



**St Mary's Catholic School**  
**British Values Audit - June 2019**

## The Rule of Law

Ethical issues are explored within the context of state and religious law so that pupils are able to make a clear distinction between the law of the land and religious laws. Students learn that British citizens have a freedom to choose and hold other faiths/beliefs and that this entitlement is protected by law. Students are fully aware of our school behaviour policy which is well publicised to all of our community members.

Year	<u>Examples</u>
7	<p><b>RE:</b> The context of the school is looked at both in its history and in its current state and how faith schools are placed within the legal and government frameworks.</p> <p><b>History:</b> Roman Law and Medieval law are both looked at in terms of the Domesday book</p> <p><b>English:</b> Lawlessness in Victorian London: <i>Oliver Twist</i></p>
8	<p><b>History:</b> Factory acts and the rights of the poor / Poor Law</p> <p><b>RE:</b> Christianity comes to Britain</p>
9	<p><b>PSHEE:</b> Child labour and employment law</p> <p><b>History:</b> Persecution – rights of the Jews were denied and taken away</p> <p><b>English:</b> Moon on the Tides: poetry anthology dealing with the theme of conflict particularly <i>Belfast Confetti</i> and <i>Palestine Street</i></p> <p><b>RE:</b> World religions – Freedom of faith and practice</p>
10	<p><b>RE:</b> The differences between law and religion in unit 3.4 GCSE, Human Rights and Social Justice</p> <p><b>PSHEE:</b> Legal and Illegal highs are compared with regards to their use, risks and regulation, Immigration, Anti-Social Behaviour, Conflict</p> <p><b>History:</b> Rights of the peasants in Russia or lack of individual freedoms - Communism</p>
11	<p><b>RE:</b> The differences between law and religion in unit 3.4 GCSE</p> <p><b>PSHEE:</b> Ethics lessons look specifically at the relationship between moral duties linked to faith and how it is encased within the judicial system of our country.</p> <p><b>History:</b> Cold War = rights were denied by Communism in Eastern Europe – the Iron Curtain and the Berlin Wall</p> <p><b>English:</b> Anti-war movements and the ethics of conscious objection in poetry of WW1</p>
12	<p><b>RE:</b> Ethics topic. Current situations are looked at how ethical perspectives interact with the law.</p> <p><b>History:</b> Church and State in Tudor Times, Dictatorship and Democracy</p> <p><b>English:</b> David Hare's <i>Murmuring Judges</i> about the British justice system</p>
13	<p><b>English:</b> Social Protest Literature</p> <p><b>History:</b> Civil Rights</p> <p><b>PSHE:</b> Child Labour</p>
Assembly programme and whole school	School rules are shared at the start of each year by the Headmaster

## Democracy

Our students acquire a broad general knowledge and respect for public institutions and services in England via our PSHE programme which enables our students to understand and appreciate governmental process within a modern democratic society. Students at St Mary's respect democracy and engage in democratic processes via an annual student council election process and subsequent pupil voice opportunities. In PSHE pupils learn 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>Year</b>	<b><u>Examples</u></b>
<b>7</b>	<b>History:</b> Development of democracy – Magna Carta <b>English:</b> <i>Oliver Twist</i> : inequality in Dickens' London
<b>8</b>	<b>History:</b> Working Class men get the vote in 1867 <b>English:</b> The poetry of William Blake: poet of social conscience <b>PSHEE:</b> BREXIT
<b>9</b>	<b>PSHEE:</b> session on politics and democracy delivered by a specialised Government and Politics teacher. <b>History:</b> Fight for democracy in both World Wars <b>English:</b> <i>Macbeth</i> OR <i>Richard III</i> : Shakespeare's presentation of dictatorial rule
<b>10</b>	<b>PSHEE:</b> session on politics and democracy delivered by a specialised Government and Politics teacher. <b>History:</b> Rights denied as per the Russian Autocracy – Tsar Nicholas II
<b>11</b>	<b>PSHEE:</b> session on "What kind of voter are you?" Students are engaged in a session exploring issues of democracy and the importance of voting with considered and moral values of right and wrong <b>History:</b> Democracy to Dictatorship in Germany 1918-1945 <b>English:</b> <i>Animal Farm</i> : the dangers of military dictatorships through study of Russia under Stalin
<b>12</b>	<b>PSHEE:</b> session on politics and democracy delivered by a specialised Government and Politics teacher. <b>RE:</b> Dominant ethical priorities of each party are examined <b>History:</b> Again but in more depth study of Dictatorship in Germany 1919-1963 <b>English:</b> David Hare's <i>Murmuring Judges</i> about the British justice system
<b>13</b>	<b>PSHEE:</b> session on politics and democracy delivered by a specialised Government and Politics teacher. <b>History:</b> Russia from 1855-1965 & Causes of WWII – democratic process was eroded in occupied territories by Italy and Germany post 1931 <b>English:</b> Social Protest Literature
<b>All years</b>	Students take part in a democratic election process to elect student council leaders.

## Mutual Respect

Our mission statement is one that is wholly inclusive of all community members. Students accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely via our numerous charity events which are developed and implemented by the student body. For example, our students have supported local elderly and SEN community members for a good number of years and our annual shoe box appeal consistently generates an impressive collective response from the student community. Via our Religious studies programme and assembly programme, pupils appreciate that every person is unique and created in the image of god. Mutual respect is encouraged in our behaviour policies which tackle issues of bullying and e-safety. Our students are actively encouraged to present themselves with courtesy and exhibit good manners at all times.

Year	<u>Examples</u>
7	<b>RE:</b> Respect and tolerance within the SMCS Community <b>English:</b> <i>Oliver Twist</i> : Dickens' presentation of social inequality in the novel <b>PSHEE:</b> Gender stereotypes, Types of Family
8	<b>RE:</b> The first unit in Y8 looks at how we care for the environment and how we have a moral duty to sustain our world as provided by the creator. The creation story is looked at from the perspective of many different religions as part of this unit. <b>RE:</b> Self-worth and vocation <b>PSHEE:</b> Discrimination
9	<b>RE:</b> The whole year of study is looking at comparative religions across Britain and their presence/distribution across the globe <b>English:</b> <i>Moon on the Tides</i> : poetry anthology dealing with the theme of conflict particularly Belfast Confetti <b>PSHEE:</b> Religion and Respect
10	<b>PSHEE:</b> Herts Homeless charity presentation, Mental health and social media. Issues are explored relating to correct use of social media and impacts on mental health, Conflict, Extremism <b>RE:</b> Marriage, family and homosexuality are examined in core unit 3.3 <b>English:</b> English Literary Heritage: study of <i>A Christmas Carol</i> and the issues of social justice
11	<b>PSHEE:</b> Mental health issues are explored as part of the PSHE programme with information and viewpoints to tackle stigmatisation and misconceptions about mental health. <b>RE:</b> Racial harmony and unity issues are explored in unit 3.4, Catholic Christianity <b>English:</b> ELH: <i>Of Mice and Men</i> and social injustice in America
12	<b>Ethos: Community service</b> – giving time to others and thinking about how we would want to be seen / respected <b>PSHEE:</b> Gender Identity and Gay Rights, Sexism and Gender Stereotypes
13	<b>Ethos: Community service</b> – giving time to others and thinking about how we would want to be seen / respected <b>PSHEE:</b> Gender Identity and Gay Rights, Sexism and Gender Stereotypes
<b>Assembly programme and whole school activities</b>	<ul style="list-style-type: none"> <li>• Assembly delivered in response to topical incidents - issues of extremism from all faiths considered as well as the core peaceful values of Islam</li> <li>• Charity Week</li> <li>• Family Fast Days</li> <li>• Feast Day</li> </ul>

## Respect of those with Different Faiths and Beliefs

Harmonious relationships between different cultural traditions are actively encouraged as part of our compulsory Religious Studies curriculum from Year 7 to Year 13. Students acquire an appreciation of and respect for their own and other cultures. We have numerous opportunities for representatives to come and share their faith and cultural experiences with our community.

<b>Year</b>	<b><u>Examples</u></b>
<b>7</b>	<b>RE:</b> The students study a topic focusing on the differing views of the Messiah <b>English:</b> Memories and Moments: study of the life and work of Ghandi in our work on biographies <b>PSHEE:</b> British Values - Diversity
<b>8</b>	<b>English:</b> Poetry Through the Ages: focus on multi-cultural poetry <b>PSHEE:</b> British Values – Tolerance, Racism
<b>9</b>	<b>RE:</b> The whole year looks at the differences between religions and their practices/cultures <b>History:</b> Respect for those who of different beliefs and faiths were persecuted in the Twentieth Century – Jews, Gypsies, Homosexuals <b>English:</b> <i>Moon on the Tides</i> : poetry anthology dealing with the theme of conflict particularly <i>The Right Word</i> by Imraz Dharker and <i>The Yellow Palm</i> . <b>PSHEE:</b> Human Rights, Religion and Respect
<b>10</b>	<b>PSHEE:</b> Conflict, Immigration <b>RE:</b> Judaism is introduced into the new GCSE for our core RE syllabus <b>History:</b> Respect for those who of different beliefs and faiths were persecuted in the Twentieth Century – Jews, Gypsies, Homosexuals = as part of the GCSE course = those who were persecuted in Nazi Germany
<b>11</b>	<b>PSHEE:</b> Moral Decisions and Ethics <b>RE:</b> Judaism is introduced into the new GCSE for our core RE syllabus
<b>12</b>	<b>Core RE Course:</b> Religion, theology and spirituality are explored with regards to their link to society today
<b>13</b>	<b>Core RE Course:</b> Religion, theology and spirituality are explored with regards to their link to society today
<b>Assembly programme and whole school</b>	<ul style="list-style-type: none"> <li>Assemblies delivered in response to topical incidents - issues of extremism from all faiths considered as well as the core peaceful values of Islam</li> </ul>

## Individual Liberty

Discrimination of individuals by any means is actively discouraged via our PSHE and whole-school assembly programmes. Historical and modern instances of discrimination and injustice are explored in depth to ensure that all of our community members are aware of the inherent danger caused by discrimination in any guise.

Year	<u>Examples</u>
7	<p><b>RE:</b> Mutual respect is established as the first part of the learning, being part of the SMCS Community</p> <p><b>History:</b> Treatment of women, peasants and Jews in Medieval England</p> <p><b>PSHEE:</b> British Values – Diversity, Self-esteem, Bullying or Banter?</p>
8	<p><b>PSHEE:</b> BREXIT, Discrimination, Racism, Global Citizenship.</p> <p><b>RE:</b> Modern day prophets such as Martin Luther King Jr are looked at in the context of discrimination. The situation of Rosa Parks is examined.</p> <p><b>History:</b> Black Peoples of the Americas = the birth of the Slave Trade and Slavery right up to Civil Rights Movement</p>
9	<p><b>RE:</b> The role of women are looked at in the context of Islam and Judaism- is there really free will and choice within the frameworks of these religions. Is discrimination present or not?</p> <p><b>History:</b> The Control of Hitler</p> <p><b>PSHEE:</b> Human Rights, Religion and Respect</p>
10	<p><b>RE:</b> Topic 3.4 in Y10 and Y11.</p> <p><b>English:</b> Orwell's <i>Animal Farm</i>: the power of the state over the individual</p> <p><b>PSHEE:</b> Conflict, Violent Crime, Immigration, Homelessness</p>
11	<p><b>RE:</b> Topic 3.4 in Y10 and Y11</p> <p><b>PSHEE:</b> Homelessness, Knife Crime, The Dark Web, Abusive Relationships</p>
12	<p><b>General RE:</b> Religious/Political Cults, the dangers of cults which take away individual autonomy. Examining the ideologies of extremists groups, such as ISIS, and how they seek to impose laws that restrict individual freedoms.</p> <p><b>PSHEE:</b> Consent, Coercive relationships</p>
13	<p><b>General RE:</b> Religious/Political Cults, the dangers of cults which take away individual autonomy. Examining the ideologies of extremists groups, such as ISIS, and how they seek to impose laws that restrict individual freedoms.</p> <p><b>PSHEE:</b> Consent, Coercive relationships</p>
<p><b>Assembly programme and whole school activities</b></p>	<p>Annual black history assembly, additional assemblies on topical events</p>

### Direct Prevent Measures

Prevent Issues	Examples
'Extremism' in different forms is considered as part of the curriculum	Discrete lessons as part of the PSHE study programme discuss the issues of extremism and what prevent and support strategies exist. Resources from the Home Office are used.  CORE RE 6 <sup>th</sup> form provision: 2 key lessons address issues relating to extreme religious practice- " <i>Why are some people attracted to cults?</i> " and " <i>Why can religion lead to extremism?</i> "
A designated member of staff takes responsibility for ensuring all community members are aware of the Prevent Strategy and is a designated person of contact should any concerns relating to extremism arise	
The dangers of social media and grooming are highlighted to all community members	As part of the Year 7 information evening for parents and students- DM leads this presentation. <b>PSCHE:</b> A discrete lesson delivered by the pastoral AH on the potential dangers of social media-including grooming as a potential route to radicalisation.