



## **Statement on the Promotion of British Values**

### **Background and Rationale**

The importance of schools espousing British values is not new. The 2008 National Curriculum includes the following statement:

*The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.*

These values support the national Prevent Strategy, put before Parliament in 2011 by the Home Secretary as a response to the radicalisation of British citizens.

### **What is meant by "British Values"?**

We believe that the following list exemplifies some of the values held dear by British citizens:

- Mutual respect and tolerance of those with different faiths and beliefs.
- Democracy
- Rule of Law
- Individual Liberty

Although this list is not exhaustive, we believe it encapsulates the attitudes that Hodgson Academy values and seeks to instil in its young people.

### **How does Hodgson Academy promote these values?**

At Hodgson Academy, we believe that our core values of PAUSE and CARE make explicit our fundamental belief in many of these values. These core values are the foundation of all of our work with our students. There is no place in our school for racist or intolerant language, actions or beliefs and where we come across incidents involving them we will take action that reflects the serious nature of the offence.

British values are embodied in the a range of more specific ways. These include:

- Hodgson's motto is "Imagine, Believe, Achieve". All students are regularly spoken to about the importance of these three attributes for success in school, with assemblies emphasising their importance.
- The school's pastoral system of organising students in Houses encourages involvement of every student in school life and supports them in interacting with their peers across the different age and ability ranges.

Students are also taught about British Values across the curriculum in a variety of ways. These include:

<p>Mutual respect and tolerance of those with different faiths and beliefs</p>	<p><b><u>History</u></b>          Holocaust – Years 8 &amp; 9          British Empire – Year 8          Slave Trade – Year 8          Reformation and Dissolution of Monasteries – Year 7          Protestants, Catholics &amp; Elizabethan Religious Settlement – Year 10  <b><u>Geography</u></b>          Immigration - Year 8          Fantastic and impossible places - Year 8          Development - Year 10  <b><u>RE</u></b>          Year 8 – Understanding Islam unit; interpretation of truth unit; development of Sikhism unit.          Year 9 – GCSE course focus throughout on comparing faith and non-faith attitudes to moral issues.          Years 10 and 11 – GCSE course focus on comparisons between interpretations of Christianity and Hinduism.  <b><u>PSHE</u></b>          Tolerance - Year 7          Being part of our environment - Year 8          We are all people- society and conflict - Year 8          Emotional health - all years  <b><u>English</u></b>          ‘Hero or Villain’ – Year 7          ‘Changing Times’ – Year 8          ‘Punishment’ – Year 9          ‘Representations of War’ – Year 9          ‘Jekyll and Hyde’ – Year 9          ‘Blood Brothers’ – Years 9 and 10          ‘A Christmas Carol’ – Years 9 and 10          ‘Poetry of Power and Conflict’ – Years 10 and 11          ‘Macbeth’ – Years 10 and 11  <b><u>PE</u></b>          Teamwork and problem solving in social contexts – Year 7          Analysis of performance and expressive movement– Year 8          Peer evaluation of skill acquisition or performance-year 8          Sports and games of other nations and cultures– Year 9          Engagement patterns and the Olympic Games Year 10          Racism, history of sport and sporting initiatives – Year 11  <b><u>Science</u></b>          Scientific discoveries have come from other cultures          Religious beliefs often compete with scientific understanding          Understanding that others are entitled to their beliefs and tolerance of differences in cultures and religions, for example no blood transfusions for Jehovah’s Witnesses.  <b><u>Technology</u></b>          Inclusive Design (Years 9-11)          Initial Ideas and Development using different cultural influences (Years 7-11)          Religious Dietary Customs (Years 7-11)          International Cuisine (Year 8-11)          Product Evolution (Years 9-11)  <b><u>Art (Art, Textiles) – All years</u></b></p>
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	<p>To behave appropriately allowing all participants the opportunity to work effectively</p> <p>Review each other's work respectfully</p> <p>Work together on projects, help and advise others</p> <p>Experience and talk about art and design from different cultures (artist research)</p> <p>Use art and design pieces to learn about different faiths and cultures around the world</p> <p><b><u>ICT (ICT, CS)</u></b></p> <p>In KS4 students consider some of the ethical implications of Computer Science, including some of the considerations regarding differing legislation and cultural/religious beliefs in other countries regarding, for example, censorship of content on the internet.</p> <p><b><u>Business Studies</u></b></p> <p>British culture – Year 9</p> <p>Entrepreneurial creativity and the self-satisfaction from business success – Year 9</p> <p>The importance of planning to reduce risk (moral and ethical business considerations) – Year 9</p> <p>Environmental credentials verses profitability – Year 9</p> <p>Human resources and working with others – Year 10</p> <p>Communicating with people of different faiths and beliefs in business – Year 10</p> <p>Employment law and learning about the Equality Act Customer services – Year 10</p> <p>Treatment of workers, suppliers and customers – Year 11</p> <p>Ethical and Environmental Considerations – Year 11</p> <p>Changing levels of income and unemployment – Year 11</p>
Democracy	<p><b><u>History</u></b></p> <p>Magna Carta – Year 7</p> <p>English Civil War and the struggle between the Crown and Parliament – Year 8</p> <p>Hitler becomes a dictator – Year 8</p> <p>Growth in Parliamentary privilege – Year 10</p> <p><b><u>Geography</u></b></p> <p>Immigration- Year 8</p> <p><b><u>RE</u></b></p> <p>Year 9 units on peace and conflict, attitudes in contemporary British society.</p> <p><b><u>PSHE</u></b></p> <p>Citizenship, rights and democracy - Years 7-11</p> <p>Global goals and community relationships - Year 8</p> <p><b><u>English</u></b></p> <p>'Hero or Villain' – Year 7</p> <p>'Punishment' – Year 9</p> <p>'Representations of War' – Year 9</p> <p>'Blood Brothers' – Years 9 and 10</p> <p>'A Christmas Carol' – Years 9 and 10</p> <p>'Fighting For Survival' – Year 10</p> <p>'Poetry of Power and Conflict' – Years 10 and 11</p> <p>'Macbeth' – Years 10 and 11</p> <p><b><u>PE</u></b></p> <p>Sports captains and council – Year 7</p> <p>Wider benefits of PE to all students– Year 8</p> <p>Engagement in extracurricular sports and activities– Year 9</p>

	<p>Pathways in PE for different user groups- Year 10</p> <p>Officiating pathways into the community – Year 11</p> <p><b><u>Science</u></b></p> <p>Take the views and opinions of others into account during group activities.</p> <p>Take turns and instructions from others through team work during practical investigations.</p> <p>Use debate to discuss topics such as nuclear power, stem cells, genetic engineering and cloning.</p> <p><b><u>Technology</u></b></p> <p>Allergies &amp; Food Tolerances &amp; Special Diets (Years 7 -11)</p> <p>Food Provenance &amp; Food Poverty (Years 8-11)</p> <p>Material Selection (Environmental Impact) (Years 7-11)</p> <p><b><u>Art (Art, Textiles) – All years</u></b></p> <p>Take into account the views of others in shared activities.</p> <p>Sharing resources fairly</p> <p><b><u>Business Studies</u></b></p> <p>Keen current interest in local community businesses and stakeholders. – Year 9</p> <p>The destruction of the high street versus out of town retail parks. – Year 9</p> <p>Different ways of working Recruitment and selection - Year 10</p> <p>Employment law and learning about the Equality Act – Year 10</p> <p>Consumer law – Year 10</p> <p>Globalisation and international law – Year 11</p>
Rule of Law	<p><b><u>History</u></b></p> <p>Suffragettes and Suffragists - Years 10 &amp; 11</p> <p>Thomas Becket – Year 7</p> <p><b><u>Geography</u></b></p> <p>Settlement – Year 7</p> <p><b><u>RE</u></b></p> <p>Year 9 units on peace and conflict, vivisection, crime and punishment.</p> <p><b><u>PSHE</u></b></p> <p>Consumer rights - Year 7</p> <p>Grooming and trafficking - Year 10</p> <p>Finance and economic education – Years 7-11</p> <p>Famous crimes project - Year 10</p> <p>Drug education – Years 7-11</p> <p><b><u>English</u></b></p> <p>‘Punishment’ – Year 9</p> <p>‘Poetry of Power and Conflict’ – Years 10 and 11</p> <p>‘Macbeth’ – Years 10 and 11</p> <p><b><u>PE</u></b></p> <p>Fairness and respect in team sports – Year 7</p> <p>Competing individually with game rules and regulations – Year 8</p> <p>Badminton officiating Course– Year 9</p> <p>Understanding codes of conduct and sporting behaviour Year 10</p> <p>Etiquette and safety in sport Year 11</p> <p><b><u>Technology</u></b></p> <p>Packaging standard symbols - Years 7-11</p> <p>Health &amp; Safety - Years 7-11</p> <p>Food Hygiene - Years 7-11</p> <p>Carbon Offsetting &amp; Carbon Footprint - Years 7-11</p> <p>Product Miles/Food Miles - Years 8-11</p> <p><b><u>Art (Art, Textiles) – All years</u></b></p> <p>Undertake safe practices, following class rules during projects and activities for the benefit of all.</p>

	<p>Understand the consequences if rules are not followed.  Care of equipment and resources.  Tidying away materials and equipment.  <b>ICT (CS, ICT)</b>  Students are taught about the legal implications of:  Downloading music/film from “free” sources - KS4  Posting offensive/slandorous material on social media o Cyber-bullying - KS3/4  Cryptography/Encryption - KS3/4  Hacking - KS4  In KS4 Students learn about a range of laws relating to the use of IT and the internet  Copyright, Designs and Patents Act  Data Protection Act  Freedom of Information Act  Computer Misuse Act  Digital Rights Management  <b>Business Studies</b>  Risk taking whilst remaining in the law – Year 9  Copyright theft between organisations – Year 9  Damage to image – Year 9  Different ways of working Training and development – Year 10  Recruitment and selection – Year 10  Employment law and learning about the Equality Act – Year 10  Quality of goods and services – Year 10  Working with suppliers – Year 10  Consumer law – Year 10  Sustainability, Pollution and Climate Change – Year 11</p>
Individual Liberty	<p><b>History</b>  Life in Nazi Germany - Year 9  Control through Terror, SS, Gestapo, Concentration Camp - Year 9  Slave Trade – Year 8  Opposition from Youth Movements in Nazi Germany – Years 9 &amp; 10.  <b>Geography</b>  Life in Shanty Towns – Year 10  <b>RE</b>  Year 7 – ‘Who Am I?’ Unit on comparing different faiths; development of Hinduism unit.  Year 8 – Understanding Islam unit; interpretation of truth unit; development of Sikhism unit.  Year 9 – GCSE course focus throughout on comparing faith and non-faith attitudes to moral issues, including purpose and value of human life and attitudes to relationships.  Years 10 and 11 – GCSE course focus on comparisons between interpretations of Christianity and Hinduism.  <b>PSHE</b>  Online behaviour - Year 7  SRE – Years 7-11  Drug education – Years 7-11  Careers - Years 7-11  Dove project – Year 10  <b>English</b>  ‘Victorian England’ – Year 8  ‘A Christmas Carol’ – Years 9 and 10  ‘Fighting For Survival’ – Year 10</p>

	<p><b><u>PE</u></b>  Working safely in PE – Year 7  Analysis of performance and coaching peers– Year 8  Individual strengths and weakness– Year 9  Leadership through activities Year 10  Off site visits to FE and local fitness providers – Year 11</p> <p><b><u>Technology</u></b>  Fairtrade - Years 7-11  Guidance &amp; Healthy Eating &amp; Nutrition - Years 7 – 11</p> <p><b><u>Art (Art, Textiles)</u></b>  Work within boundaries to make safe choices in art and design.  Make own choices within art and design projects.  Risk taking and independent learning.</p> <p><b><u>ICT &amp; Business (ICT, CS, Business)</u></b>  In KS3 students consider the example of Alan Turing as a famous historical computer scientist who was unfairly persecuted.  In KS4 students consider some of the ethical implications of CS, including some of the considerations regarding differing legislation and cultural/religious beliefs in other countries regarding, for example, censorship of content on the internet.</p> <p><b><u>Business Studies</u></b>  Freedom to be a sole trader – Year 9  How a business plan is written – Year 9  Different ways of working – Year 10  Recruitment and selection – Year 10  Training and development – Year 10  Employment law and learning about the Equality Act – Year 10  Customer service – Year 10  Consumer law – Year 10  Workers rights – Year 11</p>
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Reviewed by: Andrew Day

Approved by: SLT

Approved Date: September 2021

Next Review Due: September 2023