

‘British Values’ – A Policy Statement

In November 2014 the DfE published guidance on promoting British values in schools, to ensure young people leave school prepared for life in modern Britain.

We have a duty to ‘actively promote’ fundamental British values, These values were first set out by the government in the ‘Prevent’ strategy (2011), the guidance identifies the following British Values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs

Marsden Heights Community College is a multi-cultural, multi-faith, multi-national organisation and we actively look to promote all these values in everything we do. Acceptance, tolerance and the celebration of difference are the bedrock of our College ethos. In order to ensure we achieve this, the College follows a specific methodology, outlined below.

College Ideology

As a College, we believe that Citizenship/PSHE forms the basis which allows us to develop the whole student. Our aim is to turn out fully rounded students who are respectful, responsible, accepting of change and aware of their place in today’s society. Marsden Heights is convinced that if we can do this, all students have a solid base enabling them to move on and achieve their best and become valuable members of British society.

CITIZENSHIP POLICY STATEMENT (as taken from the Faculty Handbook)

It is the general aim of the Citizenship/PSHE Department to foster enjoyment, understanding and knowledge of the world around us. This is cultivated by increasing knowledge, questioning attitudes, exploring views and encouraging debate. In so doing we hope to nurture students who leave the College as broad-minded, tolerant, skilful people who can make a valuable contribution to society.

All students from Years 7-11 are fortunate to benefit from a full 1 hour timetabled lesson in Citizenship/PSHE.

Democracy

The subject of Democracy is addressed through an examination of the British Parliamentary system, democracy, voting, political parties/systems and local government throughout Key Stage 3.

In Year 7 students follow a 4 lesson unit where they create their own political party,

manifesto and then pitch this to the class followed by a vote to find a winning party. This has linked perfectly this year with their participation in a 'mock' General Election in April.

In Year 8 students consider the advantages of living in a modern democracy, as well as examining the role of the Suffragettes in achieving votes for women.

In Year 9 students consider how the UK links to local, national, international and world issues, as well as discussing how Parliament works, voting systems and the responsibilities of local Government.

The Rule of Law

The creation, enforcement and application of British law (both Magistrate and Crown courts) lead students to an understanding of how the legal system in the UK works. This is supported in Year 9 by visits from sitting magistrates. Within lessons we also link the expectations of British citizens to the expectations of MarsdenHeights citizens.

Individual Liberty

Students are taught the importance of the freedoms we enjoy as a free democratic society, as well as the implications of limited Human Rights, in Key Stage 3 & 4. We examine the Suffragette movement in both Citizenship and History. Staff have created their own lessons on Malala Yousafzai's story, as well as developing resources on Human Rights. In History, the building/destruction of the Berlin Wall theme enables students to put important historical events into a form they can all understand. This links clearly to English where we still consider the importance of race and culture through studying texts like 'To Kill a Mockingbird'. In Year 11 we also examine the importance of Human Rights as well as the role of Amnesty International as an organisation to fight for the rights of all humans.

At Key Stage 4 we examine the British community and what it means to be 'British'. Students are encouraged to consider the themes of tolerance and acceptance, whilst still looking at those who might have a different view of what being British means.

Year 10 consider what 'Community Cohesion' means and what happens when this breaks down. They also consider what happens when young people fail to see how society supports their views so they become influenced by 'Gang Culture'. They also examine the history of British ethnicity – from the Vikings to the present day and how the many cultures in the UK contribute to our lives every day.

Issues such as domestic violence and forced marriage as a means to consider what is acceptable/unacceptable within a modern British society are also discussed. The Forced Marriage Unit have delivered a presentation to the whole Year 11.

Mutual respect and tolerance of those with different faiths and beliefs

The curriculum at both key stages KS3/4 is underpinned by the theme of 'Respect and Tolerance'. Students are given the opportunity to study world religions. The curriculum/SOW enables students to 'Learn from religion' and 'Learn about religion', which are the two main elements of Religious Education at Marsden Heights Community College.

At KS4 OCR syllabus addresses specific issues of 'Respect and Tolerance' for example: Religion and Equality, Religion, Peace and Justice etc. Students are encouraged to share and value their own views/beliefs and that of others. This is fundamental in addressing any misconceptions and building on the positives of different faiths and beliefs in our society.

KS3 are also given extracurricular opportunities through our links with outside agencies to engage in forums of discussions ensuring a deeper understanding of other faiths and beliefs. These take place during lunch times and are on the college calendar. This thinking marries well with our relational graces which are reinforced through our pastoral system and throughout all other faculties.

British Values and the English Curriculum

In English, across key stages 3 and 4, students study a range of texts, both literary and non literary, following the National Curriculum 2014.

As an integral component of study, students will study two plays by Shakespeare at key stage 3, read a selection of poetry, including Romantic poetry at both key stage 3 and 4, study authors in depth at both key stages (novelists, poets and dramatists) in order to appreciate the range and depth of literature both pre 1914 and contemporary.

Students are encouraged to read for pleasure and with increased independence and, through their English studies, focus increasingly on the literary heritage. In year 9 students begin to study 19th century English Literature, and at key stage 4, read a range of non - fiction texts from the 19th 20th and 21 century, focusing on how language changes and evolves over time.

Key texts studied in Year 7 :

Autobiography – Boy – Roald Dahl – author in depth study reading a range of texts by Dahl, including poetry.

Heritage poetry – introduction to Romantic poetry (differentiated resources)

Treasure Island (Stevenson)

Key texts studied in Year 8

Short stories – contemporary text study from a range of short story anthologies (inc Dickens)

Poetry – ballads and pre 1914 poetry, sonnets.(inc war poets)

A Shakespeare play – Macbeth / A Midsummer Night's Dream / Much Ado about Nothing

Key texts studied in Year 9

Shakespeare play – Romeo and Juliet / The Merchant of Venice / Julius Caesar

19th Century novel – A Christmas Carol (Dickens), Great Expectations (Dickens), Frankenstein (Shelley)

Students are given opportunities to develop their reading skills and also consider the social, cultural and historical contexts of the texts they study and develop their own personal responses to themes and ideas within these texts.