



| <b>Prudhoe Community High School</b> |                                       |
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| Name of Policy                       | <b>British Values</b>                 |
| Named Person                         | Senior Leadership                     |
| Approved by:                         | S McArdle - Chair's Action 28/02/2024 |
| Last review date                     | August 2022                           |
| Next review date                     | September 2023                        |

# British Values at Prudhoe Community High School

The purpose of this policy is to set out how we intend to continue our promotion of British Values at PCHS.

Prudhoe Community High School is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values.

We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others, as such we encourage students to consider these values as Universal Values.

We work alongside our local community and recognise the variety of religious beliefs within it. Students take part in local events and meet different members of the community to appreciate the valuable contributions they make. All subject departments are aware of the importance of transmitting British values through their curriculum content and we audit this on a yearly basis. Any aspects of SMSC which are not delivered through curriculum areas are delivered within the whole school assembly programme, our Personal and Cultural Studies (PCS) programme or whole school tutorial time. Some more specific work on faith, tolerance and beliefs is covered through our whole school Ethics programme too. (see attached curriculum outlines). Within the Sixth Form, tutors have access to a range of current affairs material to discuss in tutorial time. Any other more sensitive topics are dealt with via the assembly programme or through visiting speakers/drop down days.

We take opportunities to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past e.g. Remembrance Day, National Poetry Day etc
- join in with international sporting events and find out more about the countries that host them e.g. Sport Relief
- support a number of charities that are selected by the students and arrange fundraising events e.g. Project Gateway, MND
- invite members of the local community to our school events e.g. Year 10 World of Work Week

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it.

The five British values are:

1. democracy
2. the rule of law
3. individual liberty
4. mutual respect
5. tolerance of those with different faiths and beliefs.

| British value                 | Statement   | In practice   |
|-------------------------------|---|---|
| <p><i>Democracy</i></p>       | <p><i>Many of our school routines are built upon the concept of democracy. All students have opportunity as an individual and as a member of a tutor group, to influence decision making and to have a voice. They understand that they must use this voice responsibly.</i></p> <p><i>Students are regularly consulted both formally informally about how their school might be improved. They see the example that is set with staff working cooperatively with each other to make the school the best it can be.</i></p> | <p>Students within the school have key roles and responsibilities and are democratically elected to take on leadership roles on Student Council. They understand that they are accountable to the school community for the way in which they carry out these roles.</p> <p>Our Student Forum allows students to explore and understand the democratic process. During national and local elections we hold our own mock elections. E.g. PCHS EU Referendum, Northumberland County Council Youth Parliament so that students can learn about the Electoral System. Student Voice also plays a significant part in our whole school Quality Assurance programme with regards to collating students' views on teaching and learning.</p> |
| <p><i>The rule of law</i></p> | <p><i>Students in our school understand the need for rules to make ours a happy and secure environment. Our behaviour policy is shared</i></p>  | <p>Our school works closely with the police. They visit school at least once a term to deliver assemblies to our students. They also helped with our Year 10 World of Work week this year</p>   |

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|                                  | <p><i>and understood and this provides a basis on which we discuss other laws and rules and how they apply.</i></p> <p><i>Ground rules are established in all areas of the curriculum and students are encouraged to see the reasons for them.</i></p>   | <p>by talking to students about careers within the police force.</p> <p>We set ground rules within classes where sensitive issues are discussed. Assemblies focus the idea of data protection and keeping safe online.</p> <p>School sanctions are clearly established and shared. All students had assemblies in their first week at PCHS with their Head of Achievement and Learning about our new school expectations in the New Build</p> |
| <p><i>Individual liberty</i></p> | <p><i>The rights of every student are at the centre of our ethos. However, students must also recognise the boundaries there must be too.</i></p> <p><i>Independent thinking and learning are encouraged and there are frequent opportunities for students to grow in maturity and independence as they move through the school.</i></p> <p><i>We place an emphasis on respecting difference and valuing creativity.</i></p> | <p>Human rights is a topic that is discussed as is the need for tolerance and respect.</p> <p>Personal and group rights and responsibilities are discussed explicitly throughout the PCS programme.</p>   |
| <p><i>Mutual respect</i></p>     | <p>Respect is one of our school Learning Apps. We recognise the importance of not only respecting one another but also of self-respect.</p> <p>We have policies in place</p>   | <p>Our PCS curriculum includes topics on relationships and what a good relationship consists of and respect for oneself and for others are explicit sessions within the programme.</p> <p>We have links with local feeder</p>   |

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|  | <p>which emphasise the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.</p> <p>Our welcome for visitors is part of the school ethos.</p> <p>Every individual is respected in our school and our actions towards one another reflect this.</p>   | <p>schools that enable our students to work with younger children. This is particularly effective at Post 16 level with our Health and Social Care and Sport placement students.</p> <p>Our extra-curricular clubs and enrichment activities focus on building self-esteem and self-respect. They also include team-building activities.</p> <p>The language used between staff and students at all times is considered to be vital in showing how we respect one another.</p>  |
| <p><i>The tolerance of those with different faiths and beliefs</i></p> | <p>We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.</p> <p>We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.</p> <p>We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.</p> | <p>Our Ethics curriculum teaches about a range of faiths, religions and cultures, as does the PCS curriculum which pays particular attention to faiths and cultures represented in the local area.</p> <p>Students are familiar with the principles which different religions hold and explore the main world religions.</p> <p>We take the opportunity to find out more about different cultures we encounter through research and discussion. We have excellent links with the Tibetan Monks who visited us in September of 2015. Our Sixth form students also visited South Africa last year to work with a group of disadvantaged children. To commemorate the liberation following the Holocaust we worked</p> |

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|  |  | <p>with the Holocaust Memorial Trust to secure a “survivor” to talk to our students about her experience at Auschwitz. We also offer a cultural and religious tour of India, established in 2018.</p> <p>We encourage those in our school who hold different faiths and beliefs to share their experiences and provide us with insight.</p> |
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Below we include more details about how each British value is embedded in our school.

## PCS

### Year 9

| Half term   | Key content  |
|-------------|--|
| 1 (7 weeks) | Our school's values and expectations<br>Positive learning behaviours |
| 2 (7 weeks) | Finance and Economics  |
| 3 (7 weeks) | Tolerance and Equality   |
| 4 (6 weeks) | GCSE ready<br>SMSC - British Culture                                 |
| 5 (5 weeks) | Healthy Body   |
| 6 (7 weeks) | Healthy Relationships  |

## Year 10

| Half term   | Key content                             |
|-------------|---|
| 1 (7 weeks) | GCSE ready<br>Finance and Economics     |
| 2 (7 weeks) | British Law                             |
| 3 (7 weeks) | SMSC - Religion and Belief              |
| 4 (6 weeks) | Healthy mind                            |
| 5 (5 weeks) | Esafety<br>Healthy sexual relationships |
| 6 (7 weeks) | Healthy sexual relationships            |

## Year 11

| Half term   | Key content                                |
|-------------|--|
| 1 (7 weeks) | Exam year ready<br>Finance and Economic    |
| 2 (7 weeks) | British Politics<br>SMSC - Social issues   |
| 3 (7 weeks) | SMSC - Social issues<br>Wellbeing          |
| 4 (6 weeks) | Unhealthy relationships, abuse and consent |
| 5 (5 weeks) | Exam preparation                           |
| 6 (7 weeks) | n/a  |

## Philosophy and Ethics

### Year 9 Philosophy & Ethics

| Half term   | Key content  |
|-------------|--|
| 1 (7 weeks) | <b>Religion in Context</b> <ul style="list-style-type: none"><li>• Western religions</li><li>• Eastern religions</li><li>• Alternative religions</li></ul>   |
| 2 (7 weeks) | <b>Prejudice and Discrimination</b> <ul style="list-style-type: none"><li>• equality</li><li>• definitions</li><li>• sexism</li><li>• laws</li></ul>   |
| 3 (7 weeks) | <ul style="list-style-type: none"><li>• people who have fought prejudice</li><li>• assessment</li></ul>  |
| 4 (6 weeks) | <b>Matters of life</b> <ul style="list-style-type: none"><li>• quality of life</li><li>• fertility treatments</li><li>• transfusions and transplants</li><li>• designer babies</li><li>• cloning</li></ul> |
| 5 (5 weeks) | <b>Buddhism</b> <ul style="list-style-type: none"><li>• Life of the Buddha</li><li>• 4 noble truths</li><li>• 8 fold paths</li><li>• Buddhism and animal rights</li></ul>                                  |
| 6 (7 weeks) | <b>Philosophy of religion</b> <ul style="list-style-type: none"><li>• Is there a God</li><li>• What would God be like</li><li>• Evil</li><li>• Life after death</li><li>• Miracles</li></ul>               |



## Year 10/11 Philosophy and Ethics

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|---|-----------------|--------------------------|
| Course title: Philosophy and Ethics<br>GCSE   | Exam board: AQA | Specification code: 8062 |
| How will students be assessed?  |                 |                          |
| <p>At the end of the two year course, students will complete two 105 minute exams. Both exams are worth 50% of their final grade. There is no coursework.</p> <p>The first exam is 'Component One: The Study of Religions'. This will cover a range of religious beliefs and practices. These will include a comparison of Hindu and Christian ideas about God and gods or goddesses, the importance of pilgrimage and how it is performed, major festivals, and key texts.</p> <p>The second exam is 'Component Two: Thematic Studies', in which various philosophical and ethical issues will be studied from the perspective of some of the major world religions as well as atheistic groups. These will include views on family life, marriage and relationships, the existence and nature of God, religious attitudes to war, peace and conflict, as well as issues surrounding crime and punishment.</p> |                 |                          |

| Half term   | Key content: Year 1   |
|-------------|---|
| 1 (7 weeks) | <p><b>The Study of Religions:</b></p> <ul style="list-style-type: none"> <li>● <b>Introduction to the Course and Paper 1</b></li> <li>● <b>Christianity: Key Beliefs</b></li> <li>● <b>Christianity: Salvation</b></li> </ul> |
| 2 (7 weeks) | <p><b>The Study of Religions:</b></p> <ul style="list-style-type: none"> <li>● <b>Christianity: Salvation (cont.)</b></li> <li>● <b>Christianity: Worship and Festivals</b></li> </ul>  |
| 3 (7 weeks) | <p><b>The Study of Religions:</b></p> <ul style="list-style-type: none"> <li>● <b>Christianity: The Role of the Church</b></li> <li>● <b>Hinduism: The Nature of God and Existence</b></li> </ul>                             |
| 4 (6 weeks) | <p><b>The Study of Religions:</b></p> <ul style="list-style-type: none"> <li>● <b>Hinduism: The Nature of God and Existence (cont.)</b></li> </ul>  |

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|             | <ul style="list-style-type: none"> <li>• <b>Hinduism: The Nature of Human Life</b></li> </ul>   |
| 5 (5 weeks) | <b>The Study of Religions:</b> <ul style="list-style-type: none"> <li>• <b>Hinduism: Worship and Festivals</b></li> </ul>                 |
| 6 (7 weeks) | <b>The Study of Religions:</b> <ul style="list-style-type: none"> <li>• <b>Hinduism: Lifestyle</b></li> <li>• <b>Exam Week</b></li> </ul> |

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| Half term | Key content: Year 2  |
| 1         | <b>Thematic Studies:</b><br><b>Introduction to Paper 2</b> <ul style="list-style-type: none"> <li>• <b>Relationships and Families</b></li> </ul> |
| 2         | <b>Thematic Studies:</b> <ul style="list-style-type: none"> <li>• <b>The Existence of God and Revelation</b></li> </ul>                          |
| 3         | <b>Thematic Studies:</b> <ul style="list-style-type: none"> <li>• <b>Religion, Peace and Conflict</b></li> <li>• <b>Mock Exams</b></li> </ul>    |
| 4         | <b>Thematic Studies:</b> <ul style="list-style-type: none"> <li>• <b>Religion, Crime and Punishment</b></li> </ul>                               |
| 5         | <b>Revision and exam practise: Both Paper</b>  |

### **Year 12/13**

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| <b>Course title: Philosophy and Ethics A Level</b> | <b>Exam board:</b><br><b>AQA</b> | <b>Specification code:</b><br><b>7062</b> |
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## How will students be assessed?

This is a reformed A Level course and as such, students will complete two 180 minute exams at the end of year 13. Both exams are worth 50% of their final grade. There is no coursework.

The first exam is 'Philosophy of Religion and Ethics'. This will cover a range of classical philosophical questions, such as arguments for and against the existence of God, Evil and suffering, the nature of the self, death and the afterlife, and religious experience and authority. It will also include the major philosophical approaches to ethics and the nature of right and wrong, the concepts of free will and responsibility, sexual and gender identity, and equality and tolerance.

The second exam is 'Study of Religion and Dialogues', in which students will apply these wider philosophical and ethical theories to a major world religion; Hinduism, and consider how this faith tackles these issues in practice today. The dialogues section of the paper will focus on how the concepts of religion, philosophy and ethics inform and challenge one another.

| Half term   | Key content – Year 1  |
|-------------|---|
| 1 (7 weeks) | <b>Philosophy of Religion and Ethics</b> <ul style="list-style-type: none"><li>• Introduction to the Course and Paper 1</li><li>• Arguments for the Existence of God</li><li>• Evil and Suffering</li></ul>                           |
| 2 (7 weeks) | <b>Philosophy of Religion and Ethics</b> <ul style="list-style-type: none"><li>• Religious Experience</li><li>• Normative Ethical Theories</li></ul>  |
| 3 (7 weeks) | <b>Philosophy of Religion and Ethics/ Study of Religion and Dialogues</b> <ul style="list-style-type: none"><li>• Application of Ethical Theory</li><li>• Introduction to Paper 2</li><li>• Sources of Wisdom and Authority</li></ul> |
| 4 (6 weeks) | <b>Study of Religion and Dialogues</b>  |

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|                  | <ul style="list-style-type: none"> <li>• Ultimate Reality</li> <li>• Self, Death and Afterlife</li> </ul>  |
| 5 (5 weeks)      | <b>Study of Religion and Dialogues</b> <ul style="list-style-type: none"> <li>• Good Conduct and Moral Principles</li> <li>• Expressions of Religious Identity</li> </ul>                      |
| 6 (7 weeks)      | <b>Beginning 'Year 2': Philosophy of Religion and Ethics</b> <ul style="list-style-type: none"> <li>• Miracles</li> <li>• Self, Death and Afterlife</li> </ul>                                 |
| <b>Half term</b> | <b>Key content – Year 2</b>  |
| 1                | <b>Philosophy of Religion and Ethics</b> <ul style="list-style-type: none"> <li>• Religious Language</li> <li>• Meta-Ethics</li> </ul>   |
| 2                | <b>Philosophy of Religion and Ethics</b> <ul style="list-style-type: none"> <li>• Free Will and Responsibility</li> <li>• Conscience</li> <li>• Bentham and Kant</li> </ul>                    |
| 3                | <b>Study of Religion and Dialogues</b> <ul style="list-style-type: none"> <li>• Hinduism, Gender and Sexuality</li> <li>• Hinduism and Science</li> </ul>                                      |
| 4                | <b>Study of Religion and Dialogues</b> <ul style="list-style-type: none"> <li>• Hinduism and the Challenge of Secularisation</li> <li>• Hinduism, migration and Religious Pluralism</li> </ul> |
| 5                | <b>Study of Religion and Dialogues</b> <ul style="list-style-type: none"> <li>• The Dialogue between Hinduism and Philosophy</li> <li>• The Dialogue between Hinduism and Ethics</li> </ul>    |

Further information can be found on the following pages of our website:

PCS curriculum <http://www.pchs.org.uk/subjects/curriculum/pshe/>

Ethics curriculum <http://www.pchs.org.uk/subjects/humanities/philosophy-and-ethics/>

