

## British Values

### How We Promote British Values at Bishop’s Hatfield Girls’ School

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Listed below are the ways we teach British values through our curriculum and extra-curricular teaching. There is also an added section on tackling grooming and extremism. Anything in black applies to ALL girls; **text in blue applies to those girls choosing the stated GCSE or A Level.**

**Democracy** – as an understanding of how citizens can influence decision-making through the democratic process

<b>English / Media</b>	<p>Debating, Presenting, Persuading, Discussing (Speaking &amp; Listening)          Persuasive and Argumentative writing. Class votes. Journalism.          Understanding of modern news values and a balanced and critical view of how democracy and politics is presented to an audience.</p>
<b>Humanities</b>	<p><b>Year 9 RE:</b> Religion and Society module Rights &amp; Responsibilities; why many people think it is important to take part in the democratic and electoral process  <b>Year 9 History:</b> Nazi Germany and the loss of civil liberties  <b>Year 11 History:</b> Medicine Through Time we look at a range of different civilizations and how their governments led to progress  <b>A Level History:</b> Nazi Germany discussions of how dictatorships differ to a democracy          Civil Rights the role of federal government in the USA and also direct democracy  <b>A Level Law</b>  <b>A level Government and Politics –</b>  <b>Edexcel Unit 1 People &amp; Politics –</b> <i>“This unit introduces students to the key channels of communication between government and the people and encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.”</i>          Content includes main topics such as          Democracy and political participation – the nature of democracy; democracy in the UK; enhancing democracy; political participation          Elections – elections and democracy; elections in the UK; debating electoral systems          Pressure groups – nature of pressure groups; pressure group power; pressure groups and democracy          Political parties – nature of political parties; traditions and policies of parties; comparing party policies and ideas          Extra-curricular activities include:</p> <ul style="list-style-type: none"> <li>• Trips to Houses of Parliament</li> <li>• Visit from Lib Dem candidate for the local constituency</li> <li>• Visit from local MP (Conservative)</li> <li>• Visit from Peer</li> <li>• Trip to Europe House, including MEP Question Time and Parliament Week debate day on the future of the European Union</li> <li>• Taking part in Model United Nations competition annually at John Warner School</li> </ul>
<b>Modern Foreign Languages</b>	<p><b>A2 Spanish:</b> Franco military dictatorship / Republic / Civil War / current democracy / film on the topic  <b>A2 German:</b> GDR / communist dictatorship / one party state / effects of a totalitarian system on people (film)</p>

<b>Science</b>	Use of pupil voice to inform planning, teaching and choice of resources
<b>Design</b>	<p><b>Art:</b> Images/public debate on British Historical &amp; Contemporary Architecture. Built Environment / Architecture: From architects of the contemporary Queen Elizabeth Olympic Park (eg. Populous, Dame Zaha Hadid), through New Brutalist Buildings (Alison &amp; Peter Smithson), to Mediaeval Palaces and their relationship to the Monarchy eg. Hatfield House.</p> <p>Olympic Park sculpture by Sir Anish Kapoor <i>ArcelorMittal Orbit</i> 2012 influenced by Breughel's 'Tower of Babel'; civil engineer Cecil Balmond. Olympic Park Landscape designed by George Hargreaves.</p> <p>Designers of the British Parliamentary buildings: House of Commons Charles Barry (Gothic Revival style) &amp; House of Lords (Pugin). Queen's Speech made here. Authority of Parliament emphasized by intense décor; revisiting historical, architectonic shapes. Planning permissions.</p>
<b>Life Skills</b>	<p><b>Year 7</b> – Making school a happier, safer, more pleasant place to be</p> <p><b>Year 8</b> – Campaigning</p> <p><b>Year 9</b> – Democracy, Harrytown</p> <p><b>Year 10</b> – Enterprise</p> <p><b>Year 11</b> – General Election</p> <p><b>Sixth Form</b> –</p> <ul style="list-style-type: none"> <li>• Visit from Grant Shapps MP</li> <li>• Visit from a Peer</li> <li>• Designing a Citizenship Campaign T-Shirt Competition</li> </ul>
<b>Whole-school</b>	School has a tradition of consulting students through school council. Form representatives feed their views into year and school council. Students are given a voice on broader issues to do with their schooling through focus groups which feed into area reviews – Pupil Voice. Parents complete an annual questionnaire based on Parent View questions. From these processes there are lots of 'you said, we did' examples. <b>Mock election: Humanities Club and whole school involvement</b>
<b>Extra-curricular</b>	<ul style="list-style-type: none"> <li>• Thought Forum Club</li> <li>• Amnesty International</li> <li>• School Council</li> </ul>
<b>Assembly Topics</b>	<ul style="list-style-type: none"> <li>• Political awareness</li> <li>• Equal Opportunities</li> <li>• Celebration of specific events, eg Fairtrade Fortnight, International Week</li> </ul>

**Rule of Law** – an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety; an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

<b>English / Media</b>	<p>Developing an understanding of various laws through teaching of key issues related to texts, non-fiction articles, discussion topics, etc. Year 8 specifically study a scheme of work on Crime and Horror, which explores how crimes and laws have changed over the last century.</p> <p><a href="#">Media Studies teaches students about media law and ethics in relation to the requirements of different industries (e.g. Television regulation by OFCOM)</a></p>
<b>Humanities</b>	<p><b>Year 8 History:</b> When studying The Tudors we consider how a monarchy was different then to what it is like today</p> <p><b>Year 9 Religious Studies</b> <i>Religion and Society</i> module <i>Rights and responsibilities:</i> Human rights in the UK; Christian moral duties and responsibilities.</p> <p><b>Year 10 Religious Studies</b> <i>Religion and Society</i> module <i>Crime and punishment:</i> why do we need law and justice? What is the point of punishment? Justice and capital punishment; what do we/ Christians/ Muslims think?</p> <p><b>A Level Law</b></p> <p><b>A Level Government and Politics –</b></p> <p><b>Edexcel Unit 2 Governing the UK –</b> <i>“This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions and the relationship amongst them in the context of multilevel governance.”</i></p> <p>Content includes main topics such as</p> <p>The constitution – nature of the constitution; sovereignty of the constitution; reforming the constitution</p> <p>Parliament – legislatures and executives; role of parliament; reforming parliament</p> <p>The PM &amp; cabinet – role of the PM &amp; cabinet; powers of the PM; Prime ministerial leadership</p> <p>Judges &amp; civil liberties – role of the judiciary; power &amp; influence of judges; civil liberties &amp; individual rights</p>
<b>Modern Foreign Languages</b>	<p><b>A2:</b> <a href="#">crime and punishment in the target language speaking countries</a></p> <p><b>Year 9 German:</b> Age limits re: voting / drinking / marriage</p>
<b>Science</b>	<p>Laws on animal testing, drug manufacture &amp; drug use.</p> <p>Speed limits and road safety</p>
<b>Design</b>	<p><b>Textiles:</b> awareness of laws concerning Health &amp; Safety during industrial manufacturing processes.</p> <p><b>Design and Technology:</b> Health and safety issues:</p> <p>Recognise information relating to legislation intended to protect the public;</p> <p>Recognise symbols and signs relating to quality assurance endorsed by recognised authorities;</p> <p>Use information to assess the immediate and cumulative risk (learn signs and symbols associated with a working environment).</p> <p>British Standards symbols/signs – as well as European Community standards.</p> <p>Health and Safety at Work Act.</p> <p>Design and Technology: study of - Sovereign (British coin)/United Kingdom currency.</p> <p><b>Art:</b> Themes such as ‘Adornment’ may use imagery from the authority of the British Royal Crowns/Crown Jewels. British Artists – Damien Hirst’s ‘Verity’ Sculpture – figure stands on British legal books; symbols of truth and justice are represented.</p>

<b>Health</b>	<p><b>KS4 ASDAN</b> Certificate of Personal Effectiveness Beliefs and Values Module may include work on Human Rights legislation and what pupils feel their human rights should be.</p> <p><b>Health and Social Care</b> – Unit 10 Caring for Children; legislation in Units 2 and 3</p> <p><b>PE</b> – rules governing different sports, well-being and health and safety</p>
<b>Life Skills</b>	<p><b>Year 7</b> – Rights &amp; Responsibilities, Personal Safety, Smoking</p> <p><b>Year 8</b> – Cyberbullying, Understanding animal research, Reporting on discrimination, Immigration</p> <p><b>Year 9</b> – The age of criminal responsibility, Sentencing young offenders, Death penalty, London Riots, Sexual health and consent</p> <p><b>Year 10</b> – Is it legal/windfalls, Discrimination in the workplace</p> <p><b>Year 11</b> – Citizenship Issues</p> <p><b>Sixth Form</b> – Fire station visit – Driving Safety, Visit from Police</p>
<b>Whole-school</b>	<p>The school has a strict Behaviour Code supported by an Actions and Consequences document. All girls and their parents/carers have access to this (it is in girls’ planners) and re therefore aware that any breach in behaviour has a set of consequences. Clear sanctions are in place and monitored. There have been no permanent exclusions in the last four years. We work closely with the police if there is any criminal activity.</p>
<b>Extra-curricular</b>	<ul style="list-style-type: none"> <li>• Faith and Persecution Conference – Year 10</li> </ul>
<b>Assembly Topics</b>	<ul style="list-style-type: none"> <li>• E-Safety Assemblies – involvement of Police for extra reinforcement of laws relating to juvenile crime as and when needed.</li> <li>• Anti-bullying including cyberbullying.</li> </ul>

**Individual Liberty** – an understanding that the freedom to choose and hold other faiths and beliefs is protected in law

<b>English / Media</b>	Through the reading of certain set texts (e.g. The Kite Runner, The Hunger Games, etc.) Freedom of expression in individual talks. Teaching of poems from other cultures at GCSE <a href="#">Media Studies uses a variety of sources that present positive messages about individual liberty. This is often in response to current media debates (eg representation of events such as London Riots or international conflict and crisis)</a>
<b>Humanities</b>	<b>Year 9 and A Level History</b> - we consider the impact of The Holocaust on Individual Liberty <b>Year 9 Religious Studies</b> <i>Religion and Society</i> module <i>Rights &amp; Responsibilities</i> ; Human Rights Act 1998; what rights we have in the UK including the right to freedom of belief and religion. <a href="#">A Level Law</a>
<b>Modern Foreign Languages</b>	<a href="#">A2 Spanish/French/German: racism / immigration / integration / prejudice / xenophobia / discrimination</a>
<b>Science</b>	Humans as organisms - ethics of fertility treatment and gender determination Variation among species <a href="#">A Level Psychology - British Psychological Society Ethical Guidelines included informed consent and right to withdraw from research. Students allowed to withdraw from research undertaken in class.</a>
<b>Design</b>	<b>Textiles:</b> investigating how religious ideals influence fashion and dress restrictions. <b>Design and Technology:</b> Social, moral and cultural issues: Recognize that graphic images and products should not offend. Debate the different attitudes, beliefs and values of different groups, e.g. religious, gender etc. <b>Art:</b> Theme work introduces students to artists' works/movements in Art which will embrace Issues – social, cultural, political, historical (Moral, social, spiritual). Themes may be: Rituals, Identity, Women and Men etc. Role of Women and Men as Artist commentators, and as sitters for the artist eg. Damien Hirst's 'Verity' representing Truth and Justice (Rule of British Law). Eg. Lucien Freud. Maggie Hambling's fine art works for Winchester Cathedral's altars. (Shirin Neshat 'Vanitas' discussed). Figure Drawing tradition which explores our take up of space. Use of Royal Academy artists in school. Development of ideas for sections of Y7 Quilt > Identity of new pupils, sections showing connections with other parts of the world, and those within Britain.
<b>Health</b>	<b>Food</b> – an understanding of the special diets / dietary rules for different cultures <a href="#">Health and Social Care –legislation in Equality and Diversity</a>
<b>Life Skills</b>	<b>Year 7</b> – Getting to know each other, Rights & Responsibilities, Identity & Diversity, Being British <b>Year 8</b> – Bullying, Discrimination, Migration, immigration & asylum seekers <b>Year 10</b> – Discrimination in the workplace <b>Year 11</b> – Citizenship Issues <b>Sixth Form</b> – Buddhism Workshop, Visit from a Holocaust survivor & workshop
<b>Whole-school</b>	Mutual respect is encouraged at all times in the school and is demonstrated by the trust we show in the girls, eg Open Door Policy. It is expected that all the school community will be courteous and respectful to each other.
<b>Extra-curricular</b>	<ul style="list-style-type: none"> <li>Faith and Persecution Conference – Year 10</li> </ul>

<b>Assembly Topics</b>	<ul style="list-style-type: none"><li>• Persecution ( including Holocaust awareness and anti-slavery)</li></ul>
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**Mutual respect and tolerance of others with different beliefs and values** – an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; an understanding of the importance of identifying and combatting discrimination

English / Media	<p>Exploring ideas of race, gender, sexuality, religion through the teaching of certain texts (across all year groups). Encouraging listening skills. Understanding forms of discrimination in Shakespeare’s plays and why they are not tolerated today. Teaching of poems from other cultures at GCSE.</p> <p><a href="#">Media Studies looks at a balance of texts and perspectives on media texts and messages, respecting individual opinion and response.</a></p>
Humanities	<p><b>Year 9 History and A level</b> we consider the impact of The Holocaust and causes of it. <a href="#">A Level: Civil Rights in The USA</a></p> <p><b>Religious Studies in all years:</b> we study the six world religions, visit places of worship for four of these (Christianity, Islam, Hinduism and Judaism) and all the above values are promoted. On visits we also meet people of different faiths and share meals with them, respecting their values and rules.</p> <p><b>Year 7</b> Festivals of Light; Pilgrimage; and Religion and the environment (these modules contain elements of Christianity, Judaism and Hinduism and include a visit to the Hindu community at Bhaktivedanta Manor).</p> <p><b>Year 8</b> Modules on Hinduism, Buddhism, Sikhism and Judaism (includes a visit to a synagogue, Jewish schools, Jewish shops and sharing a kosher meal.)</p> <p><b>Years 9 to 11</b> GCSE full course Religion and Life &amp; Religion and Society from the perspective of Christianity and Islam. (Includes a visit to a church and a mosque) More specifically: <b>Religion and Life:</b> modules on <b>Believing in God</b> (Year 9) and <b>Matters of Life and death</b> (Year 11); Christian and Muslim beliefs in God and the afterlife; respect for religious beliefs, atheism and agnosticism. <b>Marriage and the family</b> (Year 9) attitudes towards homosexuality; <b>Religion and community cohesion</b> (Year 10) prejudice and discrimination; equal rights for women in religion; multi-ethnic Britain; multi-faith Britain.</p> <p><b>Religion and Society:</b> module on <b>Peace and Conflict</b> (Year 9); teachings on bullying, forgiveness and reconciliation, the promotion of world peace by religious organisations and by the United Nations.</p> <p><a href="#">Years 12 and 13 Religious Studies AS and A2; Religious (primarily Christian) philosophy and ethics.</a></p> <p><b>Year 10 Faith and Persecution Conference;</b> talk from Harry Bibring, Holocaust survivor; students are encouraged to write personal letters to Harry in response to his talk, expressing their appreciation, respect and willingness to combat prejudice and discrimination in today’s world. Pupils also learn about three charities that promote acceptance and tolerance and combat discrimination; <i>SOS Children’s Villages, Open Doors</i> and <i>Stop the Traffik</i>.</p> <p><a href="#">A Level Law</a></p>
Modern Foreign Languages	<p><a href="#">A2 Spanish/French/German: racism / immigration / integration / prejudice / xenophobia / discrimination</a></p>
Maths	<p>Topics may be undertaken on Islamic Art, patterns and constructions for Easter and Christmas and Bengali number systems. Within each, we aim to discuss the cultural background to the topic.</p>
Science	<p>Humans as organisms - fertility treatment and gender determination Psychology - labelling people with mental disorders Gene technology - religious opinion and cultural beliefs</p> <p><a href="#">A Level Psychology - Cross cultural research in Psychology and issues with Cultural Bias in research. Gender Bias in Psychological Research.</a></p>

<b>Design</b>	<p><b>Design and Technology:</b> Debate issues involved with exploitation of natural resources and the effects on indigenous people. Consider cultural and religious preferences e.g. imagery, colour etc. Investigating printing and lettering in other cultures.</p> <p><b>Art:</b> Explore the way of death, interculturally. 'Blood red sea' installation outside the Tower of London. British Cathedral/Church Art &gt; stained glass imagery, graveyards, mediaeval architectural detail. Damien Hirst's 'Vanitas'.</p> <p>Allude to the role of British War Artists in recording scenes in Britain (factories, shipyards) and those abroad. Use of camouflage for visual effect. Dame Laura Knight, Stanley Spencer, Henry Moore.</p> <p>Exploration of British Historical and Contemporary Painting – exploring the Portrait and emotional responses; sporting painting; pre-Raphaelites – social context of women and men - Holman Hunt, Visionary Art, Vorticism; society figure paintings recording wealth, distribution of land - Gainsborough; role of the worker, the experimental scientist – Wright of Derby; recording of changing townscapes/landscapes – changing purpose, changing society; recording of both changing and constant female role - Sonia Boyce – exploration of female communication, Damien Hirst sculptures, Fiona Rae - a lexicon of contemporary visual culture, Jenny Saville – portraits of those disfigured. Feminist Art Archive.</p> <p>The Plinth in Trafalgar Square – ever changing visual pieces unite discussion within Britain.</p> <p>Exploring London Galleries &amp; Museums – British Fine Art &amp; Arts and Crafts heritage – National Gallery, National Portrait Gallery, Tate Modern, Tate Britain, Victoria &amp; Albert Museum. Encourage mastery and analysis of concepts – political, social, and cultural.</p>
<b>Health</b>	<p><a href="#">KS4 ASDAN Certificate of Personal Effectiveness Beliefs and Values Module</a> may include work on the different beliefs and values of people of different faith groups, how faith influenced/s people to use their lives usefully and reviewing visits of different places of worship.</p> <p><b>Food</b> – an understanding of the dietary rules for different cultures</p> <p><a href="#">Health and Social Care – Equality and Diversity Unit, Work Experience</a></p> <p><b>PE</b> – respect for pupils wearing specific clothing for practical lessons eg headscarf</p>
<b>Life Skills</b>	<p><b>Year 7</b> – Getting to know each other, Rights &amp; Responsibilities, Identity &amp; Diversity, Being British</p> <p><b>Year 8</b> – Bullying, Discrimination, Migration, immigration &amp; asylum seekers</p> <p><b>Year 10</b> – Discrimination in the workplace</p> <p><b>Year 11</b> – Citizenship Issues</p> <p><b>Sixth Form</b> – Buddhism Workshop, Visit from a Holocaust survivor &amp; workshop</p>
<b>Whole-school</b>	<p>The school's work on anti-bullying is excellent, resulting in few instances of bullying, racist or homophobic behaviour (all of which are reported to governors annually). The emphasis of our anti-bullying work is to accept that people are different from us and we should accept and celebrate that.</p> <p>Beat Bullying scheme.</p> <p>Knowing You, Knowing Me – transition sessions for Year 7</p> <p>Carol Service – all Year 7 and 8 pupils attend</p> <p>Duke of Edinburgh award</p>
<b>Extra-curricular</b>	<ul style="list-style-type: none"> <li>• Sports teams</li> <li>• Drama productions</li> </ul>
<b>Assembly Topics</b>	<ul style="list-style-type: none"> <li>• Main religious festivals observed in assembly rota</li> <li>• Anti-bullying and anti-racism themed assemblies (cyberbullying in particular/inappropriate use of social media)</li> </ul>



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## Extremism/Grooming

We believe we counter extremism and grooming through our curriculum work and the promotion of our beliefs and values. However, we recognise the need to have a more specific strategy to counter extremism and to give our students the knowledge about on-line grooming techniques for a range of purposes, extremism included. Our planned strategy over the next 6 months is therefore:

<b>English / Media</b>	Media studies allows students to draw on their existing experience of the media and to develop their abilities to respond critically to messages they see.
<b>History</b>	Year 10 Modern World Study on Terrorism. We discuss reasons for terrorism and the impact it has had on societies. To counter extremism we focus on identifying why the actions of terrorists are wrong.
<b>MFL</b>	AS: internet safety / dangers of internet and new technologies / violence and violent images in the media / responsibility of parents / advertising
<b>Health and Social Care</b>	Unit 3 – includes Data Protection Unit 10 – caring for children and young people covers safeguarding
<b>Life Skills</b>	Year 8 – Cyberbullying
<b>E-safety</b>	eSafety is strong already. It is delivered through Computing (part of the scheme of work in each year group), Life Skills and through assemblies with hard-hitting messages, including visits from the Police to emphasise criminality. Staff have received training on this as part of Child Protection training. To strengthen this further we will: Run sessions for parents/carers on this issue
<b>Whole-school</b>	Key staff have already had training/awareness raising from Hertfordshire Police on the Prevent strategy. As a result we will enhance our curriculum provision to alert students to the dangers of being groomed and to promote the tolerance of others with different beliefs and values. Our key pastoral staff are now aware of the signs which may indicate a student is being groomed or radicalised. Strong pastoral systems are designed to identify areas of concern amount pupils and to intervene when and if necessary.