

### **The Promotion British Values at the Quest Academy**

Spiritual, Moral, Social and Cultural (SMSC) development of students is woven into the fabric of every student's individual and collective educational experience at The Quest Academy. Through the formal curriculum, Pastoral care, Academy days, and extracurricular activities a wide range of diverse provision and opportunity supports the needs of all students. The Academy celebrates the wide diversity of background and experience that its students and staff bring and see this as a key strength of the institution.

British values are an integral part of SMSC provision and the Academy is committed to ensuring all students have:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

The achievement of these goals are exemplified through a complete range of provision that includes.

#### **1. The delivery of citizenship as part of the Academy curriculum.**

GCSE Citizenship (compulsory for all pupils in Yrs 10 & 11)

- Theme 1 covered in term 1a covers an understanding of how citizens can influence decision-making through the democratic process.
- Themes 2 and 3 covered in term 1b and 2a cover accepting that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and understanding of the importance of identifying and combatting discrimination.
- Pupils use this learning to run two citizenship campaigns and evaluate their impact on the local community.
- We also teach pupils about the rule of law, legal systems and justice. Both in the UK and globally (International Criminal Court etc).

- Pupils are made aware of the fact that freedom to hold other faiths and beliefs is protected in law through the teaching of Human Rights and the implementation of these rights on a global, European and national level.

#### Year 9 Citizenship

- Term 1a pupils learn about Campaign methods and how to instigate change on a local, national and global level.
- Term 1b pupils participate in the First Give project to create change in their own communities through positive social action.

#### Year 7 & 8 Citizenship

- Year 7 term 1a we look at communities, focusing on how to be a good member of the community (linked to British Values). We focus on the multi-cultural, multi-faith nature of Croydon and celebrate both our similarities and differences.

Year 8 we take a closer look at Government and Politics (how parliament works, how laws are passed, how we can influence change). We also look at how our laws fit in with a global context of human rights.

## **2. The delivery of Religious Studies as part of the Academy curriculum**

### **Year 7**

Students in year 7 begin with an exploration of the theme of community, looking at the Church as an example of a religious community. They examine the Lord's Prayer, and the Bible as the sacred text of the Christian faith. Students will also investigate the two major Christian festivals of Christmas and Easter. During year 7 we also look at key aspects of both Judaism and Hinduism including sacred texts, key figures such as the Patriarchs and key beliefs such as *samsara*.

### **Year 8**

Students in year 8 focus on an examination of some key questions affecting religious belief. In particular, students will investigate a variety of beliefs about the nature of God and responses to the issues of suffering and conflict. They will consider some examples of individuals who have tried to make a difference by putting their faith into action. Students in year 8 will also undertake an in-depth examination of Islam considering some of the key beliefs and practices of Muslims today.

### ***Year 9***

Students in year 9 begin to examine some of the key questions that will be explored in more depth at GCSE. In particular, they consider arguments for and against the existence of God and religious attitudes towards the poor and the needy. They will also complete a module on Buddhism considering some of its key beliefs and practices. Students will explore some of the major festivals celebrated by the followers of the various religious groups studied during years 7, 8 and 9.

### ***Year 10***

Students in year 10 begin the WJEC GCSE course with module 1: Religion and Life Issues. They examine the nature and purpose of different kinds of relationships from a religious perspective, as well as questions about dignity, equality, charity and social responsibility. Students will also discuss key beliefs about the nature and existence of God and responses to God in worship. The final unit in year 10 looks at attitudes towards the environment and issues of stewardship.

### ***Year 11***

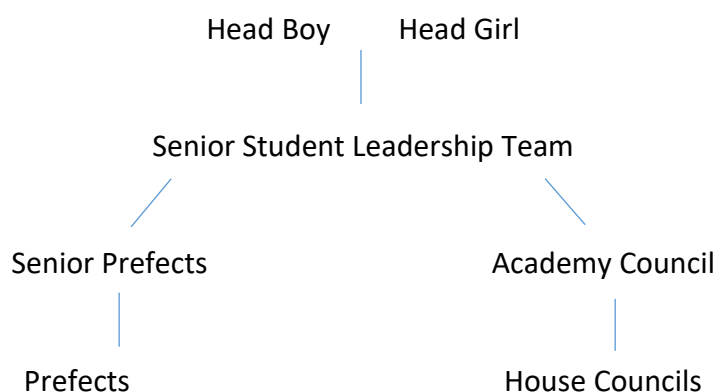
Students in year 11 continue the WJEC GCSE course with module 2: Religion and Human Experience. They examine issues of conflict from a religious perspective including attitudes towards forgiveness and reconciliation, non-violent protest and Just War theory. Students will also consider a range of ethical dilemmas including abortion and euthanasia as well as exploring pilgrimage and other expressions of religious devotion. The module finishes with a consideration of the attitudes of religious believers towards the state and the importance of duty.

## **3. Pastoral support, including tutor periods and Assemblies**

Students attend twice weekly assemblies led by both Senior Leaders and Achievement Coordinators. Assemblies and indeed the entire weeks are themed in relation to the Academy's ethos and values which marry with wider British values. One specific topic for a Senior Leadership Assembly is the theme of British Values itself. Examples of additional weekly themes include:

Leadership	Representation	Identity	Responsibility	Kindness
Community	Empathy	Humanity	Patriotism	Democracy

#### 4. Student Voice and Student Leadership



The students democratically elect House representatives to take their views forward to regular House Council meetings chaired by the House Captains. The House Councils in turn elect representatives to the Academy council which is chaired by the Head Boy and Girl.

Head Boy and Head Girl report to Academy Senior Leadership Team meetings.

#### 5. Academy Days and Educational trips

During the year the Academy holds regular Academy days in which students participate in a range of SMSC based activities including visits to British cultural and historical attractions, work with primary school students, and personal development and emotional intelligence workshops.

Other school trips and visits include the First World War trenches and the Menin Gate, the Houses of Parliament, and a range of Sporting events.

#### 6. Academy Enrichment programme

The Academy's enrichment programme is participated in by all students three times a week. In these enrichment periods students have the option to choose an area of specialist personal interest to them and work collaboratively with other students from diverse backgrounds to achieve shared goals.

All students in Years 10 and 11 participate in the Duke of Edinburgh Award scheme. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award.

With assistance from adult Leaders, participants select and set objectives in each of the following areas:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.
- At Gold level, participants must do an additional fifth **Residential** section, which involves staying and working away from home for five days, doing a shared activity.

To achieve an award, the participant must work on each section for a minimum period of time, and must be monitored and assessed by someone with knowledge of the chosen activities. Each progressive level demands more time and commitment from participants: Bronze 3–6 months; Silver: 6–9 months; Gold: 12–18 months. Participants are required to show regular activity and commitment to the award for the duration of their DofE programme, which is usually at least one hour per week.

### 7. National and International Events – 2015 General Election

Year 9/10/12/13 watched the 4 parliamentary candidates for Croydon Central in a hustings event being held at the Academy. Many of our students, particularly those first time voters, were able to hear from and ask questions to the prospective candidates in the constituency. Not only did the event form a key part of our PSHE and citizenship curriculum for the remaining term, but it will also seek to raise their engagement with local and national politics in advance.

A post-hustings themed assembly with sixth formers, where, in discursive groups led by the tutors, they reflected on their reactions to the debate. They then discussed if there was anything distinctively “British” about the debate witnessed, and why debate is an important part of a democracy and national identity.

The Academy held its own leaders debate during election week with students representing each individual party campaigning for support based on party manifestoes. Students participated in the Academy's own ballot on polling day.