

# SUBJECT CONTRIBUTIONS TO BRITISHNESS CURRIULUM

SUBJECTS	EXAMPLES OF HOW BRITISHNESS IS PROMOTED
MATHS	Use of imperial units; use of the British for as measures (distance/speed/time taken for a journey); use of British landmarks for measures such as estimating height of a building, scale factors, ratio and proportion. Mathematics is a universal language, but we try to use relevant examples from Britain.
ENGLISH LANGUAGE	Several of fiction and non-fiction texts studied have themes covering tolerance, mutual respect and what democracy is. Lessons sometimes explore the meaning of concepts such as liberty, democracy and tolerance in non-fiction and fiction texts.
ENGLISH LITERATURE	In English Literature we look at how themes of tolerance, mutual respect and democracy are presented and how characters embody these values. This is particularly the case with 'An Inspector Calls' and 'A Christmas Carol'. Poetry, songs and languages from other cultures are studied throughout years 7-13.
ICT	<p>E-Safety: As part of the e-safety strand of the ICT/Computing curriculum we cover topics such as :</p> <ul style="list-style-type: none"> <li>• What is cyber bullying and how to report it</li> <li>• What information is personal and should not be shared on the Internet</li> <li>• Legal Issues: Illegal downloads, copyright issues</li> <li>• Information reliability: How to find out if information is reliable and can be trusted. Purpose/Audience of information, information bias, facts vs. opinions, quantitative and qualitative information...</li> <li>• Understand how to minimise the risks of Virus/SPAM/Phishing/Identity Theft/Trojan Horses/Data Theft/Spywares/Hacking through a safe and responsible use of IT.</li> </ul> <p>Through KS4 and KS5 courses we also address the moral, ethical and legal impacts of ICT and Computing in society:</p> <ul style="list-style-type: none"> <li>• The Data Protection Act 1998.</li> <li>• The Computer Misuse Act 1990.</li> <li>• The Copyright Design and Patents Act 1988.</li> <li>• The Regulation of Investigatory Powers Act 2000.</li> <li>• The individual (moral), social (ethical) and cultural opportunities and risks of digital technology: Computers in the workforce, Automated decision making, Artificial intelligence, Environmental effects, Censorship and the Internet, Monitor behaviour, Analyse personal information, Piracy and offensive communications.</li> </ul>
RE	<p>Throughout the curriculum and Key Stages we look at the diversity of beliefs in the UK. YR7 – 6 WORLD RELIGIONS: tolerance and mutual understanding and respect for all people with or without religious beliefs. Shared festivals and celebrations in the UK.</p> <p>YR8 – RACISM: What does it mean to be British? The civil rights movement – societies struggle for fair treatment and the right to vote: Holocaust and responses to it (British values).</p> <p>YR9: STUDY OF CHRISTIANITY AND ISLAM: the harmony between religions</p> <p>YR10: Crime and Punishment unit (shared values) drug and Alcohol religious views and societies views on drugs. Abortion and societies views on civil rights gender equality and the Human rights act, society's values of human life and reproductive rights.</p> <p>YR11: WORLD POVERTY: looking at the UK responses to giving and helping those in need around the world (British values).</p>

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PRINCES TRUST	<p>Students develop skills in Enterprise and Teamwork enhancing their skills and understanding of how to work with people from different backgrounds. A main part of this course is about the students developing their self-esteem and confidence to succeed.</p> <p>Through group work and projects the students learn how to develop a democratic working practice where ideas are shared in an open, non-threatening and respectful environment before decisions are made based on merit.</p>
FRENCH	<p>Modern Language lessons reinforce messages of tolerance and respect towards other cultures, promoting European values and diversity. We look at how different cultures live and work in Francophonic and Hispanic countries.</p> <p>We study issues relating to social issues and equality: poverty, racism.</p>
SPANISH	<p>Modern Language lessons reinforce messages of tolerance and respect towards other cultures, promoting European values and diversity. We look at how different cultures live and work in Francophonic and Hispanic countries.</p> <p>We study issues relating to social issues and equality: poverty, racism.</p>
BIOLOGY/CHEMISTRY/PHYSICS	<p>In Science we look at how scientific knowledge influences decision making in the country and abroad. We also look how ethics can be involved with some advances in Science in determining their use and adoption. Examples would be genetics and cloning in Biology, use of nuclear technology in Physics and creation of new materials from the earth's resources in Chemistry.</p>
MUSIC/MUSIC TECHNOLOGY	<p>The vast majority of popular music that we listen to, analyse and perform is British. We also make comparisons between British values (within the context of Western Europe) and music from different cultures elsewhere in the world. We would also make pupils aware of why various types of music are played for different types of occasion. (Opening of the Olympic games). National anthems at football matches, last night of the proms etc. A level musicians would become familiar with the Britishness of the music of Elgar, Purcell, Vaughan Williams, Britten. We also present a particularly British ceremony of Nine Lessons and Carols (invented in Truro Cornwall)</p>
FOOD TECHNOLOGY	<p>Teach to the current British healthy eating model (the Eatwell plate) and the government's 8 guidelines for a healthy diet.</p> <p>The new GCSE content requires a study of British cuisine &amp; tolerance of other cultures through the study of 2 other multi-cultural cuisine.</p> <p>British tolerance- working in pairs and supporting one another through the c3b4 me policy. British politeness- hands up in class, no talking when others are talking.</p>
MEDIA STUDIES KS5	<ul style="list-style-type: none"> <li>• Consideration of the way that British TV drama represents social groups, looking at stereotypes and alternative representations within British culture.</li> <li>• British media regulation- looking at how and why the BBFC regulates film in a particular way; how the press in Britain is regulated (censorship, democracy, freedom of speech and the press are all covered).</li> <li>•</li> </ul>
GRAPHICS	<p>We cover all cultural issues by looking at the way people behave and relate to one another, it is about the way that people live, work and spend their leisure time, and people's beliefs and aspirations. We look at globalisation and British manufacturing and sustainability. The products must be acceptable to all people and not cause offence.</p>

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ART	<p>In Art we look at the diversity of different cultures through the study of European and Non- European Art. When studying Artists work we start off by putting the work into a historical, social and economic context. We consider themes of war through Picasso’s Guernica in Year 8 and we get students to respond by producing their own “Guernica” on an event of their own choosing. The Exam theme this year of “Apart and or Together” showed images of refugees and initiated discussions on what it is like to feel alienated in society. There is nothing specifically about British Values on their own but a huge amount about cultural identity, moral dilemmas. How art can challenge society and also be a reflection of it.</p>
TEXTILES	<p>Textiles- British history is based around the textiles industry in many parts of the country such as the Yorkshire milling industry. We promote historical awareness of our counties foundations. British tolerance- working in pairs and supporting one another through the c3b4 me policy. British politeness - hands up in class, no talking when others are talking. British cultural tolerance – encouraging students to design using a wide range of themes and ideas through cards and misfits and cushions.</p>
RESISTANT MATERIALS	<p>We cover all cultural issues by looking at the way people behave and relate to one another, it is about the way that people live, work and spend their leisure time, and people’s beliefs and aspirations. We look at globalisation and British manufacturing and sustainability. The products must be acceptable to all people and not cause offence.</p>
HISTORY	<p>Crusades – Clash between Christianity and Islam over the Holy Land  Magna Carta – Change without violence and the fundamental rights that were established as part of it. Its links to the Universal Declaration of Human Rights.  Civil War – Clash between King and Parliament, execution of King and impact.  Commonwealth and Restoration – Life under Cromwell and the return of the monarchy with the consent of Parliament and new restrictions for the monarch  Chartists – Campaign methods, impact and consequences  Suffragettes – Campaign for female suffrage  World War One – Conscientious objectors, negotiation at the Treaty Of Versailles, methods and purposes of remembrance, class distinctions, views of different political parties, rise of the Labour Party, Liberal reforms, attitudes to the British Empire in India and the Home Rule campaign in Ireland.  World War Two – Holocaust, morality of events such as the Dropping of the Atomic Bombs  America in the 50s/60s – Methods of protest including assassinations. The message and campaign of the Civil Rights movement and the protest against conflict.</p>
GEOGRAPHY	<p>Industrial revolution and the history of the growth of British cities.  National Parks and the importance of protecting the British countryside.  Economic growth and decline in the UK – and the impacts of this on our communities.  Physical Geography of Great Britain – locating major cities and towns plus rivers etc.  Trade relationships with other countries and the historical links with ex colonial countries.  Globalisation and the idea of Britain’s role in the international community together with the sharing of cultural norms and values.  Global treaties and agreements e.g. The Antarctic Treaty.</p>

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BUSINESS STUDIES	<p>Through promoting the idea of providing goods and services to contribute positively to society by supplying a want/need.</p> <p>Through identifying legal processes that businesses must adopt in the UK.</p> <p>Through analysing the rights and welfare of employees in the UK and the contributions businesses make to society. This includes areas such as employee rights, anti-discrimination law, equal rights.</p>
PE	<p>Development of sporting values and morals.</p> <p>The idea of winning and losing with dignity</p> <p>The element of competition and respect for your opponents</p> <p>The ability to work cooperatively.</p> <p>The ability to respect others differences both within yours and another team.</p>
DRAMA	<p>Self-esteem and self-confidence is developed in every single Drama lesson where a performance environment is created in which students feel comfortable to get up in front of each other and share their work. At GCSE and A Level the devising units explore laws in this country and how these differ in other countries/cultures. For example in the Domestic Violence unit we explore historically how laws in relation to this have evolved over time. We use a capital punishment stimulus for A Level Drama which involves students researching laws involving this in other countries and contrasting this with offences committed. EG. In some countries women are stoned to death for committing adultery yet in this country that is not even a criminal offence.</p>
SOCIOLOGY	<p>Within Sociology we look the science of society. Across all year groups but particularly in year 12 and 13 we are increasingly focusing on the impact of globalisation has on tolerance, harmony and social solidarity.</p> <p>In beliefs and society – we look at the range of larger religions as well as smaller ones such as cults and sects and civil religions the ways these groups have tried to recruit and get bigger in a range of violent and non-violent ways. We analyse the impact and results of these conflicts. Indeed, we look at the debate surrounding whether or not religion is a conservative force which reinforces things like British values (such as civil religion) – a consensus or brings about social change. Looking specifically at globalisation we analyse and debate the “clash of civilisations” and look at how a multi-cultural society may bring tolerance and conflict.</p> <p>Within education, family and crime, we look at how people from a range of cultural backgrounds interact and terms like social solidarity, the collective conscience.</p>
PSYCHOLOGY	<p>In Psychology students study a variety of theories that can be applied to human behaviour, including explanations and treatments of mental health disorders. This leads to students developing a better understanding of themselves and others enabling them to develop respect for the wide variety of people we have in our culture and to think about how they conduct themselves and the impact this may have.</p>