

**Year 12**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3 – Principles of health and social care practice</b>                      A1 – Values essential to health and social care practice                      A2 – Person-centered care and approaches                      A3 – Communication in health and social care                      A4 – Confidentiality                      A5 – Duty of Care                      A6 – Working with vulnerable children and adults at risk</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Psychology</li> </ul>	<p><b>Democracy</b>                      All students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Students will learn about collaborative decision-making processes within healthcare teams. Emphasising the importance of communication, teamwork, and involving individuals in their care decisions supports the idea of shared decision-making and patient autonomy.</p> <p><b>Mutual Respect and Tolerance</b>                      Students will develop an understanding of the importance of identifying and combatting discrimination. Students will also develop an understanding of the acceptance that other 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.</p> <p><b>Career Links</b></p> <ul style="list-style-type: none"> <li>• Midwife</li> <li>• GP</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Physiotherapist</li> <li>• Health Promotion Specialist</li> <li>• Public Health Officer</li> <li>• Social Worker</li> <li>• Care Worker / Support Worker</li> </ul>

		<ul style="list-style-type: none"> <li>• Youth Worker</li> <li>• Family Support Worker</li> <li>• Community Development Worker</li> <li>• Mental Health Support Worker</li> <li>• Housing Support Officer</li> <li>• Substance Misuse Worker</li> <li>• Equality, Diversity and Inclusion Officer</li> <li>• Safeguarding Officer</li> <li>• Health Visitor</li> <li>• School Nurse</li> <li>• Occupational Therapist</li> <li>• Learning Disability Nurse</li> <li>• Community Health Worker</li> <li>• Advocacy Worker</li> <li>• Welfare Rights Advisor</li> <li>• Rehabilitation Worker</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 3 – Principles of health and social care practice</b>  B1 – Organisations, legislations and guidance affecting health and social care services  B2 – Organisation of health and social care services  B3 – How health and social care services are organised to benefit the population  B4 – Using critical thinking skills to draw valid conclusions</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Creativity</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Psychology</li> </ul>	<p><b>Rule of Law</b>  Students are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. Understanding and applying legislation such as the Equality Act 2010, Health and Safety Act, and Data Protection Act. Ensuring services operate within legal frameworks to protect individuals' rights.</p> <p><b>Career Links</b></p> <ul style="list-style-type: none"> <li>• Midwife</li> <li>• GP</li> <li>• Nurse</li> <li>• Psychologist</li> <li>• Physiotherapist</li> <li>• Health Promotion Specialist</li> <li>• Public Health Officer</li> <li>• Social Worker</li> </ul>

		<ul style="list-style-type: none"> <li>• Care Worker / Support Worker</li> <li>• Youth Worker</li> <li>• Family Support Worker</li> <li>• Community Development Worker</li> <li>• Mental Health Support Worker</li> <li>• Housing Support Officer</li> <li>• Substance Misuse Worker</li> <li>• Equality, Diversity and Inclusion Officer</li> <li>• Safeguarding Officer</li> <li>• Health Visitor</li> <li>• School Nurse</li> <li>• Occupational Therapist</li> <li>• Learning Disability Nurse</li> <li>• Community Health Worker</li> <li>• Advocacy Worker</li> <li>• Welfare Rights Advisor</li> <li>• Rehabilitation Worker</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1: Human Lifespan and Development (90, Exam) – Mandatory Externally Assessed</b>  <u>A: Human growth and development through the life stages</u>  A1 Physical, Intellectual, Emotional and Social development at each life stage</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> <li>• Planning</li> <li>•</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Psychology</li> <li>• Sport</li> </ul>	<p><b>Career Links</b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• Social Worker</li> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Counsellor or Therapist</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Youth Worker</li> <li>• Teacher</li> </ul> <p><b>British Values</b></p> <p><b>Rule of Law:</b> Promotes safety and protection (e.g. health and safety laws in schools and workplaces).</p> <p><b>Individual Liberty:</b> Encourages individuals to</p>

		<p>make choices about their health and lifestyle (e.g. diet, exercise, medical care). Allows people to express their feelings and identity freely, supporting emotional well-being.</p> <p><b>Democracy:</b> Supports learning environments where individuals can express opinions and ideas. Encourages participation and collaboration, helping individuals learn to work with others.</p> <p><b>Tolerance:</b> Encourages open-mindedness and understanding of different perspectives, enhancing critical thinking. Promotes inclusive social environments where diversity is valued, helping people form positive relationships</p> <p><b>Mutual Respect:</b> Builds self-esteem and emotional security through respectful relationships.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 1: Human Lifespan Development (90, Exam) – Mandatory Externally Assessed</b> <b><u>B: Factors affecting human growth and development across each life stage</u></b></p> <p>B1 Genetic factors B2 Lifestyle factors B3 Health inequalities</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Public Services</li> <li>• Food and Nutrition</li> <li>• Psychology</li> </ul>	<p><b><u>Career Links</u></b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• Social Worker</li> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Counsellor or Therapist</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Youth Worker</li> <li>• Teacher</li> </ul>

	<ul style="list-style-type: none"> <li>• Biology</li> </ul>	<ul style="list-style-type: none"> <li>• Health Protection Practitioners</li> </ul> <p><b><u>British Values</u></b></p> <p><b>Individual Liberty:</b> Everyone has the right to be treated fairly regardless of genetic conditions or disabilities. People should have the freedom to improve their circumstances and access support services. People have the right to make choices about their lifestyle.</p> <p><b>Mutual Respect &amp; Tolerance:</b> Encourages understanding and acceptance of people with different physical or intellectual abilities. Encourages empathy and support for people going through difficult times. Encourages inclusive environments where all backgrounds are valued.</p> <p><b>Rule of Law:</b> Laws protect individuals from environmental harm and ensure access to safe living conditions.</p> <p><b>Democracy:</b> Equal access to education and opportunities supports fair participation in society.</p>
<b>TERM 5 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>

<p><b>Unit 1: Human Lifespan Development</b>  <b>(90, Exam) – Mandatory Externally Assessed</b>  <u>C: Health and social care promotion, prevention and treatment at different life stages</u></p> <p>C1 Prevalent health conditions  C2 Health and social care promotion and prevention  C3 Health and social care professionals  C4 Personalised care and multi-disciplinary working</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Uniformed Protective Services</li> <li>• Public Services</li> <li>• Psychology</li> <li>• Sport</li> <li>• Biology</li> <li>• Applied Science</li> </ul>	<p><b>Career links:</b>  Health Promotion Officer  Sexual Health Advisor  GP  Surgeon  Cardiologist  Radiographer  Phlebotomist  Social Worker  Nurse (Adult, Child, Mental Health, Learning Disability)  Health Analyst</p> <p><b>British Values</b></p> <p><b>Democracy</b> - Public health campaigns often involve community input and democratic decision-making (e.g. consultations on NHS services)</p> <p><b>Rule of Law</b> - Campaigns must follow advertising and ethical guidelines. Laws enforce safety standards (e.g. food hygiene, smoking bans, alcohol limits)</p> <p><b>Individual Liberty</b> - Individuals are free to make informed choices about their health (e.g. diet, exercise, contraception). People can choose to participate in preventive measures like screenings or vaccinations.</p> <p><b>Mutal Respect</b> - Campaigns are designed to be inclusive and respectful of all communities. Respecting others' health choices and encouraging supportive environments (e.g. mental health awareness).</p>
<p><b>TERM 6 TOPIC/s</b></p>	<p><b>*Key Skills/Subject Links</b></p>	<p><b>*Career links &amp; BV</b></p>
<p><b>Unit 3 – Principles of health and social care practice</b>  C1 – The effect of social determinants on individuals' health status  C2 – Improving health outcomes in practice  C3 – Potential barriers to improving health outcomes in practice</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Communication</li> <li>• Analytical writing</li> <li>• Interpersonal</li> <li>• Problem-solving</li> <li>• Ethical awareness</li> <li>• Policy Awareness</li> </ul> <p><b>Subject links:</b></p>	<p><b>Rule of Law</b>  Students will learn about the legal and ethical frameworks that guide health and social care practices reinforce the rule of law. This includes discussions on codes of conduct, confidentiality, and respect for individual rights within the established legal framework.</p>

- Child development
- Uniformed Protective Services
- Public Services

**Mutual Respect and Tolerance**

Valuing diversity and promoting inclusive practices. Respecting different faiths, beliefs, and cultural backgrounds. Challenging discrimination and promoting equality.

**Career Links**

- Midwife
- GP
- Nurse
- Psychologist
- Physiotherapist
- Health Promotion Specialist
- Public Health Officer
- Social Worker
- Care Worker / Support Worker
- Youth Worker
- Family Support Worker
- Community Development Worker
- Mental Health Support Worker
- Housing Support Officer
- Substance Misuse Worker
- Equality, Diversity and Inclusion Officer
- Safeguarding Officer
- Health Visitor
- School Nurse
- Occupational Therapist
- Learning Disability Nurse
- Community Health Worker
- Advocacy Worker
- Welfare Rights Advisor
- Rehabilitation Worker

**Year 13**

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2: Human Biology and Health (120, Exam) – Mandatory Externally Assessed</b></p> <p><b>LAB: Body Systems</b></p> <p>B1 – The cardiovascular system                      B2 – The respiratory system                      B3 – The nervous system                      B4 – The endocrine and renal systems                      B5 – The musculoskeletal system                      B6 – The function of further body systems</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Applied Science</li> <li>• Physical Education</li> </ul>	<p><b>Democracy</b></p> <p>Encouraging individuals to participate in decisions about their health and treatment options. Example: Informed consent in medical procedures, respecting patient autonomy.</p> <p><b>Rule of Law</b></p> <p>Understanding and applying laws related to health, such as the Human Tissue Act, Mental Capacity Act, and Health and Safety legislation. Example: Following legal guidelines for organ donation or medical research.</p> <p><b>Individual Liberty</b></p> <p>Respecting individuals’ rights to make choices about their bodies and health. Example: Supporting patients in making lifestyle changes or refusing treatment.</p> <p><b>Mutual Respect and Tolerance</b></p> <p>Acknowledging and respecting diverse beliefs about health, illness, and treatment. Example: Being sensitive to cultural or religious views on medical interventions like blood transfusions or vaccinations.</p> <p><b>Career Links</b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• GP</li> </ul>

		<ul style="list-style-type: none"> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Health Protection Practitioners</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2: Human Biology and Health (120, Exam) – Mandatory Externally Assessed</b></p> <p><b><u>LAC – Disorders of the body and effect on body systems</u></b></p> <p>C1 The main disorders of the body systems</p> <p><b><u>LAA – Organisation of the human body</u></b></p> <p>A1 – Cells</p> <p>A2 – Tissues</p> <p>A3 – Energy in the body</p> <p>A4 – Homeostatic mechanisms</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Emotional intelligence/ empathy</li> <li>• Critical thinking</li> <li>• Active listening</li> <li>• Communication</li> <li>• Research</li> <li>• Independence</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Applied Science</li> <li>• Physical Education</li> </ul>	<p><b>Democracy</b></p> <p>Encouraging individuals to participate in decisions about their health and treatment options. Example: Informed consent in medical procedures, respecting patient autonomy.</p> <p><b>Rule of Law</b></p> <p>Understanding and applying laws related to health, such as the Human Tissue Act, Mental Capacity Act, and Health and Safety legislation. Example: Following legal guidelines for organ donation or medical research.</p> <p><b>Individual Liberty</b></p> <p>Respecting individuals’ rights to make choices about their bodies and health. Example: Supporting patients in making lifestyle changes or refusing treatment.</p> <p><b>Mutual Respect and Tolerance</b></p> <p>Acknowledging and respecting diverse beliefs about health, illness, and treatment. Example: Being sensitive to cultural or religious views on medical interventions like blood transfusions or vaccinations.</p>

		<p><b>Career Links</b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• GP</li> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Health Protection Practitioners</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 6: Safe Environments in Health and Social Care</b></p> <p><u>A Explore appropriate care environments for individuals at different life stages</u></p> <p>A1 Meeting individuals’ needs in health and social care settings</p> <p>A2 The impact of environmental factors and the care experience</p> <p>A3 Challenges to providing appropriate care environments</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Independence</li> <li>• Empathy</li> <li>• Compassion</li> <li>• Organisation</li> <li>• Teamwork</li> <li>• Critical thinking</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Sociology</li> <li>• Public Services</li> <li>• Psychology</li> <li>• Sport</li> <li>• Biology</li> <li>• Applied Science</li> </ul>	<p><b>Career Links:</b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• Social Worker</li> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Counsellor or Therapist</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Youth Worker</li> <li>• Teacher</li> </ul> <p><b>British Values</b></p> <p><b>Democracy</b>- In Practice: Service users are encouraged to express their views and be involved in decisions about their care.</p> <p><b>Rule of Law</b> - In Practice: Care environments follow laws and regulations to protect individuals and ensure safety.</p> <p><b>Individual Liberty</b> - In Practice: Individuals are supported to make their</p>

		<p>own choices about their care and lifestyle.</p> <p><b>Mutual Respect</b> - In Practice: Everyone in the care environment is treated with respect, regardless of their background or needs.</p> <p><b>Tolerance of Different Faiths and Beliefs</b> - In Practice: Care settings accommodate and celebrate cultural and religious diversity.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 6: Safe Environments in Health and Social Care</b>  <b>(CW) – Optional Internally Assessed (EV)</b>  <u>B Explore aspects of legislation, regulations and policies that support safe environments in health and social care settings</u></p> <p>B1 The influence of legislation and policies on safe practice</p> <p>B2 How duty of care contributes to safe practice</p> <p>B3 Duty of care and working with vulnerable individuals</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Teamwork</li> <li>• Analytical thinking</li> <li>• Organisation</li> <li>• Emotional intelligence</li> <li>• Reflective thinking</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Uniformed Protective Services</li> <li>• Psychology</li> </ul>	<p><b>Career Links</b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• Social Worker</li> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Counsellor or Therapist</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Youth Worker</li> <li>• Teacher</li> <li>• Health &amp; Safety Officer</li> <li>• Child or Adult Protection Officer</li> </ul> <p><b>British Values</b></p> <p><b>Democracy</b> - Individuals, including children and vulnerable adults, are encouraged to have a voice in decisions affecting their care and safety.</p> <p><b>Rule of Law</b> - Safeguarding legislation (e.g. <b>Children Act 1989 &amp; 2004, Care Act 2014, Working Together to Safeguard Children</b>) ensures legal protection for all.</p>

		<p><b>Individual Liberty</b> - People have the right to make choices about their lives, as long as they are safe and informed.</p> <p><b>Mutual Respect</b> - Respecting the dignity and rights of all individuals is central to safeguarding practice.</p> <p><b>Tolerance of Different Faiths and Belief</b> - Safeguarding policies must be inclusive and culturally sensitive.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 6: Safe Environments in Health and Social Care</b> (CW) – Optional Internally Assessed (EV)</p> <p><u>C Examine aspects of monitoring and maintaining safe practice in health and social care environments</u></p> <p>C1 Standards setting and regulation of health and social care environments in England</p> <p>C2 Responsibilities for maintaining safe environments</p> <p>C3 Effective record keeping in health and social care environments</p> <p>C4 Poor practice and its impact in health and social care</p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Cultural awareness</li> <li>• Reflective thinking</li> <li>• Ethical awareness</li> <li>• Empathy</li> <li>• Communication</li> <li>• Research</li> </ul> <p><b>Subject links:</b></p> <ul style="list-style-type: none"> <li>• Psychology</li> <li>• Child Development</li> </ul>	<p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>• Nurse (Adult, Child, Mental Health, Learning Disability)</li> <li>• Midwife</li> <li>• Social Worker</li> <li>• Care Worker / Support Worker</li> <li>• Occupational Therapist</li> <li>• Health Visitor</li> <li>• Counsellor or Therapist</li> <li>• Speech and Language Therapist</li> <li>• Physiotherapist</li> <li>• Psychologist</li> <li>• Youth Worker</li> <li>• Teacher</li> <li>• Health &amp; Safety Officer</li> <li>• Child or Adult Protection Officer</li> </ul> <p><b>British Values</b></p> <p><b>Democracy</b> - Involving individuals in decisions about their environment promotes shared responsibility and empowerment.</p> <p><b>Rule of Law</b> - Safety is upheld by following laws and regulations (e.g. health and safety laws, safeguarding policies).</p>

		<p><b>Individual Liberty</b> - People have the right to feel safe and make informed choices within a secure environment.</p> <p><b>Mutual Respect</b> - Respecting others includes maintaining a clean, safe, and welcoming environment for everyone.</p> <p><b>Tolerance of Different Faiths and Beliefs</b> - Safe environments must be inclusive and respectful of cultural and religious needs.</p>
<b>TERM 6 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>

\*Careers and British Values (BV) – This is a key area to address due to the new OFSTED framework. We need to consider how our curriculum links to careers and British Values. Below I have included some information on this to help make this evident in your schemes of work.

\*Key Skills and cross-department links – We are looking to create these overview sheets to try and map what we are doing across the school and see if we can support one another. In this column please detail if there is a key skill that you are focusing on and whether this topic could be supported by another subject. For example, English may be looking at the text ‘A Christmas Carol’ and History may be able to support with the topic of Victorian Britain. This is an opportunity to ensure we are supporting each other across departments.

**Further information – Career links and British Values**

**The key objectives for work-related learning are:**

- To promote greater awareness for students about the world of work, the development of key skills and employability.
- To promote awareness and understanding of work, industry, the economy and community.
- To relate skills attitudes, concepts and knowledge learned in school to applications in the wider world.
- To improve employability through work-related learning to develop effective links with key partners and local industry



# British Values Statement

At St Peter's we teach the importance of British values within a broader framework of Catholic values, drawing on the example of Jesus and his welcome inclusion of all.



## Democracy

Children learn about and take an active role in democratic processes.



## Individual Liberty

Young people have key roles, responsibilities and the freedom to make choices in school.



## Mutual Respect

Respect for others is a core value at St Peter's and is modelled by students and staff alike.



## The Rule of Law

The importance of law is consistently reinforced throughout St Peter's



## Tolerance of different faiths and beliefs

Our Religious Education and Citizenship lessons encourage an understanding of and respect for people of other faiths.