

# Hadley Learning Community Parliament Structure



HLC Parliament is a fundamental part of the British Values delivery at HLC. The parliament gives our students a voice to shape our school and contribute to the Belong, Respect, Inspire and Succeed and Enjoy culture we believe in. Our Parliament is formed each year using a democratic process and allows every student to have the opportunity to be a parliament member. Each member of parliament and the Sub Committees become a voice for every students and enhance the community ethos of our school through the leadership work they do as a parliamentary member.

**Belong** – Organise events to promote community wellbeing, cohesion, celebrate diversity, improve and maintain the environment whilst also building the positive reputation of our school and it's students.

**Respect** – To work with behaviour and safeguarding leads to ensure that students cooperate with staff and each other – resulting in a calm and productive school community. To support the creation of Behaviour and safeguarding policies and contribute to whole school behaviour strategies

**Inspire** – To focus on student leadership opportunities within school and inspire students through student leadership projects - Careers Leader, Sports Leader and Learning Ambassador projects + House Captains, Sports Captains etc.

**Succeed** – To work alongside the Pastoral leaders to manage and lead rewards strategies such as gold circle, house points, Project Hadley Colours

**Enjoy** – The work alongside the Wellbeing lead to provide counselling to students, initiatives to promote both healthy mind and body

# Hadley Learning Community Parliament Structure



Our Community, Our School  
HADLEY LEARNING COMMUNITY  
**Parliament**

**Head Students**

**Deputy Head Students**

**Year 7 Reps x2**

**Year 8 Reps x2**

**Year 9 Reps x2**

**Year 10 Reps x2**

**Year 11 Reps x2**

**HLC Sub Committees**

**Belong  
(Community)  
KD**

**Respect  
(Behaviour &  
Safeguarding)  
MF**

**Inspire  
(Leading  
Others)  
ST / GB / CLB**

**Succeed  
(Rewards &  
Achievement)  
JL**

**Enjoy  
(Wellbeing)  
LR**

**Learning  
Ambassadors  
GB**

**Senior  
Prefects /  
Prefects  
JL**

# Fundamental British Values delivery across the Curriculum at HLC



Y7 – Delivery of Identity, rights, and responsibilities as a British citizen, debating of rules and why we follow rules. Relationships and living in a diverse community, challenging prejudice whilst also focusing on managing your thoughts and feelings and controlling your own behaviours.

In RE, students explore and study Christianity, Judaism, Islam, Hinduism and Buddhism exploring how children of these faiths live in British society whilst also promoting a more understanding view of these different religions by reflecting the positive impact they have on society and combat modern issues such as islamophobia.

Y8 – Students learn about youth crime and the systems in place to reduce youth crime. These are debated to understand the impact of the youth crime system and how students feel it could work better. Focus on BLM and LGBTQ – this was introduced due to student voice identifying it as an area to improved. Students also focus on impact of knife crime in relation to the local context – considering how it impacts individuals and communities. Students also consider how they can contribute positively to their community and focus on the impact that COVID has played on local communities and individuals. Students learn about the laws relating to relationships, consenting, sexting, whilst also discussing the impact on people through teenage pregnancy – focused on due to local context .

The history of British colonialism is delivered in Y8 which builds significant links to how the British government and legal system operates and reinforces the learning in PSHCE.

Y9 – Module focusing on democracy, and freedom. Using press as an example, students revisit the BLM protest in 2020 and how freedoms and rights have been challenged during the covid period.

In RE, Multiculturalism is explored by tracing the origins of immigration and how this has developed our society to where it is today,

RE focuses on prejudice and specifically anti-Semitism / the holocaust. The unit also teaches our students about Dr Martin Luther King and how his principles were driven by faith despite the prejudice he received.

Y10 – Students explore antisocial behaviour and causes of extremist behaviour, investigating community cohesion and how diversity is celebrated through multiculturalism. This concentrates on the levels of multiculturalism in our local context.

Focus on democracy at work, brexit, how parliament operates and devolution within Business lessons

Y11 – Students explore worker rights, voting and other topics that will impact them in the near future.

Assemblies supporting FBV and SMSC

- Black history month WB 27/09
- Student parliament feedback WB 01/11
- Remembrance WB 08/11
- Abolition of slavery WB 29/11
- Religious inclusivity WB 10/01
- Social media and Press bias WB 17/01
- Holocaust Memorial WB 24/01
- Autism Awareness WB 28/03
- LGBTQ+ phobia WB16/05
- World Refugee Day WB22/06
- Eid WB 04/07