

British Value: Democracy

Where people have equal rights and freedoms; where people are aware of their rights and their responsibilities.

Year 7	Year 8	Year 9	Year 10	Year 11
<p>RPS: students study the Island where they consider all that is needed to have a safe, working society.</p> <p>History: students study the development of Britain as a parliamentary democracy, looking at the Magna carta, the Civil war and the emergence of Parliament.</p> <p>Tutor Programme: students take a virtual tour of the Houses of Parliament to understand what the role of each chamber and person is in UK government.</p> <p>Tutor programme: students consider rights and responsibilities and the law regarding anti-social behaviour.</p>	<p>Art: students study war art, such as Picasso’s Guernica, highlighting how the lack of democracy often brings war and suffering.</p> <p>RPS: Students study the concept of democracy, and will learn about the British political system. Students make their own campaigns and run an election.</p> <p>RPS: Students are introduced to the topic of law, through looking at the rights people have in the UK, the differences between criminal and civil law and the court system.</p> <p>English: students study Noughts and Crosses in their literacy lessons, and learning about societies where there are unequal rights and freedoms.</p> <p>History: students study the development of Britain and the USA as parliamentary democracies, with the suffragette and civil rights campaigns to extend and equalise the franchise.</p> <p>Tutor programme: students look at the Equalities Act of 2010 and the issue of disability discrimination.</p>	<p>Citizenship: students study a unit on media and the free press. They compare the UK to societies which don’t have a free press such as China and North Korea. They look at how censorship is applied in the UK, and how individuals and newspapers have held the country to account.</p> <p>Citizenship: Students learn about the importance of laws in the UK.</p> <p>English: students study To Kill a Mockingbird, learning about societies where there are unequal rights and freedoms.</p> <p>History: students study the Cold War in the 20th century and compare democracy to dictatorship.</p> <p>Tutor programme: students look at the Equalities Act of 2010 and the issue of LGBT discrimination.</p>	<p>Citizenship: students study criminal and civil law. The study the different ages of responsibility in the UK, the roles of the police, judiciary, legal representatives and how different courts work.</p> <p>Citizenship: students learn how UK citizens started to develop rights from the Magna Carta through to trade unions.</p> <p>Citizenship: students research a different Active Citizenship campaign in groups. This leads onto students in groups deciding on their own campaigns, researching an issue and then campaigning to make a difference.</p> <p>History: students study the concept of dictatorship and the absence of democracy, looking at the lack of freedoms and rights in Nazi Germany.</p>	<p>Tutor programme: students look at the concepts of free speech and consider whether all speech should be free and what hate speech is.</p> <p>Tutor programme: students consider the right to protest and look at the ethics of protest methods used by JSO, BLM, EDL and other groups.</p> <p>Citizenship: Students learn about the key features of democracy, as well as alternative types of government. They learn how legislative changes have improved the rights of women, and look at the institutions which make up the British constitution. Students learn about the voting process, who can vote and who can stand for elections. They also learn about how the government budgets, and how taxes are raised. Students evaluate the differences between democratic and non-democratic governments. Students will pick a non-democratic country to learn about in detail, and will consider whether any country is truly democratic.</p> <p>History: students look at the cold war in Germany and compare life in a democracy with life in a communist dictatorship.</p>
<p>Whole School Activities:</p>	<p>Students elect their tutor reps to contribute to discussions about college improvement. They elect house captains and vice captains. They vote for their year group charity each year.</p> <p>Student and parental surveys are used to identify and act upon their concerns and priorities.</p> <p>Student voice discussions in tutor time to find out views on issues e.g. toilets, rewards.</p> <p>Students can become leaders and take on additional responsibility eg prefects, vocal ambassadors, literacy/numeracy ambassadors, form reps, librarians, sports captains and sports reps. Students involved in staff recruitment – tours.</p>			

British Value: Rule of Law

The need for rules to make people safe and happy. Where laws and punishments apply equally to all. Every-one must obey the law even if they don't like it, even if they are rich and powerful.

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Tutor Time: students study the concept of the rule of Law and consider what the UK would be like without it. They apply this to schools and look at the college PRIDe and RESPECT rules in detail.</p> <p>Tutor programme: students study the need to avoid bullying and treat people kindly.</p> <p>English: in their Science fiction unit, students study some dystopian realms where there is no rule of law and reflect on the impact this has on groups and individuals.</p>	<p>Tutor Times: student study the concept of the rule of law and consider what the UK would be like without it. They apply this to schools and look at PRIDe and RESPECT</p> <p>English: students study Noughts and Crosses in their literacy lessons. They study what happens in a society where the laws and punishments apply unequally to different groups of people and whether under these circumstances it is acceptable to break the law.</p> <p>History: students compare the campaigns of the Suffragettes and Suffragists and consider the contemporary debate about whether militant tactics, including criminal damage, are valid and effective when the group using them believe they have exhausted democratic means to bring about change. This unit looks at when the rule of law was tested.</p> <p>History: students study Nazi Germany and the Holocaust: what happens when there is no rule of law to protect minorities.</p>	<p>Business: students learn about businesses operating in ethical and non-ethical ways and the need to follow corporate laws.</p> <p>RPS: healthy lifestyles unit of 6 weeks: students study what the law says about smoking, illegal drugs, caffeine and excessive alcohol consumption.</p> <p>RPS: Students study the concept of extremism, religious views on conflict though looking at the just war theory and the concept of jihad and exploring conflict resolution and non-violent protests</p> <p>RPS: Students study the concept of justice through looking at the role of the police, law changes, the aims of punishment, capital punishment.</p> <p>Tutor Time: students study the concept of the rule of law and why this is important to the UK. They consider laws regarding fighting, anti-social behaviour and hate crime.</p> <p>English: students study To Kill a Mockingbird. They study what happens in a society where the laws and punishments apply unequally to different groups of people and whether under these circumstances it is acceptable to break the law.</p> <p>History: students study how the actions of Catholic and Protestant religious extremists in Elizabeth I's reign threatened the peace that had been established by the law (Acts of Supremacy and Uniformity).</p> <p>PE: students study hooliganism: its causes and consequences and the laws it breaks.</p>	<p>Drama: students analyse in greater depth the Noughts and Crosses story as a play, exploring racial segregation, civil rights and Apartheid.</p> <p>PE: students study the causes and consequences of athletes using performance enhancing drugs and how they break/bend the rules to win; how sports organisations use blood doping and other measures to ensure rules are followed.</p> <p>History: students will study in greater detail the Nazi police state and the absence of rule of law, examining the impact that this had a wide range of minorities in Germany.</p>	<p>Tutor programme: students consider whether the protest tactics of JSO and BLM are legitimate or criminal.</p> <p>Tutor programme: students examine whether free speech should include hate speech.</p> <p>Applied RE: Students study a crime and punishment unit. They explore the reasons and causes of crime, good and evil intent, punishments around the world (including capital punishment) and the aims of punishment. They study examples of opposition to unjust laws, hate crimes and religious and non-religious views on punishments and crimes.</p> <p>History: students study the cold war in Europe and examine the absence of the rule of law in a communist dictatorship of East Germany compared to West Germany.</p>
<p>Whole School Activities:</p>	<p>The college has one common set of rules for all lessons across the curriculum (PRIDe) and these are enforced by all staff.</p> <p>The college has one common set of rules for out of lesson, social time (RESPECT) and these are enforced by all staff.</p> <p>Students are expected to follow these rules and there are consequences if they don't.</p> <p>Students are encouraged to reflect on their actions and put things right, using the Restorative Behaviour Day.</p> <p>The college has a strong anti-bullying policy with one common approach to preventing and dealing with incidents of bullying.</p> <p>The police are invited in to college to front campaigns which help students understand the law on hot issues and the importance of living within the law.</p>			

British Value: Tolerance and Respect

Where people accept that others might choose to live their lives and believe in things that are different from what they would choose

Year 7	Year 8	Year 9	Year 10	Year 11
<p>RPS: students study the Island unit where they face moral dilemmas and debate these, making sense out of them by studying conflicting information.</p> <p>Tutor time: students examine bullying and how through cliques, peer pressure and verbal abuse people can feel targeted for their differences. They learn how to prevent bullying, how to respond appropriately when it does happen and how to resist peer pressure.</p> <p>English: students study an autobiographical unit “Finding my place in the world” where they study texts which help them understand what its like to be the same age in other parts of the world or to have different challenges such as learning disabilities, gender, race, class, sexuality.</p> <p>English: students study the history of the English language, learning that it has been shaped by other cultures and nationalities: Celts, Romans, Saxons, Vikings.</p> <p>Geography: students study the Brilliant Britain unit which looks at multicultural nature of modern Britain.</p> <p>MFL: Students look into the culture that surrounds the language of French and German, and use this as an opportunity to talk about tolerance of other cultures and beliefs.</p>	<p>English: students study “Viewpoint Writing” to understand the different perspectives that people have on world issues.</p> <p>English: students learn how to use language: vocabulary choices, inference, tone and intent, context; and to understand how others use it too to communicate respectfully.</p> <p>History: students study the two world wars when the British value of tolerance and respect was tested.</p> <p>Geography: students learn how different cultures live and work throughout the world – in the rainforest and in deserts and the indigenous people who live there.</p> <p>MFL: Students look into the culture that surrounds the language of French and German, and use this as an opportunity to talk about tolerance of other cultures / beliefs.</p> <p>Tutor Programme: students take a virtual tour of The London Museum’s section on Windrush to learn about the history of Black Caribbean immigrants in the UK.</p> <p>Tutor time curriculum: students studying bullying, stereotypes and disability discrimination.</p> <p>Science: students learn about different lifestyle choices with veganism and vegetarianism.</p>	<p>Business: students learn how different businesses tailor their business model and products to succeed in different cultures.</p> <p>Tutor time curriculum: students studying bullying, stereotypes and LGBT discrimination.</p> <p>History: students study the discrimination facing immigrants to the USA in the 1920s because of their political beliefs (anarchism, communism) and their nationality.</p> <p>Geography: students learn how different cultures live and work throughout the world – Brazil.</p> <p>MFL: Students look into the culture that surrounds the language of French and German, and use this as an opportunity to talk about tolerance of other cultures and beliefs; they study festivals and cultural events.</p> <p>English: students study Mockingbird to explore bigotry and division in a society which is very recognisable to the students’ own society.</p> <p>RPS; students learn respect for the diversity of views on medical ethics, including how we make</p>	<p>RPS: Students study an 18 week unit on medical ethics. They explore a variety of moral issues connected to medical ethics, including how we make moral decisions, abortion, euthanasia, IVF and genetic engineering.</p> <p>Geography: students learn how different cultures live and work throughout the world – food and energy issues facing different area.</p> <p>MFL: Students look into the culture that surrounds the language of French and German, and use this as an opportunity to talk about tolerance of other cultures and beliefs.</p> <p>Drama: students analyse in greater depth the Noughts and Crosses story as a play, exploring racial segregation, civil rights and Apartheid.</p> <p>English: students learn how to use language: vocabulary choices, inference, tone and intent, context; and to understand how others use it too to communicate respectfully</p>	<p>Tutor programme: students look at the EDL protests in London and Birmingham and now the counter anti-racist protestors showed tolerance to EDL members who showed them intolerance and racism</p> <p>MFL: Students look into the culture that surrounds the language of French and German, and use this as an opportunity to talk about tolerance of other cultures and beliefs.</p> <p>English: students learn how to use language: vocabulary choices, inference, tone and intent, context; and to understand how others use it too to communicate respectfully.</p> <p>History: students study the growth of Communism in the 20th century; the reasons why some countries were attracted to this and the conflict (Cold War) that ensued when Communists and Capitalists could not tolerate or respect each other’s ideas.</p>

		moral decisions, abortion, euthanasia, IVF and genetic engineering.		
Whole School Activities:	<ul style="list-style-type: none"> • Large numbers of students study a MFL at KS4 (over 80%). This develops students' understanding of festivals celebrated in the countries in which the language they are studying is spoken; it exposes them to a range of authentic texts and resources including songs, poems and rhymes, films etc; it gives students the opportunity to participate in trips and extra-curricular activities. • Assemblies on Black History month, LGBT history, women's history, diversity week, refugee awareness week; protected characteristics; students have had an assembly on black pioneers – the first black policeman, first black fireman; first black female head teacher; first black nurse in the NHS and how, through their work and example and how others have followed; our public services rely on their contribution. • Down Syndrome Day and Autism awareness month are marked by the college. • Students are made aware that bullying in all its forms is not acceptable. • Displays and art work around the site celebrates different cultures and emphasises the similarities between them 			

British Value: Mutual Respect of Beliefs and Non-Belief

Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Art: students study a 12 week unit on the cultural heritage of the Haida people and how their beliefs and ideas about “hand, head, heart” influenced their art. They also study the French Impressionism movement.</p> <p>RPS: students study a 12 week unit on Christianity with the concepts of truth, agape and authority.</p> <p>D&T: students design and make a light up product that reflects a chosen culture/religious celebration when learning about simple circuits and soldering,</p> <p>History: students study the English Reformation, the conflict between Catholics and Protestants and how Elizabeth I's religious settlement established peace between these two groups.</p> <p>English: novel study 12 Minutes to Midnight develops students' empathy towards those from other cultures and develops kindness and tolerance.</p> <p>Tutor Programme: students take a virtual tour of Mecca to understand the importance of the Hajj to Muslims.</p>	<p>Art, students study a 7 week unit on the Day of the Dead, highlighting how artists communicate in other cultures through visual language.</p> <p>RPS: students study a 7 week unit on Christianity, with the concepts of atonement, redemption and resurrection. They then study a 7 week unit on Islam, exploring key such as obedience and ummah. Students study a 6 week unit on Sikhism, exploring key beliefs such as sewa and the 5k's.</p> <p>History: students study the Holocaust and consider the consequences of allowing groups to impose prejudicial and discriminatory beliefs on others; and when others do not respect those victims enough to stand up for them.</p> <p>English: novel studies Northern Lights and Noughts and Crosses develop students' empathy towards those from other cultures and develops kindness and tolerance.</p> <p>Food: students learn how religious beliefs affect food choices and habits.</p>	<p>Applied RE: Students study Judaism in detail, exploring the basic beliefs associated with Judaism, key events, texts and teachings, rituals and ceremonies performed in Judaism.</p> <p>English: novel study To Kill a Mockingbird develops students' empathy towards those from other cultures develops kindness.</p> <p>History: students study the religious fundamentalism of the 1920s America and the intolerance this created to those with other beliefs and no belief: the KKK.</p> <p>PE: students study the reasons for different attitudes and engagement patterns in sport for people with a different gender, race/religion/culture, age and disability.</p>	<p>Applied RE: Students will explore how Christian beliefs can affect a person's behaviour and practices.</p> <p>Applied RE: students will study from the perspective of different religions and Humanism, multiple forms of human relationships from contraception, sexual relationships, sexuality marriage and divorce; life and death, starting with the origins and value of the universe and humanity to views on a soul and afterlife.</p> <p>Applied RE: Students evaluate theist and atheist reasons for believing disbelieving in a deity.</p> <p>English: novel study A Christmas Carol develops students' empathy towards those from other backgrounds and develops kindness.</p> <p>History: students study Nazi Germany and the consequences when political leaders impose ideology on people and will not tolerate other beliefs or values.</p> <p>RPS; students look at the media, its importance and influence in society, media bias and how religion is portrayed in the media</p>	<p>Tutor programme: students study EDL Islamophobia and how this was overcome in Birmingham protests. They examine literary representation of Muslims as terrorists.</p> <p>RPS: students study a unit on making moral decisions. They explore key philosophical ideas on moral decision making, looking at practical examples and comparing their own views to that of others.</p> <p>Food: students learn how people's food choices are affected by religion, culture and ethical beliefs.</p> <p>Science: students study a range of beliefs around evolution, selective breeding and genetic engineering. They need to present a balanced judgment which communicates their own beliefs.</p>
<p>Whole College Activities:</p>	<ul style="list-style-type: none"> • “Knowledge is power” tutor time reflections include those on festivals and celebrations from different cultures e.g. Ramadan, Lent • Displays and art work around the college site celebrate different beliefs. • Diversity week 			

British Value: Individual Liberty

Where, as long as people don't break the law, they are free to live their lives how they choose to, thereby having control of their lives.

Year 7	Year 8	Year 9	Year 10	Year 11
<p>English: students study science fiction, including dystopian stories which imagine what life would be like in realms where individual liberty is suppressed.</p> <p>History: students study the revisionist views of the British empire and the impact that colonialism had on the freedoms and liberties of conquered countries.</p> <p>RPS; Students study personal finance and banking, how to protect their money, dangers of fraud, saving and budgeting, in order to prepare them for adult life. They also consider a range of viewpoints on what success means, and whether wealth determines happiness.</p> <p>RPS; students study The Real Game: looking at future choices. They learn about different careers, and how these influence their lifestyle.</p>	<p>English: students study the supporting text <i>Witch Child</i>, encountering what life was like in Puritan society when individual liberty and difference was suppressed under witch hunts.</p> <p>English: students study a unit on viewpoint writing, learning how to argue and explore different points of view on world issues.</p> <p>History: students study the slave trade, the life of slaves in America and the emancipation campaigns; the absence of individual liberty and the subsequent fight for it.</p> <p>Science: healthy living unit explores different lifestyle choices around eating: veganism, vegetarianism, meat eating and balanced diet, which supports student in making informed lifestyle decisions.</p> <p>Science: healthy living unit. Students study the effects of recreational drugs such as alcohol and tobacco which shapes their own lifestyle choice</p> <p>Tutor programme: students consider how disabilities and discrimination can limit individual liberty.</p>	<p>Business and enterprise: students learn about entrepreneurship. Students also learn about personal liability with personal finance.</p> <p>History: students study the Roaring 20s and the growth of new leisure, fashion and lifestyle choices that young Americans express during a period of prosperity which marked a change from traditions.</p> <p>History: students study the Cold War and examine how individual liberty in the democratic west contrasted to Communist ideology in the east which sacrificed liberty for the strength of the state.</p> <p>English and Drama: students study <i>DNA</i> with its themes of how crime and guilt about poor decision making affect individual liberty.</p> <p>RPS: students explore the impact of peer pressure on relationships and then discuss legal elements, such as consent, age limits and sexting. Students also explore forms of contraception, STIs and self-examination.</p>	<p>Drama: students analyse in greater depth the <i>Noughts and Crosses</i> story as a play, exploring racial segregation, civil rights and Apartheid.</p> <p>History: students study Nazi Germany in detail examine what happens in a society where individual liberty is sacrificed for political ideology.</p> <p>PE: the effects of lifestyle decisions around exercise (short and long term benefits); features and costs of sedentary lifestyles. These help students choose how to live a healthy life.</p> <p>Science: healthy living unit: students study nutrition and diet; how to make appropriate lifestyle choices and the consequences of these choices.</p> <p>RPS: students explore topics of anger, depression, stress, bullying, eating disorders, the effect of drugs on a person's mental health.</p> <p>Tutor programme: students consider how appearance ideals can body shaming can affect individual liberty.</p>	<p>Tutor programme: students examine the free speech V hate speech debate; they consider the right to protest and whether this should be extended to groups that have used hate speech before.</p> <p>Tutor programme: students study the concepts of grooming and exploitation and how these affect individual victims.</p> <p>History: students study in greater detail the Cold War and examine how individual liberty in the democratic west contrasted to Communist ideology in the east which sacrificed liberty for the strength of the state.</p>
<p>Whole college activities</p>	<ul style="list-style-type: none"> • Careers education from years 7-11 guide students in making decisions in what they would like to do with their lives. • Through clubs and residential visits, students are encouraged to try new things, to take on challenges and to be the best they can be. • STRIVE programme – students set 6 personal challenges and then meet these, based on 6 personal qualities. 			

Equality Duty 1: Eliminate discrimination and harassment

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Art students will learn how the historical oppression of native culture such as the Haida, has occurred and the role galleries and museums have in addressing this.</p> <p>Dance, students study the work of Shobana Jeyasingh from an Indian heritage as inspiration for their work on choreography. They then study Linha Curva, a celebration of Brazilian culture.</p> <p>D&T: students celebrate culinary cultures from around the world: Croque Monsieur, Pizza, Asian salads, Chilli, halloumi kebabs, . They have to choose to research one of 6 internal celebrations to produce a mood board for design work.</p> <p>English: autobiography unit - students study texts where discrimination and harassment take place e.g. autobiographical texts (autism, race, gender).</p> <p>History: students study the British Empire, including the negative impact of colonialism on indigenous cultures.</p>	<p>D&T: students celebrate culinary cultures from around the world: jerk chicken, quiche, stir fries, curries.</p> <p>English: students study Noughts and Crosses in their Literacy lessons, exploring the concepts of discrimination and prejudice, including its causes and effects at individual and societal level.</p> <p>History: students study the Slave Trade and the discrimination the first Black Americans suffered on plantations; how they achieved emancipation.</p> <p>History: students study immigration in the 1950s and the discrimination and harassment Irish immigrants faced.</p> <p>History: students study the Holocaust and consider the consequences of allowing groups to impose prejudicial and discriminatory beliefs on others; and when others do not respect those victims enough to stand up for them.</p> <p>Tutor programme: students study disability stereotypes and discrimination; neurodiversity and autism; the 2010 Equalities Act</p>	<p>English: students study To Kill a Mockingbird, exploring the concepts of discrimination and prejudice, including its causes and effects at individual and societal level.</p> <p>History: students study immigration in 1920s America and the discrimination and harassment these immigrants faced. They study religious fundamentalism and the problems this created including around misogyny.</p> <p>English: students study the invictus games in the speech and rhetoric unit, which challenges stereotypes around disability.</p> <p>PE: students study barriers to participation in sport for different groups. This includes sexism/stereotyping, media bias and culture/religion/religious festivals</p> <p>Tutor programme: students study LGBT stereotypes / discrimination; the 2010 Equalities Act.</p>	<p>RPS: students study a unit on equality, which explores the issue of equality around the world, including the themes of equality vs equity, poverty and wealth, trade, the UN and genocide.</p> <p>Dance: students examine in more detail and perform Linha Curva, a celebration of Brazilian culture. They also study the music Fratres for Violin & Piano by Arvo Part and how the accompanying dances suggest an eastern European family escaping the Holocaust.</p> <p>Citizenship: students learn about the development of human rights, including the different organisations and documents which have been developed to give us rights. Students research the work of Amnesty International.</p> <p>English: autobiography unit - students study texts where discrimination and harassment take place: Inspector Calls (gender, class); Power and Conflict poetry, R&(wealth and social). KS3 – KS4</p> <p>Tutor programme: students study how beauty ideals discriminate against those with different ethnicities, disabilities and religious beliefs.</p>	<p>Tutor programme: students study the EDL and BLM movements. They discuss two incidents where victims of racism and Islamophobia respond to their perpetrators in a way that exemplifies British values.</p> <p>Tutor programme: students study a short story and debate whether it challenges or reinforces Islamophobia.</p> <p>Tutor programme: students study peaceful protest as a method for challenging discrimination.</p> <p>RPS: unit on understanding healthy relationships and healthy sexual relationships.</p>
<p>Whole School Activities</p>	<ul style="list-style-type: none"> • College uniform policy has adopted the HALO code for those with Afro-textured hair; the uniform is genderless and allows students to wear religious symbols. • PE curriculum has been overhauled to allow equality of opportunity in sports. • Displays and art work around the college site challenge discrimination and harassment. • Sanctions policy for bullying starts higher and escalates quicker for protected characteristics related behaviours • National anti-bullying week 			

Equality Duty 2: Advance equality of opportunity for those with protected characteristics				
Year 7	Year 8	Year 9	Year 10	Year 11
<p>Tutor Curriculum: teaching of Protected Characteristics- what they are and why they are protected.</p>	<p>Tutor Curriculum: teaching of Protected Characteristics- what they are and why they are protected. They look in particular at Ablism and disability rights, studying what life is like for autistic people</p> <p>History: students study the civil rights' movements in the USA and how the work of individuals like MLK advanced equality for Black Americans.</p>	<p>Tutor Curriculum: teaching of Protected Characteristics- what they are and why they are protected</p> <p>Business and enterprise: students study entrepreneurs: all examples are non-white British to reflect diversity of the business world. This provides role models for non-white students.</p> <p>PE: students study the reasons for different attitudes and engagement patterns in sport for people with a different gender, race/religion/culture, age and disability. They learn how to overcome some of the barriers these people face to engage them in sport.</p>	<p>Tutor Curriculum: teaching of Protected Characteristics- what they are and why they are protected</p>	<p>Tutor Curriculum: teaching of Protected Characteristics- what they are and why they are protected</p>
<ul style="list-style-type: none"> • Reasonable adjustments made to make the curriculum accessible for SEND students based on information in the class plan database. • Reforming the PE curriculum to give equality of access to sports for girls and boys. • Uniform is now genderless and allows religious expression and can include the LGBTQIA+/BLM badge • Parental consultation- worked with the Racial Equality Steering Group and adopted their suggestions in handling PC-related bullying allegations and created a standard workflow for Pastoral Teams. • Diversity Group, Diversity Week and staff use preferred pronouns to support and raise awareness of LGBTQIA+ • Options subjects told to market themselves in such a way as to challenge stereotypes, particularly around PCs • "Inclusive Curriculum" principle incorporated into all courses design and documented in Quality of Education Intent Statements. This includes making adaptations for SEND • "Broad and Balanced Curriculum" principle incorporated into all courses design and documented in Quality of Education Intent Statements. This includes promoting diversity and cultural capital • We have a Super-Curriculum (enrichment and extension) which removes progress ceilings to academic progress for all students, including those with PCs 				

Equality Duty 3: Promote good relations between different groups

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Art: students use the work of diverse artists as an inspiration for creating their own e.g. the photography of Christopher Boffoli and Slinkachu.</p> <p>Drama: students use the work from diverse cultures as the inspiration for creating their own eg. Melodrama, Comedia Dell and musical dramas.</p> <p>English: the history of the English language teaches students how the convergence of different cultures and languages shaped the English language; students learn how and why English is similar to other European languages.</p> <p>English: novel study Twelve Minutes to Midnight develops students' empathy towards those from other cultures develops kindness and tolerance.</p> <p>Music: students study the music of different cultures and genres: Ariba for pitch and notation; ragtime for rhythm and melody; ukulele jam for melody.</p> <p>RPS: Knowledge of physical and emotional changes during puberty; understanding of how social media affects body image; issues of self-esteem, identity, ability to build positive relationships and respect for diversity.</p>	<p>RPS: students study the similarities and differences between and within Muslim communities so that they learn to deal with challenges and accommodate diversity in all its forms. They explore key beliefs within Sikhism such as sewa and the 5k's. They will discuss the similarities and differences between and within communities</p> <p>English: students explore the dystopian consequences of enforced bad relations between black and white people in Noughts and Crosses.</p> <p>English: novel study Northern Lights develops students' empathy towards those from other cultures develops kindness and tolerance.</p> <p>Music: students study the music of different cultures and genres: Djembes for musical notation; jazz for melodies; ukulele jam for chords.</p> <p>Science: in the genetics unit, students study male and female reproductive systems, puberty, the menstrual cycle, improving mutual understanding between genders.</p> <p>Tutor programme: students study how autistic people experience life and the problems they encounter, including stereotypes, prejudice.</p>	<p>Art: Students use the work of diverse artists as an inspiration for creating their own e.g. the drawings of Georgia O'keeffe, Marianne North and Denis Wojtkiewicz; the photography of Tomasz Gudzowaty and Miki Asai</p> <p>Business and enterprise: students study entrepreneurs: all examples are non-white British to reflect diversity of the business world.</p> <p>Applied RE: students will study the history of the formation of Christianity from Judaism and look at the different denominations and their formations.</p> <p>Citizenship: students study a unit on identity which includes examples of how people have tried to make a difference to refugees and asylum seekers both through charities like Save the Children and individuals like the Glasgow Girls.</p> <p>Drama: students use the work from diverse cultures (Brecht) as the inspiration for creating their own performance.</p> <p>English: novel study To Kill a Mockingbird develops students' empathy towards those from other cultures develops kindness and tolerance.</p> <p>Music: students study the music of different cultures and genres: rock,</p>	<p>Art: Students use the work of diverse artists as an inspiration for creating their own e.g. Matt Wisniewski Kehinde Wiley, Thomas saliot, Sarah Danes Jarrett, Vince Low, Ed Fairburn, Florin Nicole, Mark Powell</p> <p>RPS: this unit looks at the media, its importance and influence in society, media bias and how religion is portrayed in the media. It helps students identify bias and stereotype.</p> <p>Drama: students analyse the relationships between white and black people in Noughts and Crosses and how to interpret and transfer these themes to their own performances.</p> <p>English: novel study A Christmas Carol develops students' empathy towards those from other backgrounds and develops kindness and tolerance.</p> <p>Food: students learn about two cuisines – the distinctive features, characteristics and eating patterns of different cuisines. Cuisine is defined as a style characteristic of a particular country or region</p> <p>RPS; students look at the media, its importance and influence in society, media bias and how religion is portrayed in the media.</p>	<p>Tutor programme: students study the EDL and BLM movements. They discuss two incidents where victims of racism and Islamophobia respond to their perpetrators in a way that exemplifies British values.</p> <p>Tutor programme: students study a short story and debate whether it challenges or reinforces Islamophobia.</p> <p>Tutor programme: students study peaceful protest as a method for challenging discrimination</p> <p>Art: students combine the work of different artists to develop their own piece.</p> <p>Science: students study in detail the changes that females go through during their menstrual cycle and the difficulties that can arise, thereby improving male understanding of the issues affecting females.</p>

		<p>Reggae, Disco, Hip-Hop, House music, Drum and Bass, Trance and Drill.</p>	<p>Tutor programme: students study LGBT stereotypes, prejudice & how this affects LGBT people.</p> <p>Science: students study the health problems that older people are susceptible to: heart conditions, strokes.</p>	
	<ul style="list-style-type: none"> • Large numbers of students study a MFL at KS4 (over 80%). This develops students' understanding of festivals celebrated in the countries in which the language they are studying is spoken; it exposes them to a range of authentic texts and resources including songs, poems and rhymes, films etc; it gives students the opportunity to participate in trips and extra-curricular activities. • The college has welcomed Ukrainian refugees and used students from a Russian heritage to act as peer supporters and buddies. • The Diversity groups advocates for LGBTQ students. • Students have had an assembly on world mental health day, looking at how the African concept of Ubuntu keeps people socially connected and develops individual people's humanity. • Displays and art work around the college site shows the similarities between different cultures, beliefs and people of different characteristics. 			