**British Values – A Whole School Approach. - Humanities Faculty.**

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| **Subject** | **Democracy** | **Rule of law** | **Individual liberty** | **Mutual respect** | **Tolerance of those of different faiths of beliefs.** |
| **History** | Pupils learn about the development of democracy in Britain over time through events like the Magna Carta and political challenges like the Peasants’ Revolt and Civil War.  Pupils also examine the different approaches to democracy and power by looking at the events of the twentieth century in Europe (mainly the World Wars) and their repercussions across the globe.  Pupils will also study groups that fought for their right to participate, including the suffragettes right to vote.  At GCSE students will study capitalist and communist political systems.  At A-level students will study the French Revolution and the influence of democratic ideals. In contrast, students will look at Britain and the challenges of Charles I and Cromwell’s rule to the Glorious Revolution.  Pupils have the chance to share their own views and challenge others in a supportive environment. | Pupils gain a good understanding of how the monarchy’s power has changed over time and how the role of Parliament has increased. At GCSE this will focus on King John and Richard I.    This is further developed by studying Crime and Punishment over time and how discussions like the abolition of the death penalty involved different parts of society.  Pupils will also see how different parts of Britain (and the world) were influenced by the rule of law, including transportation to Australia.  At GCSE pupils will examine how the rule of law has been applied in Britain, Germany, Russia and America. | Pupils will have the opportunity to assess the role of ordinary people as well as leaders in our nations fight for liberty.  Pupils will examine situations where liberty has been restricted, for example during the Trans-Atlantic Slave Trade.  Pupils will reflect on historic events to show how the decisions and choices we make can have an impact on others. For example, the question of was the bombing of Hiroshima justified.  Pupils will be encouraged to share their own views and reach their own informed conclusions.  Students have the option of furthering their study of History at GCSE and A-level. | Pupils will look at important historical figures, such as Winston Churchill, that have shaped and built our country on mutual respect.  Pupils will also look at examples of where there has been a lack of mutual respect, for example, the Holocaust.  Pupils will also study the development of terrorism and how this opposes British values.  Pupils will also learn how different sections of society contribute to our history. For example, by looking at the role of important inventors and the factory workers during the Industrial Revolution.  Pupils also study events in the local area of the north-west to understand our role in British History.  There is great emphasis on respecting different viewpoints and ideas during lessons and working effectively as a team. | Pupils study how different cultures, faiths, races and genders contribute to the development of our great nation. For example, through migration or invasion (1066).  Pupils will look at examples of toleration during peacetime and wartime. For example, studying the reasons for Remembrance Day.  Pupils will examine how treatment of different groups in history has been negative and reflect on the lessons we should learn from this. For example, actions during the World Wars, the Slave Trade and the treatment of women.  At GCSE pupils will study how different beliefs and ideas impacted medicine through time.  At A-level pupils will study how different leaders and societies have encouraged toleration as well as oppose it.  Pupils are encouraged to share their faiths and beliefs. |
| **Geography** | Looking at the difference between Democracy in the UK and communism in China and what the implications of that mean.  Students have respect for democracy and the right of all fellow students to have their voices heard.  Students are encouraged so that everyone feels confident in expressing their ideas and opinions in class discussions.  Students are involved in decision making *through the use of student voice and feedback to the teachers.*  Students are involved in discussions regarding their learning.  Students have opportunities to experience the importance of decision making.  Students have the opportunity to explore and discuss injustices and inequalities (perceived or real) and challenge and debate these through the exploration of geographical topics. | Students explore the ways in which policy making at a local and global scale can influence both the physical and human landscape  Students explore and evaluate the outcomes of meetings of governments and policy makers eg looking at climate change policies.. | Students are able to have a freedom of expression whilst respecting others during contributions to class discussions.  Students have opportunities to critically examine our own values and attitudes.  Students have freedom of choice of whether to continue our studies of Geography at GCSE and A'level. | Variation in the standard of living and quality of life in the UK and around the world. How different cultural activities can impact socially, economically and politically. This promotes a respect and tolerance of a variety of cultural activities that may impact in England.  Students have opportunities to understand their responsibilities to conserve resources and play our part in sustainable development. (this includes our studies of climate change in Year 8 and 10 and our consideration of how we can reduce own carbon footprints).  Students are encouraged to play our part as global citizens (e.g. through our studies of globalisation in Year 8) | Cultural diversity in the local area. Pupils explore the physical and human geography of the UK. Exploring where migrants to the UK have come from and the reasons why (social, economical, environmental and political). Pupils explore illegal migration and the consequences of this. |
| **Religious Studies/Philosophy & Ethics** | KS4 – we study human rights (including the right to participate in the government of one’s country and universal suffrage) in a unit on Authority, Religion and State. | KS4 – we study crime and punishment, including the aims of punishment and whether breaking the law can ever be justified, i.e. issues arising from the conflict between the law of the land and personal conviction.  We also look at examples of those who have practised civil disobedience to achieve social change, e.g. Martin Luther King, Gandhi and Oscar Romero. | KS3 – we try to instil the idea that all are free to believe what they want and to express their views and be treated respectfully.  KS4 – we study prejudice and discrimination and human rights.  KS5 – a study of utilitarianism evaluates the extent to which it allows for the rights of the minorities (the individual) to be respected.  Free will and determinism asks whether we are in fact free at all or merely conditioned by antecedent factors.  A study of divine omniscience asks whether humans can be free if God has knowledge of the future. | In all key stages we insist on this as a pre-requisite of class discussions. In KS3, this is likely to occur on the context of others’ religious beliefs. In KSS4 & 5 it is more likely to be in relation to the ethical issues which are being studied and which generate a range of views (e.g. capital punishment, abortion, euthanasia, pacifism etc.). | In KS3 students have the opportunity to study the six main religions represented within the UK. We emphasise the importance of respect but also a critical evaluation of the beliefs, values and traditions of these religions. |