



BRITISH VALUES STATEMENTS

English

In English, we strive to ensure that pupils always study relevant and topical non-fiction texts, exploring politics, conflict and different cultures. We encourage open discussion on the topics covered, often using these topical issues to inspire speaking and listening activities, such as: discussion, role plays and individual presentation tasks. We also study political speeches, exploring how political leaders promote their own ideology and how this can reinforce or challenge the hegemony of that particular society.

Through poetry and prose, pupils study different cultures and develop their understanding of the importance of tolerance - regardless of race, sexuality, gender, religion or culture. Texts such as 'Of Mice and Men' demonstrate the impact of discrimination on individuals and also allow us to explore contentious modern issues such as immigration. All pupils are encouraged to explore different viewpoints on issues and ideas, which directly ties in with the success criteria at KS3 and KS4.

Mathematics

In Mathematics, we believe in the right to learn and the right to teach. All pupils are entitled to a safe and secure learning environment. Teachers have the right to be treated with respect and in turn give out respect that pupils deserve. Pupils are given the opportunity to work in pairs and groups where they learn to work with each other and understand how different people solve problems in various ways. Pupils are encouraged to respect the opinions and beliefs of others when discussing all mathematical concepts.

For example, Year 7 will complete a 'Famous Mathematicians' homework, whereby pupils research a famous mathematician and look into their background and beliefs, as well as their contributions to mathematics. When studying the topic of circles, pupils will have the opportunity to research the history of Pi. In Geometry and Measure, pupils also study Indian Rangoli Patterns, Pythagoras' Theorem and Fibonacci, all of which originate from different countries. Pupils are taught various methods of multiplication that stem from different cultures including: Russian, Egyptian, Chinese and English. Whichever topic they are studying, pupils will learn the origins of mathematics and they will appreciate that it comes from different cultures, thus understanding that mathematics knows no geographical boundaries.

Science

Throughout the Sciences courses in KS3 and KS4, we research and discuss ethical and moral issues that have shaped our world and future technology. These include Evolution and Genetic Engineering, where pupils learn the scientific techniques and theory alongside discussing the moral implications on our British society and comparing them to other religions and communities' values.

We also look at the impact of scientific research on our modern British society, including Dr Semmelweis, an Austrian scientist who identified the importance of sanitation, and Herschel and Ritter, Eastern European scientists who helped inform us about the EM Spectrum. In addition, pupils study Darwin and look at historical British society and values, and how that has changed.

Design Technology – Product Design

In Design Technology, students are taught about the moral choices facing designers and manufacturer's when discussing and researching material choice and use. These moral choices include cultural and social effects, and the six 'R's of sustainability to understand and apply ways of conserving the Earth's resources and minimise waste production.

Branding and social responsibility is also an important factor in creating awareness of both British values and ideals and other cultural influences. Sensitivity for the feelings and beliefs of different groups in society are embraced whilst ensuring that the core values of a British society are brought to the fore in both design and



realisation. Exploring how products contribute to lifestyle and consumer choices, and, understanding how products evolve according to users' and designers' needs, beliefs, ethics and values.

Appreciating and understanding other cultures, both new and traditional, helps to reinforce design influences for future generations and allows diversity to be incorporated into design tasks, whilst maintaining a broadly British feel to a practical outcome.

Business Studies

In BTEC Business Studies, students investigate many areas of British values including, democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Enterprise in the Business World allows students to understand business law and business ethics whilst investigating human resources when setting up their own business. We also explore the cultural issues and influences on start-up businesses. Promoting a brand enables students to research British brands and the history of these brands, while incorporating social and cultural needs of the customer. Students are encouraged to use a wide variety of sources to help them understand a range of faiths, beliefs and backgrounds are held by people who live in this country. These can be case studies, newspaper articles, exam board resources, company reports and visiting speakers.

We also use opportunities such as general or local elections to promote fundamental British values and provide pupils with the understanding of learning how to argue and defend points of view. We discuss politics, the voting system and how who is in power may affect businesses.

PE

Within the PE curriculum, pupils are encouraged to demonstrate a range of values that will enable them to become confident individuals, valued team players, and respected members of society. Pupils are expected to abide by the rules associated with specific sports and show respect to peers, opponents and officials. Student opinions are always encouraged, listened to and respected.

Competition is encouraged in all areas of the curriculum, but not to the extent where fair-play and sportsmanship are compromised. Pupils are taught that personal sacrifice, hard work and cooperation are required when training and performing, but this does not always guarantee success. Acknowledging that you have been beaten by a better opponent and learning from mistakes are not signs of weakness, but an important step towards future success.

History

The study of History allows pupils to find their identity and understand their place in the world. In History, we explore the relationship between differing cultures, classes and ethnic groups over time and see how they have evolved. Pupils learn about the impact Britain has had on the world and what lessons can be learnt from the past. Opportunities to reflect on attitudes and beliefs are wide ranging, notably in the History of the Slave Trade, Civil Rights movement in the USA, and the persecution of Jews in Germany. Pupils are encouraged to express their views and provide reasoned arguments on such issues as the impact of the World War One, the use of vaccination, and human rights.

The study of History allows pupils to find their identity and understand their place in the world. Pupils are encouraged to appreciate the legacy of British History for example through the study of Magna Carta, the building of castles and the achievements of the Industrial Revolution. They learn the value of democracy by studying the changing roles of the monarch and parliament and the campaigns for the right to vote. We hope to develop independent thinkers with a healthy sense of justice, who know what is right and wrong and can learn from mistakes in the past. We aim to celebrate the achievements of Britain and foster affection for our cultural heritage. Visits to historical sites, examination of sources, video footage and artefacts, as well as vibrant discussions in the class room, enable this to happen.



Food Technology

In Food Technology, pupils are encouraged to consider various moral issues. We look at topics including: use of generally modified foods; use of additives; organic foods; intensive farming; fair trade; vegetarianism, and sustainability.

We design and make food products, which are aimed at different areas of society, considering those who may be restricted to a budget, different age groups or those who have special dietary needs. We look at traditional British foods based around recipes and celebrations such as Easter and Christmas, as well as the impact of different cultures on modern British food products.

Art and Photography

In Art and Photography, we believe that the reflection and appreciation of British values, found in the works of past and contemporary British artists, are an essential part of a rich and balanced curriculum. It is our view that the creative subjects work hand in hand to develop sensitivity, understanding and tolerance towards others and offer pupils the opportunity to build upon existing skills through providing rewarding activities that inspire, inform, stimulate, challenge and entertain in a supportive and creative environment.

We aim to give pupils a love of the arts that will last a lifetime, allowing our pupils the freedom to express themselves through a form of creative intelligence, which helps them to develop richer lives as adults and an appreciation of their own identity, British society, and their place within it.

Life Skills

In a safe and supportive environment, we respectfully discuss and promote the fundamentals of: British values; democracy; the rule of law; individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Life Skills concerns itself with the development of the “self”, the development of the individual, and furthering the individual’s understanding of those issues concerning healthy citizenship in a culturally diverse society. Pupils are taught the value and reasons behind laws that govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. We discuss and promote what it is to be tolerant, respectful, and appreciative of the traditions and values of our own culture, as well as that of others, and that it should not be the cause of prejudicial or discriminatory behaviours. Pupils also develop an understanding of the importance of identifying and combating discrimination. Pupils reflect and distinguish right from wrong and accept responsibility for their behaviour, discuss areas of initiative, and understand and reflect on how they can contribute positively to the lives of those living and working in the locality and to British society more widely.

Religious Education

In Religious Education, many British values are studied explicitly as religious and non-religious concepts across the key stages. In our lessons, we aim to foster mutual respect through structured debate and discussion. Pupils are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others. Much of the Religious Education curriculum is focused on understanding the beliefs and world-views of different people all over the world, and through understanding, true tolerance develops.

Through group tasks and projects, pupils build confidence and develop their ability to work as part of a team. Being able to hold a debate, explain one’s views and the views of others clearly, is key to building resilience of character and conviction. Pupils also develop practical values of self-esteem through these debates. At GCSE, pupils explore the moral agency and liberty of the individual and our responsibility as citizens is explored through ethical issues and theories. Pupils are encouraged to consider the philosophical religious foundations on which concepts of democracy and liberty are built. For example, at GCSE, the concept of the sanctity of life is studied and what it means for our treatment of other human beings.



Modern Foreign Languages

The MFL department promotes British values through the curriculum and our teaching methods. Pupils study a range of different types of European values and compare them to the British values through group discussion, lesson activities and homework.

Lessons often contain group or team activities, which enable pupils to develop their ability to work well with others. There is a strong emphasis on promoting cultural values and traditions of other countries and global citizenship.

The International School Award

We have held the full International School Award from the British Council since 2010.

Barnes Wallis Academy creates and expands opportunities for pupils and staff through its international work within the global citizenship themes of, conflict and peace, sustainable living, rights and responsibilities, fairness and equality and identity and belonging.

Our International work has given us the opportunity to develop, improve and learn from new colleagues around the world. While for our pupils it provides a window into different cultures and countries, preparing them for life in a global society. It promotes positive global attitudes, encourages an appreciation of diversity and promotes global citizenship.

International activities include: a pupil exchange with our French partner school Collège Deparcieux, a staff exchange to our Indian partner school Kulachi Hansraj Model School, Delhi, a Fairtrade workshop for Year 7, Interact Club organising fundraising activities for local and international projects, We Day UK with speakers and performers including Prince Harry, Malala Yousafzai, Al Gore and Richard Branson and Theatre Company Onatti productions performing French plays to our pupils and those of our feeder primaries.

Music and Performing Arts

In Music and Performing Arts, pupils are encouraged to work in teams in ensemble pieces and performances. During performance, we encourage an environment of mutual respect and tolerance, so that pupils are prepared for performing in front of wider audiences. Through performance, pupils build self-esteem and resilience.

In Music, pupils study 'World Music' and 'Music for Special Occasions', which provides an insight into other cultures and promotes curiosity and respect for diversity.

Child's Play, Learning and Development

In Children's Play, Learning and Development, we promote British Values through the curriculum and our teaching methods. Pupils study a range of different types of values and inclusivity in all child care settings through group discussion, lesson activities and homework. Lessons often contain group or team activities, which enable pupils to develop their ability to work well with others. There is a strong emphasis on the importance of having a non-judgemental attitude in Early Years education settings, including promoting cultural values and traditions of other countries with young children.

The BTEC CPLD course actively promotes the key values of mutual respect, diversity and plurality. Pupils are encouraged to reflect on other cultures and ways of life and to understand how all backgrounds need to be included in the community of a childcare setting, so that all children are welcomed, valued and cared for. This ensures that they remain open to the world around them.



Geography

In Geography, pupils are encouraged to explore how places around the world have changed, considering how natural and human geography and processes that have shaped them. Pupils are helped to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds.

Pupils are helped to understand society better, appreciating diversity, and creating positive relationships with shared values. We promote tolerance and partnership, within local and wider communities. Pupils are encouraged to express well-balanced opinions, rooted in solid knowledge and understanding of current and contemporary issues in society and the environment.