

**British Values Progression Map**

<p><b>British Values</b></p>	<p><b><u>Democracy: Making decisions together</u></b> Share Ideas, take turns, respect all ideas &amp; work together.</p>	<p><b><u>Rules of Law: Understanding that rules matter</u></b> Behaviour and conduct is important, understand right from wrong, look after each other, tidy our environment together and respect all others.</p>	<p><b><u>Individual Liberty: Freedom for all</u></b> Take a controlled risk, have a go while feeling safe, try our best, develop self-esteem and share feelings.</p>	<p><b><u>Mutual Respect &amp; Tolerance: Treat others how you want to be treated</u></b> Everyone is valued, all cultures are celebrated, share and respect the opinion of others.</p>
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Year / Subject	English	Drama	MFL	Music
7	<p>Poetry from other cultures – a range of poems from different cultures including India and Pakistan - <b>mutual respect and tolerance</b>. Autobiography – Extracts from range of authors, including BAME writers, e.g. ‘I am Malala’ - <b>Individual liberty and mutual respect</b></p>	<p><b>Democracy:</b> Making Decisions Together - Embedded in all schemes through group work <b>Mutual Respect &amp; Tolerance:</b> Treat Others How You Want To Be Treated: Joe and Gender Schemes of Learning.</p>	<p><b>Mutual tolerance and respect</b> – learning about French and Spanish-speaking culture. Learning about different families. <b>Individual liberty</b> – giving our own individual opinions. <b>Democracy</b> – learning to work together, take turns and respecting the ideas of others. <b>Rule of law</b> – behaviour management including occasions in French/Spanish.</p>	<p>Study of Beethoven and his compositions (<b>Mutual Respect/Tolerance - HT3</b>) Gustav Holst’s ‘Planets’ and a focus on ‘I Vow To Thee, My Country’ as a patriotic hymn (<b>Mutual Respect - HT6</b>) 12 Bar Blues and the inception of Blues/Work Songs (<b>Mutual Respect/Tolerance - HT2</b>)</p>
8	<p><i>Boy in the Striped Pyjamas</i> – holocaust novel - <b>democracy/rules of law/individual liberty</b> Shakespeare’s sonnets – view from Britain’s past - <b>mutual respect and tolerance</b></p>	<p><b>Democracy:</b> Making Decisions Together- Embedded in all schemes through group work <b>Rules of Law:</b> Understanding Rules Matter - Youth Crime SOL</p>	<p><b>Mutual tolerance and respect</b> – learning about French and Spanish-speaking culture. Learning about Paris and Barcelona. <b>Individual liberty</b> – giving our own individual opinions.</p>	<p>Whole class ukulele/learning to play as an ensemble (<b>Democracy - HT2</b>) Composing Grime music and writing lyrics (<b>Individual Liberty - HT3,4</b>) Samba ensemble performance/World Music</p>

		<b>Individual Liberty:</b> Freedom For All - War & Terrorism SOL	<b>Democracy</b> – learning to work together, take turns and respecting the ideas of others. <b>Rule of law</b> – behaviour management including occasions in French/Spanish.	<b>(Mutual Respect &amp; Tolerance/Democracy - HT6)</b>
9	<i>Animal Farm</i> – SOW covers elections, propaganda - <b>democracy, rule of law</b> <i>Journey's End</i> /conflict poetry, play/poetry set in trenches of WW1 – <b>individual liberty/mutual respect and tolerance</b>	<b>Democracy:</b> Making Decisions Together - Embedded in all schemes through group work <b>Mutual Respect &amp; Tolerance:</b> Treat Others How You Want To Be Treated: Parenthood / Cause and Consequences Schemes of Learning.	<b>Mutual tolerance and respect</b> – learning about French and Spanish-speaking culture. <b>Individual liberty</b> – the importance of being able to learn about other languages and cultures. Giving our own individual opinions. <b>Democracy</b> – learning to work together, take turns and respecting the ideas of others. <b>Rule of law</b> – behaviour management including occasions in French/Spanish.	Music performance mock: solo/ensemble ( <b>Individual Liberty - HT5,6</b> ) Research project on the inception of Rock, Punk, Reggae or Metal music ( <b>Mutual Respect/Tolerance - HT2</b> ) Understanding the importance of music within the film industry/studying famous composers such as Hans Zimmer and John Williams ( <b>Democracy/Tolerance - HT3/4</b> )
10	Romeo and Juliet – looking at changing cultures, with issues such as patriarchy and the role of women - <b>mutual respect and tolerance</b>	<b>Democracy:</b> Making Decisions Together - Embedded in all schemes through group work <b>Mutual Respect &amp; Tolerance:</b> Treat Others How You Want To Be Treated: Fate & Destiny Schemes of Learning. Exploration of play/text DNA.	<b>Mutual tolerance and respect</b> – learning about French and Spanish-speaking culture. Learning about families and French/Spanish-speaking countries. <b>Rules of law</b> – Spanish learning about school rules. <b>Individual liberty</b> – giving our own individual opinions. <b>Democracy</b> – learning to work together, take turns and respecting the ideas of others.	Music composition mock: writing music to a brief ( <b>Individual Liberty - HT5</b> ) 201 Musical Knowledge: exploring different genres and styles ( <b>Mutual Respect/Tolerance - HT1,2</b> ) Music performance mock: solo/ensemble ( <b>Individual Liberty - HT6</b> )
11	Paper 1 and 2 reading and writing, exploring range of writing types (letters, reports)	<b>Democracy:</b> Making Decisions Together - Embedded in all schemes through group work	<b>Mutual tolerance and respect</b> – learning about French and Spanish-speaking culture.	202 Live music performance: preparing a 10 minute set and performing to an audience

	etc.) – <b>democracy, rule of law</b> . Literature revision – <b>covers all 4 values</b> .	<b>Mutual Respect &amp; Tolerance:</b> Treat Others How You Want To Be Treated: Exploration of play text Blood Brothers and Macbeth.	Learning about families and French/Spanish-speaking countries. <b>Rules of law</b> – French learning about school rules. <b>Democracy</b> – Fairtrade and ethical shopping <b>Individual liberty</b> – giving our own individual opinions.	<b>(Rules of Law/Democracy - HT3,4)</b> 204 Composing music: students receiving feedback from peers on compositions <b>(Individual Liberty - HT1,2)</b>
12	Othello - looking at changing cultures, with issues such as racism, the patriarchy and the role of women - <b>mutual respect and tolerance</b> Kite Runner – studied as part of a unit on social and political protest writing <b>(all 4 values)</b> Keats poetry- exploring how values and ideas shift over time.			304 Composing contrasting genres and exploring techniques, sounds and styles <b>(Mutual Respect &amp; Tolerance - HT1,2,3)</b> Organising and performing at a music concert <b>(Individual Liberty - HT4,5,6)</b>
13	Blake poetry - studied as part of a unit on social and political protest writing <b>(all 4 values)</b>			349 Music and business. Students work together to explore business opportunities within the music industry <b>(Democracy - HT3,4)</b>

Year / Subject	Maths	Science	Business Studies	Computer skills & Media
7	Intro to CAP HT1 <b>(Rule of Law/ Democracy)</b> Golden ratio rich task HT1 <b>(Mutual respect and tolerance)</b>	Science: Discussion of the <b>rules</b> around energy resources, pollution & health. <b>Deciding the rules together and then following the law.</b>		<b>Rules of Law</b> -How to use the internet safely. How to use computers safely in school <b>Individual Liberty</b> -Programming,

	<p>Christmas Party rich task HT2 (<b>Mutual respect and tolerance</b>)</p> <p>Fairtrade rich task HT4 (<b>Rule of Law</b>)</p> <p>Summer Olympics task HT6 (<b>Mutual respect and tolerance</b>)</p>	<p>The input of scientists from a <b>variety of historical cultures celebrate diversity</b></p>		<p>experimenting and developing programs</p> <p><b>Mutual Respect</b>-Feedback to each other, listen when discussing problems and solutions; <b>Computational thinking</b></p> <p><b>Democracy</b>-Group work throughout the year, and group discussion</p>
8	<p>Alton Towers Scare fest rich task HT1 (<b>Democracy</b>)</p> <p>Christmas Dinner Rich task HT2 (<b>Mutual respect and Tolerance</b>)</p> <p>Fairtrade rich task HT4 (<b>Rule of Law</b>)</p>	<p>Science: The fact that science is a collaborative venture involving multiple people across national boundaries shows <b>democratic knowledge gathering &amp; cooperation.</b></p> <p>The development of practical skills encourages pupils to follow rules and <b>laws based on mutual respect for safety.</b></p>		<p><b>Individual liberty</b>-programming constructs, experimenting with programs, designing algorithms, developing self-esteem whilst feeling safe and willing to take risks.</p> <p><b>Democracy</b>-Working as teams to solve problems in <b>Networking and Computational thinking</b></p> <p><b>Rules of Law</b>-How data is represented, data protection</p> <p><b>Mutual respect</b>-All students are listened to with all successes celebrated.</p>
9	<p>Percentages/Compound interest HT3 (<b>Individual Liberty</b>)</p> <p>Mobile phones rich task HT2 (<b>Individual Liberty</b>)</p> <p>English Text rich task HT4 (<b>Mutual respect and Tolerance</b>)</p>	<p>Science: <b>Topics develop a more outward look.</b> Science in the real world becomes a focus with the application of ideas and technologies that change our lives.</p> <p>Opportunities for <b>discussion of the role of the individual and laws in a democratic society are explored.</b></p>	<p>BTEC: Sharing induction work as a group and giving each other feedback – <b>Democracy: respect all ideas &amp; Individual Liberty:</b> have a go while feeling safe</p> <p>GCSE: project work on entrepreneurs from around the work – <b>Mutual Respect &amp; Tolerance:</b> all cultures are celebrated</p>	<p><b>Individual liberty</b>-programming constructs, experimenting with and designing text based programs, designing algorithms, developing self-esteem whilst feeling safe and willing to take risks.</p>

	<p>IQR rich task HT4- Geography links (<b>Rule of Law</b>)</p>		<p>All groups have access to Chromebooks and are taught to look after them properly and use them respectfully – <b>Rules of Law</b>: tidy our environment together and respect all others</p>	<p><b>Democracy</b>-Working as teams to debate AI and ethical use of technology <b>Rules of Law</b>-How we use IT safely, types of hacking/social engineering <b>Mutual respect</b>-All students are listened to with all successes celebrated.</p>
10	<p>Maths Inspiration HT2 (<b>Democracy</b>) Scale maps Rich Task HT5 (<b>Democracy</b>) Statistics using real life data i.e. gap minder and corona Virus graphs (<b>Individual Liberty/ Mutual respect and Tolerance</b>)</p>	<p>Bio: Students learn about the use of embryonic stem cells in research and discuss opposing views on the subject (<b>tolerance</b>). Pupils learn about risk factors and choices individuals make regarding their health (<b>individual liberty</b>). Pupils learning about developing new drugs and the associated laws.</p> <p>Chem: Students following laboratory rules for the safety of all. <b>This mimics the rule of law in Britain</b>. Practical activities in science require students to engage in team work and <b>show mutual respect for each other</b> e.g. Exothermic and endothermic reactions.</p> <p>Phys: Students learn about the physical laws that govern all the physical processes that take place in this Universe. Pupils get informed about radioactive materials in order to have <b>informed discussions and debates</b> about the use of these materials for different purposes, ranging from hospital treatments to electricity generation.</p>	<p>BTEC: study of business finance and safe financial decision making – <b>Rules of law</b>: understand right from wrong GCSE: study of legislation in business – <b>Rules of law</b>: behaviour and conduct is important &amp; understand right from wrong All groups have access to Chromebooks and are taught to look after them properly and use them respectfully – <b>Rules of Law</b>: tidy our environment together and respect all others</p>	<p><b>Computer Skills</b> <b>Individual liberty</b>-programming constructs, experimenting with and designing speakers using Micro:bit technology. Designing algorithms, developing self-esteem whilst feeling safe and willing to take risks. <b>Democracy</b>-Exploring different solutions to problems in Networking, Computational thinking. <b>Rules of Law</b>-Ethics of computing. Data protection, GDPR, <b>Mutual respect</b>-All students are listened to with all successes celebrated.</p> <p><b>Media</b> <b>Individual liberty</b>-Designing own ad campaigns, film posters, magazine covers; demonstrating own ideas and</p>

				<p>feeling empowered to take risks and be challenged.</p> <p><b>Democracy</b>-Debating and discussing different adverts and how they subvert stereotypes. Look at Male-gaze, objectifying of women and how different groups are represented in the media. All done without causing offence and explored from all points of view.</p> <p><b>Rules of Law-Regulation</b> within the media industry; specifically advertising campaigns, magazines, regulation of computer games</p> <p><b>Mutual respect</b>-We respect the different opinions of all and whilst we may not agree with everything said we accept everything that is said without bias.</p>
11	<p>Maths Inspiration HT2 <b>(Democracy)</b></p> <p>Mock exam HT2/HT3 <b>(Individual Liberty)</b></p>	<p>Bio: Pupils learn about global warming and climate change and <b>discuss how changes in law are necessary</b>. Pupils learn about evolution and analyse evidence associated. Beliefs about the origins of life are addresses but <b>pupils are taught that religion/evolution are not mutually exclusive</b>.</p> <p>Chem: Students following laboratory rules for the safety of all. <b>This mimics the rule of law in Britain</b>. Practical activities in science require students to engage in team work and <b>show mutual respect for each</b></p>	<p>BTEC: individual presentation and pitch to the class of their business plan idea, with group feedback give - <b>Democracy: respect all ideas &amp; Individual Liberty</b>: have a go while feeling safe, try our best</p> <p>GCSE: Human Resources: studying the role of people in business, and how businesses have the responsibility to keep employees safe and manage employee behaviour – <b>Rules of</b></p>	<p><b>Computer Skills</b></p> <p><b>Individual liberty</b>-Programming project. All students solve the same problem in their own way; taking risks, making mistakes and sharing processes</p> <p><b>Democracy</b>-Identifying algorithms and making use of the 4 constructs of algorithms to break down and understand them, working together to find solutions to the problems</p>

		<p><b>other.</b> E.g. Investigating the effect of concentration on rate of reaction.</p> <p>Phys: Students get immersed in the study of Newton's laws of motion, learning how these three laws govern the motion of all objects at our scale. They also learn about safety features in cars and the reason behind speed limits, thus ensuring better choices are made in the future (<b>Rule of Law</b>)</p>	<p><b>Law:</b> behaviour and conduct is important &amp; look after each other All groups have access to Chromebooks and are taught to look after them properly and use them respectfully – <b>Rules of Law:</b> tidy our environment together and respect all others</p>	<p>presented. Discussion of ethics in relation to CS. <b>Rules of Law</b>-How to work online safely, how to conduct yourself in an exam. <b>Mutual respect</b>-Listening to one another, working together to solve problems, allowing everyone a voice.</p> <p><b>Media</b></p> <p><b>Individual liberty</b>-NEA coursework, designing to a brief, using own ideas. <b>Democracy</b>-Looking at newspapers and their bias. Discussing politics through Brexit and the use of media to sway viewpoints. Passive &amp; active audiences. <b>Rules of law</b>-Rules and regulation in Newspapers, Television &amp; Radio. Difference between PBS and Commercial. <b>Mutual Respect</b>-To each have our own viewpoints and to accept the differences and opinions of others, even if we don't agree.</p>
12	<p>Maths Inspiration HT2 (<b>Democracy</b>) Mock exam HT6 (<b>Individual Liberty</b>) Methods of proof HT2 (<b>Democracy</b>)</p>	<p>BTEC AS: A Level Chem: Students following laboratory rules for the safety of all. <b>This mimics the rule of law in Britain.</b> Practical activities in A level Chemistry require students to engage in team work</p>	<p>A-Level: Induction presenting their idea to 'make a million' - <b>Democracy:</b> respect all ideas &amp; <b>Individual Liberty:</b> have a go while feeling safe BTEC: Unit 3 Personal Finance looking at the importance of</p>	<p><b>IT</b></p> <p><b>Individual liberty</b>-App design. Providing solutions to a problem and having the confidence to take risks to</p>

		<p>and <b>show mutual respect for each other</b>, in order to complete their CPAC.</p> <p>BTEC Applied Science: pupils learn about the use of waves in different situations, including medical; discussions around Parkinson's disease, this will lead to <b>freedom of expression</b>; In Unit two, students have to follow specific standard operating procedures, thus reiterating the <b>rule of law</b>.</p>	<p>managing own finance and making sensible financial decisions: <b>Rules of law</b>: understand right from wrong and Unit 5: International Business looking at businesses operating across different cultures - <b>Mutual Respect &amp; Tolerance</b>: all cultures are celebrated All groups have access to Chromebooks and are taught to look after them properly and use them respectfully – <b>Rules of Law</b>: tidy our environment together and respect all others</p>	<p>explore different solutions individually. (Unit 6)  <b>Democracy</b>-Debating ethics in IT, discussing and finding the appropriate solution to an IT business problem (Unit 1)  <b>Rules of Law</b>-Global information (Unit 2) All the rules and regulations that applied to the business world with a focus on IT solutions. GDPR, Data Protection, Acceptable use policies.  <b>Mutual respect</b>-Listen to each other and work together in teams to provide solutions (Unit 1)</p>
13	<p>Maths Inspiration HT2 (<b>Democracy</b>)  Mock exam HT3 (<b>Individual Liberty</b>)  Proving Trigonometric identities/ double angle formula HT3 (<b>Democracy</b>)  Core maths – maths in the real world/ statistics in real life HT1 (<b>Rule of Law</b>)</p>	<p>BTEC AS:  A level Chem: Students following laboratory rules for the safety of all. <b>This mimics the rule of law in Britain</b>. Practical activities in A level Chemistry require students to engage in team work and show <b>mutual respect</b> for each other, in order to complete their CPAC.</p> <p>BTEC Applied Science: pupils learn to make decisions about the impact of different medications for particular diseases. In unit 3, learners follow a stricter approach to scientific investigations, learning why it is important to follow the rules (<b>Rule of Law</b>)</p>	<p>A-Level: Theme 7 studying short and long termism, Elkington's Triple Bottom Line and Kaplan and Norton's Balanced Scorecard, looking at the need for businesses to balance profit maximisation with moral and ethical behaviour. Groups research and apply the concepts to large PLCs, and present findings to the class: <b>Democracy</b>: respect all ideas &amp; Individual Liberty: have a go while feeling safe, try our best &amp; <b>Rule of law</b>: understand right from wrong &amp; behaviour and conduct is important  BTEC: Unit 19 Business Plan – create own business plan, present to group, accept and act on feedback - <b>Democracy</b>:</p>	



			<p>respect all ideas &amp; <b>Individual Liberty</b>: have a go while feeling safe and <b>Democracy</b>: respect all ideas</p> <p>All groups have access to Chromebooks and are taught to look after them properly and use them respectfully – <b>Rule of Law</b>: tidy our environment together and respect all others</p>	
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Year / Subject	History	Geography	Religious Studies	Social Sciences
7	<p><b>Democracy</b> – respect the ideas and views of their peers, using their oracy and historical skills to explain how and why they agree with or disagree with the views shared by their peers.</p> <p>Specific lesson content</p>	<p><b>Democracy</b> → Y7 Decision making exercises taking into account multiple factors, groups of people and opinions. e.g. Y7 evaluating hazard management strategies.</p> <p><b>Rules of law</b> → Migration</p>	<p><b>Democracy</b>:_ <u>What do I think?</u></p> <p><b>HT1/ HT2</b>:_Scheme of learning is based around sharing ideas on Ultimate questions and considering big questions from the point of view of students own and others views. Discussions on themes such as tolerance.</p>	

	<p>focussing on How England was ruled before 1066, What William did after Hastings and the Power of the Church.</p> <p><b>Rules of Law:</b> Prevalent through the lessons and schemes of work on the Year 9 History curriculum – students have the opportunity to share their views with the rest of the class – with students respecting their views and using their oracy and historical skills to explain how and why they agree with or disagree with the views shared. Students are taught through both individual lessons and overarching enquiry questions the importance of rules of law, why they should be adhered to and what happens when the rules of law breakdown. Specific lesson content focusing on the Danelaw and Magna Carta.</p> <p><b>Individual Liberty:</b> Students have the opportunity to express their views in a safe and supportive environment.</p> <p><b>Mutual Respect &amp; Tolerance:</b> Students are respectful of all of the views expressed within lessons, all</p>	<p>Individual Liberty → Natural Hazards/ Volcanic eruptions - response and management.</p> <p><b>Mutual Respect</b> → Refugee Week / Migration and population issues.</p>	<p><b>Rules of Law -T2:</b> What does it mean to be religious? Consideration of laws in Judaism lesson on 10 commandments and how the law is formed within the UK. Consideration of morality and understanding right and wrong implicit throughout this unit with lessons on how religious people make their moral decisions</p> <p><b>Mutual Respect and Tolerance:</b> This is implicit through all of the RS schemes and through the ethos of the department. Different aspects of cultures and faiths are celebrated throughout all units of work with attention and focus given to a variety of religious and non-religious world views such as Humanism and atheism.</p> <p><b>Individual Liberty and Freedom for All</b> - Students encouraged to develop their self-esteem by expressing their views and 'Being themselves always'</p>	
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	cultures and identities are celebrated and respected.			
8	<p><b>Democracy</b> – respect the ideas and views of their peers, using their oracy and historical skills to explain how and why they agree with or disagree with the views shared by their peers.</p> <p><b>Rules of Law:</b> Prevalent through the lessons and schemes of work on the Year 9 History curriculum – students have the opportunity to share their views with the rest of the class – with students respecting their views and using their oracy and historical skills to explain how and why they agree with or disagree with the views shared. Students are taught through both individual lessons and overarching enquiry questions the importance of rules of law, why they should be adhered to and what happens when the rules of law breakdown. Specific lessons on the British Empire and Fighting for Your Rights</p> <p><b>Individual Liberty:</b> Students have the opportunity to express their views in a safe and supportive environment.</p>	<p><b>Democracy</b> → Africa: a land of contrasts  Rules of Law → Sustainability - climate change and respect for the environment/ one another. Conflict and crime around the world e.g.: Piracy</p> <p><b>Individual Liberty</b> → Tectonic Hazards - responses and management.</p> <p><b>Mutual Respect</b> → Understanding of other cultures and diversity - Africa/ Conflict</p>	<p><b>Democracy</b> - Think, Pair Share activities throughout the schemes of learning. Students encouraged to respect all ideas through discussion and debate which is written into the schemes. An example of this would be in the lesson in Y8 HT4 ‘Can war ever be right?’</p> <p><b>Rules of law</b> - Consideration of moral issues such as ‘Can war ever be right’ Considering issues around the rightness and wrongness of actions within religious law - 5 precepts Buddhism</p> <p><b>Mutual Respect and Tolerance</b> - Implicit throughout all RS schemes. Considering misconceptions around religion that may impact on tolerance e.g. in Y8 focus on work around what Jihad actually means in the Peace and Conflict topic considering how this misconception may impact on society.</p> <p><b>Individual Liberty</b> - Student encouraged to express their own view throughout lessons in a secure environment and to be able to articulate their views in an appropriate manner. Discussion and Debates where students can vote and include their views</p>	

	<p><b>Mutual Respect &amp; Tolerance:</b> Students are respectful of all of the views expressed within lessons, all cultures and identities are celebrated and respected. Specific lessons on the British Empire and the role of Women in History</p>			
9	<p><b>Democracy</b> – respect the ideas and views of their peers, using their oracy and historical skills to explain how and why they agree with or disagree with the views shared by their peers. Specific lessons on the Age of Dictators and what happens when Democracy is dismantled.  <b>Rules of Law:</b> Prevalent through the lessons and schemes of work on the Year 9 History curriculum – students have the opportunity to share their views with the rest of the class – with students respecting their views and using their oracy and historical skills to explain how and why they agree with or disagree with the views shared. Students are taught through both individual lessons and overarching enquiry questions the</p>	<p><b>Democracy</b> → Y8 Decision making exercises taking into account multiple factors, groups of people and opinions e.g. Y8 Locating a Wind Farm. Collaborative learning analysing real world issues and evaluating the responses to them. e.g.: Deforestation, resource management.  <b>Rules of law</b> → Sustainability taught through each topic. Government actions and policies are reviewed and the ethics around them are considered e.g. The Living World, Tropical Rainforests and Cold Environments.  <b>Individual Liberty</b> → Analysis of environmental risk. Assessment practices offer students the opportunity to reflect and celebrate success together.  <b>Mutual Respect</b> → Study of different people, culture and countries throughout the course. Differentiation between levels of wealth, religion, gender roles etc. e.g. Urban Issues and Challenges</p>	<p><b>Democracy</b> - Think, Pair, Share activities. Discussions sharing a range of ideas  <b>Rule of Law</b> - Consideration of British law around Prejudice and Discrimination and Race Relations Act - Core RS. Discussions around how religion relates to law. Consideration of morality and ethics - how people decide what is right and wrong  <b>Mutual Respect and Tolerance</b> - Implicit throughout all RS schemes - CORE RS unit on Prejudice and Discrimination considers common prejudices and stereotypes within society and issues with them. Consideration of different groups within a religion e.g. Sunni/Shi'a split in the GCSE unit and different views within the Christian church show ideas around tolerance. GCSE includes evaluation questions which mean students have to consider and evaluate viewpoints which are different to their own</p>	<p><b>Democracy: Making Decisions Together.</b> Sociology we look at different stereotypes and learn how to respect people.  <b>Rules of Law: Understanding Rules Matter Sociology we look at how people behave and how their behaviour is controlled through sanctions and rewards</b>  <b>Individual Liberty: Freedom For All</b> - HSC we look at factors that affect your self esteem  <b>Mutual Respect &amp; Tolerance: Treat Others How You Want To Be Treated</b> - we look at globalisation in the family and how there are different family types</p>

	<p>importance of rules of law, why they should be adhered to and what happens when the rules of law breakdown. Specific lessons within the Holocaust scheme of work on what happens when democracy and the rules of law breakdown.</p> <p><b>Individual Liberty:</b> Students have the opportunity to express their views in a safe and supportive environment. Specific lessons within the Holocaust scheme of work on what happens when people's individual liberties are removed.</p> <p><b>Mutual Respect &amp; Tolerance:</b> Students are respectful of all of the views expressed within lessons, all cultures and identities are celebrated and respected. Specific lessons within the Holocaust scheme of work on what happens when mutual respect and tolerance between different groups of people ceases to exist.</p>		<p><b>Individual Liberty</b> - Student encouraged to express their own view throughout lessons in a secure environment and to be able to articulate their views in an appropriate manner. Discussion and Debates where students can vote and include their views</p>	
10	<p>GCSE History:  <b>Democracy</b> – respect the ideas and views of their peers, using their oracy and historical skills to explain how and why they agree with</p>	<p><b>Democracy</b> → Collaborative learning analysing real world issues and evaluating the responses to them. e.g.: Deforestation, resource management.  <b>Rules of law</b> → Sustainability taught through each topic. Government actions and policies are reviewed and the ethics</p>	<p><b>Democracy</b> - Students encouraged to share their ideas through frequent think, pair, share activities  <b>Rule of Law</b> - Consideration of British Law around factors that influence Community Cohesion in</p>	<p><b>Rules of Law:</b> Understanding Rules Matter - We look at moral development and norms and values in sociology  <b>Individual Liberty:</b> Freedom For All - HSC we look at the care value base and how we</p>

<p>or disagree with the views shared by their peers.</p> <p><b>Rules of Law:</b> Prevalent through all GCSE History lessons in terms of rules within the Academy and classroom as well as understanding the impact of Rules of Law within the Germany, Elizabeth and Conflict and Tension topics studied. All students are taught how to adhere to the rules within the academy including caring for each other and tidying their environment.</p> <p><b>Individual Liberty:</b> Students feel empowered to take risks and have a go through expressing their views through both small group work and whole class discussions.</p> <p><b>Mutual Respect &amp; Tolerance:</b> All cultures are celebrated and students are encouraged to share their views and opinions on all aspects of the topics we are covering. Students listen to these points of view respectfully and then use their oracy and historical skills to explain how and why they agree or disagree with the views of their peers.</p>	<p>around them are considered e.g. Government corruption in the Nigerian oil industry.</p> <p><b>Individual Liberty</b> → Analysis of environmental risk. Assessment practices offer students the opportunity to reflect and celebrate success together.</p> <p><b>Mutual Respect</b> → Study of different people, culture and countries throughout the course. Differentiation between levels of wealth, religion, gender roles etc. e.g. Changing Economic World</p>	<p>CORE RS. Consideration of law also around end of life issues such as Euthanasia. GCSE Islam section includes a unit on Crime and Punishment in Y10 when we consider the purpose of the justice system and the need for laws within a society. Marriage and Family Life unit looks at law around family life e.g. around marriage and the age of consent. Also how laws have changed over time - Same Sex marriage.</p> <p><b>Mutual respect and tolerance</b> - Implicit throughout all RS scheme - consideration of different life style choices in considering religious attitudes towards homosexuality and different types of family lives. Work on Gender discrimination within and outside of religious life is also completed as part of the Edexcel GCSE Christianity unit on Marriage and Family life. The need for forgiveness and reconciliation within society is also featured in the GCSE units.</p> <p><b>Individual Liberty</b> - Different cultures are valued and celebrated throughout the work completed both as part of CORE RS and the GCSE</p>	<p>look after people in a HSC setting. We look at communication skills and how they can affect how other people feel.</p> <p><b>Mutual Respect &amp; Tolerance:</b> Treat Others How You Want To Be Treated - we look at different family types in sociology and how other sociologists would explain them</p>
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11	<p>GCSE History:  <b>Democracy</b> – respect the ideas and views of their peers, using their oracy and historical skills to explain how and why they agree with or disagree with the views shared by their peers.  <b>Rules of Law:</b> Prevalent through all GCSE History lessons in terms of rules within the Academy and classroom as well as understanding the impact of Rules of Law within the Germany, Elizabeth and Conflict and Tension topics studied. All students are taught how to adhere to the rules within the academy including caring for each other and tidying their environment.  <b>Individual Liberty:</b> Students feel empowered to take risks and have a go through expressing their views through both small group work and whole class discussions.  <b>Mutual Respect &amp; Tolerance:</b> All cultures are celebrated and students are encouraged to share their views and opinions on all aspects of the topics we are covering. Students listen to these points of view</p>	<p><b>Democracy</b> → Collaborative learning analysing real world issues and evaluating the responses to them. e.g.: Deforestation, resource management.  <b>Rules of law</b> → Sustainability taught through each topic. Government actions and policies are reviewed and the ethics around them are considered e.g. Government corruption in the Nigerian oil industry.  <b>Individual Liberty</b> → Analysis of environmental risk. Assessment practices offer students the opportunity to reflect and celebrate success together. Tectonic and Atmospheric Hazards. Paper 3 skills - pre - release Issue Evaluation.  <b>Mutual Respect</b> → Study of different people, culture and countries throughout the course. Differentiation between levels of wealth, religion, gender roles etc. e.g. Challenge of Resource Management</p>	<p><b>Democracy</b> - Students encouraged to share ideas and opinions through think, pair, share activities  <b>Rule of Law</b> - Consideration of laws around matters of life and death at GCSE such as abortion law within the UK and law around Euthanasia. Peace and Conflict unit looks at ideas around Just War Theory and Holy war and considers whether war can ever be acceptable  <b>Mutual Respect and Tolerance</b> - Focus on Peace and Pacifism as part of the Peace and Conflict unit of work. Misconceptions around Jihad considered as part of the unity. Tolerance for other views discussed within lessons and the reasoning behind a variety of views which increases mutual respect and tolerance within society  <b>Individual Liberty</b> - Students are able to express their own view and listen to others throughout in debates and discussions</p>	<p><b>Rules of Law:</b> Understanding Rules Matter - Sociology we look at crime and deviance and how effective laws are. We also look at who enforces them  <b>Individual Liberty:</b> Freedom For All - In HSC we look at how health and well-being can affect someone self-esteem. We also look at lifestyle factors that can affect self-esteem.  <b>Mutual Respect &amp; Tolerance:</b> Treat Others How You Want To Be Treated - Sociology we look at stratification, in particular class, gender, ethnicity, age, sexual orientation and disability</p>
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	respectfully and then use their oracy and historical skills to explain how and why they agree or disagree with the views of their peers.			
12			<p><b>Democracy:</b> Discussions and group work involves students making decisions together.</p> <p><b>Rule of law:</b> Ethics consideration of law and Natural law in comparison with each other. Look at Utilitarianism and the law. In philosophy – discussion of law and rules from religious perspectives.</p> <p><b>Mutual Respect and Tolerance:</b> Understanding of all views and discussion on why there is a range of views between religious and non-religious people and consideration of how different groups of people make ethical decisions. A wide range of views are covered in philosophy and students are encouraged to listen to and engage with differing opinions on a range of topics.</p> <p><b>Individual Liberty:</b> Students are encouraged to participate within the lesson and express their own view.</p>	<p><b>Rules of Law:</b> Understanding Rules Matter - Criminology we look at how laws are made and who enforces them</p> <p><b>Mutual Respect &amp; Tolerance: Treat Others How You Want To Be Treated</b> - we look at the family and different types. We also look at the education system and cultural capital and investigate equity.</p>
13			<p><b>Democracy:</b> Islam and democracy as part of the A level. Looking at specific Muslim teachings around democracy. Study of hierarchy of laws (God's and man's)</p>	<p><b>Democracy: Making Decisions Together.</b> Criminology - We look at different crimes and think about suitable sentences.</p>



			<p><b>Rule of Law:</b> Islamic law - (Shariah and how it is formed) comparison with UK law. Ethics - how ethical decisions are made and law on ethical issues such as immigration, capital punishment</p> <p><b>Mutual Respect and Tolerance:</b> consideration of and understanding a range of views that could be different to students own views. A wide range of views are covered in philosophy and students are encouraged to listen to and engage with differing opinions on a range of topics.</p> <p><b>Individual liberty:</b> freedom to express students own views as part of discussions</p>	<p><b>Rules of Law:</b> Understanding Rules Matter - We look at social control and how effective laws are in achieving this</p>
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Year / Subject	Art	Design	PSHCE
7	<p><b>Democracy:</b> <b>Hundertwasser, Monster:</b> Pair work, small group work is planned into all projects.</p> <p><b>Rules of Law:</b> Ready, respectful, safe on all ppts. Setting up and clearing away strategies and structures. Health and Safety policy adhered to and signed by students. Hundertwasser practical lessons, Monster practical lessons have health and safety expectations and protocols built in.</p>	<p><b>Democracy:</b> Discussion of design ideas. Peer assessments of design ideas and finished products</p> <p><b>Rule of Law:</b> Listening to each other's views</p> <p><b>Individual liberty:</b> Developing new making skills through the use of different materials</p> <p><b>Mutual tolerance and respect:</b> Design inspiration from different cultures</p>	<p><b>Unit of Work: Self and Social Awareness</b></p> <p>Transition and safety: Transition to secondary school <b>(Rule of Law)</b></p> <p>Building Relationships (<b>Mutual Respect and Tolerance</b>)</p> <p><b>Unit of Work: Diversity (Covers all 4 Values throughout)</b></p> <p>LESSON 1 Britishness &amp; British Values A question of identity LESSON 2</p>

	<p><b>Individual Liberty:</b> Upgrade challenges, presenting group ideas to the class. Enterprise project allows for own products to go on sale.</p> <p><b>Mutual Respect &amp; Tolerance: Hundertwasser;</b> Artists studied have experienced learning needs, mental health conditions and been accepted, supported to success. Surrealism looks at alternative views of the norm</p>		<p>Choose Respect - Challenging Prejudice and Discrimination LESSON 3 Verbal bullying and banter LESSON 4 Bullying and Cyberbullying</p> <p><b>Unit of Work:</b> <b>Healthy Body - Healthy Mind (Individual Liberty, Mutual Respect and Tolerance.)</b></p> <p><b>Unit of Work:</b> <b>Financial Decision Making (Democracy, Rule of Law, Individual Freedom.)</b></p> <p><b>Unit of Work:</b> <b>Changing Adolescent Body: Puberty (Mutual Respect and Tolerance)</b> LESSON 1: The changes we go through LESSON 2: The Impact of Puberty Lesson 3: All About Feelings <b>Unit of Work:</b> <b>Careers - Developing skills and aspirations (Individual Freedom, Rule of Law).</b></p>
8	<p><b>Democracy: Hockney – Paper Printing</b> Pair work, small group work is planned</p>	<p><b>Democracy:</b> Discussion of design ideas. Peer assessments of design ideas and</p>	<p><b>Unit of work:</b> Crime, Law and the Courts <b>(Democracy, Rule of Law)</b></p>

	<p>in to all projects. <b>Food project – Pair work building.</b></p> <p><b>Rules of Law: Hockney &amp; Hockney Enterprise -</b> Ready, respectful, safe on all ppts. Setting up and clearing away strategies and structures. Health and Safety policy resigned at the beginning of the year. <b>Consider the environment – landscape.</b></p> <p><b>Individual Liberty:</b> <b>Hockney – consider the risk taken to create a new form of art</b> which becomes a world wide movement. <b>Food 3D –</b> consider the environment risk and the Health and Safety risk using 3D materials. <b>General;</b> Upgrade challenges, presenting group ideas to the class.</p> <p><b>Mutual Respect &amp; Tolerance: Hockney;</b> Artists studied LGBTQ. <b>Historical cultural Salt’s Mill.</b> Understanding diversity – create a fact file on the artist to understand the culture./history behind the work.</p>	<p>finished products. Appreciate the views of others</p> <p><b>Rule of Law:</b> Listening to each other’s views Where food comes from - sustainability</p> <p><b>Individual liberty:</b> Develop confidence to contribute in class / small group discussions</p> <p><b>Mutual tolerance and respect:</b> Design inspiration from natural forms and city-scapes</p>	<p><b>Unit of work:</b> Weapons Awareness &amp; Gangs <b>(Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance)</b></p> <p><b>Unit of work:</b> Democracy - Government and Party Politics <b>(Democracy, Rule of Law, Individual Liberty)</b></p> <p><b>Unit of work:</b> Identity and Respectful Relationships <b>(Mutual Respect and Tolerance, Individual Liberty and Rule of Law)</b></p> <p><b>Unit of work:</b> Emotional wellbeing and Digital literacy <b>(Mutual Respect and Tolerance, Rule of Law).</b></p>
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<p>9</p>	<p><b>Democracy: Portraits – Pop Art Calendars. Small group work up to 4,</b> pair work and individual work for Art and enterprise project.</p> <p><b>Rules of Law: Portraits – peer feedback</b> to consider feelings of a person receiving feedback on quite a personal project. Recycling – 6Rs to recreate safely.</p> <p><b>General;</b> Ready, respectful, safe on all ppts. Setting up and clearing away strategies and structures. Health and Safety policy adhered to and signed by students.</p> <p><b>Individual Liberty: Portraits enterprise-</b> create a product for sale.</p> <p><b>Recycling –</b> give new life to old products – take a risk on the creation succeed/fail. Consider a product as a saleable item. <b>General;</b> Upgrade challenges, presenting group ideas to the class</p> <p><b>Mutual Respect &amp; Tolerance: Portraits: Warhol, Lichtenstein, Rauschenbery, Hockney.</b> Artists studied LGBTQ, have experienced learning needs, mental health conditions.</p>	<p><b>Democracy:</b> Discussion of design ideas. Peer assessments of design ideas and finished products. Working as part of a team, make valid contributions. Appreciate the views of others</p> <p><b>Rule of Law:</b> Listening to each other’s views. Where food comes from - sustainability Sourcing of materials - recycling, upcycling, sustainability</p> <p><b>Individual liberty:</b> Contribute to class and small group discussions Develop wider specialised skills specific to chosen technology</p> <p><b>Mutual tolerance and respect:</b> Developing awareness of alternative methods and processes in making. Listen to and respect alternative views and opinions</p>	
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	<b>General;</b> Cultural and Historical		
10	<p><b><u>Democracy: Structure; Collaborative Learning:</u></b> discussing and analysing artworks from a minimum of 3 artists. Pair work, small group work is planned in to all projects</p> <p><b><u>Rules of Law:</u></b> Ready, respectful, safe on all ppts. Setting up and clearing away. Health and Safety policy</p> <p><b><u>Individual Liberty:</u></b> Upgrade challenges, presenting group ideas to the class</p> <p><b><u>Mutual Respect &amp; Tolerance:</u></b> Artists studied have learning needs, mental health conditions,</p>	<p><b>Democracy:</b> Discussion of design ideas Peer assessments of design ideas and finished products Working as part of team - make valid contributions, take on different roles within a team</p> <p>Appreciate the objective views of others</p> <p><b>Rule of Law:</b> Listening to each other's views. Where food comes from – sustainability. Sourcing of materials - recycling, upcycling and sustainability. Energy efficiency. Legal requirements of the vocational area they are working in</p> <p><b>Individual liberty:</b> Contribute to class and small group discussions. Develop wider specialised skills specific to chosen technology. Be aware of the different roles within the industry.</p> <p><b>Mutual tolerance and respect:</b> Developing awareness of alternative methods and processes in making. Listen to and respect alternative views and opinions. Energy efficiency. Start to be aware of the different roles within the industry and understand how they interrelate to each other.</p>	
11	<p><b><u>Democracy:</u></b> Pair work, small group work is planned in to all projects</p> <p><b><u>Rules of Law:</u></b> Ready, respectful, safe on all ppts. Setting up and clearing away. Health and Safety policy</p>	<p><b>Democracy:</b> Discussion of design ideas Peer assessments of design ideas and finished products. Working as part of a team - make valid contributions, take on different roles within a team including leadership of an activity. Appreciate the objective views of others</p> <p><b>Rule of Law:</b> Listening to each other's views. Where food comes from – sustainability. Sourcing of materials -</p>	

	<p><b>Individual Liberty:</b> Upgrade challenges, presenting group ideas to the class</p> <p><b>Mutual Respect &amp; Tolerance:</b> Artists studied have learning needs, mental health conditions,</p>	<p>recycling, upcycling and sustainability. Energy efficiency. Legal requirements of the vocational area they are working in and lines of responsibility.</p> <p><b>Individual liberty:</b> Contribute to class and small group discussions. Develop wider specialised skills specific to chosen technology.</p> <p><b>Mutual tolerance and respect:</b> Developing awareness of alternative methods and processes in making. Listen to and respect alternative views and opinions. Energy efficiency. Understand how the different roles within the industry and understand how they interrelate to each other.</p>	
12	<p><b>Democracy:</b> Pair work, small group work is planned in to all projects</p> <p><b>Rules of Law:</b> Ready, respectful, safe on all ppts. Setting up and clearing away. Health and Safety policy</p> <p><b>Individual Liberty:</b> Upgrade challenges, presenting group ideas to the class</p> <p><b>Mutual Respect &amp; Tolerance:</b> Artists studied have learning needs, mental health conditions,</p>	<p><b>Democracy:</b> Working as part of team - make valid contributions, take on different roles within a team including leadership of an activity</p> <p><b>Rule of Law:</b> Legal requirements of the WEEE directive and responsible design in lines of responsibility</p> <p><b>Individual liberty:</b> Develop wider specialised skills specific to chosen technology</p> <p><b>Mutual tolerance and respect:</b> Inclusive design is a key element of product Design, everyone has the right to be included and everyone's point of view is relevant. Consumer's religious and cultural views taken into account. Ethics and morals.</p>	

13	<p><b>Democracy:</b> Pair work, small group work is planned in to all projects</p> <p><b>Rules of Law:</b> Ready, respectful, safe on all ppts. Setting up and clearing away. Health and Safety policy</p> <p><b>Individual Liberty:</b> Upgrade challenges, presenting group ideas to the class</p> <p><b>Mutual Respect &amp; Tolerance:</b> Artists studied have learning needs, mental health conditions,</p>	<p><b>Democracy:</b> Working as part of team - make valid contributions, take on different roles within a team including leadership of an activity</p> <p>Appreciate the objective views of others</p> <p><b>Rule of Law:</b> A moral compass when designing and sourcing materials from other countries in terms of slavery and child labour,</p> <p><b>Individual liberty:</b> Inclusive design is a key element of product Design, everyone has the right to be included and everyone's point of view is relevant</p> <p><b>Mutual tolerance and respect:</b> Inclusive design is a key element of product Design, everyone has the right to be included and everyone's point of view is relevant. Consumers' religious and cultural views taken into account. Ethics and morals.</p>	
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