedom as personal autonomy; libertarianism and individualist anarchism

A2 Politics – unit 4 – feminism – liberal feminism

Mutual respect

A2 Politics – unit 3 – liberalism – social liberalism – John Rawls “like liberty for all”

Tolerance of those with different faiths and belief

A2 Politics – unit 3 – liberalism - toleration - Voltaire; Thomas Paine – religious freedom.

British Values in Science

Democracy

In Science we are always working in teams during our practical sessions. This requires our students to work together and delegate tasks and responsibilities. We often debate in topics such as limestone quarrying and the ethics of cloning.

The rule of law

The primary way we teach this that is unique to Science is the law of safety within a lab. From year 7 students look at how risk assessment are used to ensure the safety of all. Within the syllabus many areas of the rule of law. In both Ks3 and 4 we cover the legality of drugs and the impact they have on society from class A drugs to steroids. Our students look at the laws that govern our country such as speed limits and the need for them. In year 11 students look at environmental law and how these have been adapted to solve the issue of global climate change and using up the resources of the planet.

Individual liberty

Many topics in science are hotly debated depending on the evidence. With all tasks students have the right to chose their own views based on evidence we provide them. Or they have gathered From that choice we develop their arguments to back them up with scientific evidence.

Mutual respect

We promote that all students have the right to learn and for this to happen there is a mutual respect between students and their teacher as well as their peers. Class discussions on topics, such as the legality of smoking, require students to listen to one another and reflect on each others points. Regular peer assessment of one another's work requires students to show this respect for each others work. Frequent practical work requires students to work together and in turn build a mutual respectful relationship.

Tolerance of those with different faiths and belief

Science involves topics that can be sensitive to some students big concepts such as the big bang, evolution and genetic engineering always bring an interesting debate. In Science we teach our students to listen and tolerate all opinions and how to approach such debates. We will compare and contrast these ideas to come to a well rounded point of view.

British Values in Sociology

Democracy

In Sociology, the students investigate equality in society and read case studies which take an in depth look at the various factors which serve as obstacles to full participation in society. These concerns are carefully evaluated and looked at from a range of perspectives, providing the students with an opportunity to come to their own conclusions about the importance of hearing every voice in society.

The rule of law

Sociology at A Level includes a significant commitment to researching crime and deviance in society. The reasons, prevention, and correction of deviance in society is investigated and again studied from a range of perspectives, giving the students a number of opportunities to look at case studies and learn the importance of the rule of law in our nation.

Individual liberty

Individual liberty is considered in Sociology, when we study identity in society. The students look into the various agents of identity including the agency of individualism and personal choice. In addition, students will look at the agents of social control and the various informal and formal ways that an individual's liberty may be constrained by others.

Mutual respect

Mutual respect is taught indirectly through the Sociology curriculum as the students investigate ethnic, gender, social class, and age identities. As we read about the lives of others and what they experience in their individual circumstances, we grow in respect for the way people and families are able to overcome a wide range of differences and yet live peacefully and productively amongst others.

Tolerance of those with different faiths and belief

Sociology teaches that individuals behave in reasonable ways based on their own set of values and beliefs. These values lead us to regard certain behaviours as normal and acceptable. As we look at the variety of ethnic backgrounds and family structures people grow into, the students form a deep respect for the importance of values as the key to setting norms. In this way, not only tolerance but respect and understanding is built into their sociological interpretation of human relationships.