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|  | **The Rule of Law** | **Democracy** | **Mutual Respect and Tolerance for Those with Different Faiths and Those without Faiths** | **Individual Liberty** |
| **English** | Debating the moral implications of breaking the law as in ‘An Inspector Calls | The rights of society and the rule of democracy is discussed in ‘An Inspector Calls’ | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences | Individual liberty is studied and examined through political texts such as ‘An Inspector Calls’ |
| **Maths** | Taxes/VAT/Budgets Comparison of different countries taxes and spending (Percentages/Fractions/Statistics) | Different Voting Systems (Proportional representation/ Stratified sampling/ Questionnaires and bias) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | Benefits/Minimum wage/ Individual Finances (Percentages/Arithmetic) |
| **Science** | Inheritance & Biological Uses – Laws relating to cloning, abortion fertility treatment, anonymity of donors, GM crops | Reproduction – abortion laws & legalisation of contraceptive pill empowered women to take control of their fertility | Inheritance – Evolution, Abortion Homeostasis – Use of pig Insulin, reasons for the development of human based insulin from genetic engineering. Science Vs Religion | Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| **Art** | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support Sixth form mentoring year 11’s. | Portraiture project | Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people. |
| **Business Studies** | Enterprise and business world –external factors – PESTLE Factors.  Employment Law, Legal Regulatory Bodies, Protection of Intellectual Property. | Principles of customer service Personal selling Recruitment selection and employment. Employment Law Trade Unions, worker’s rights. | Recruitment, selection and employment. Adaptation of products/services to cater to differing needs. | **Adapting to changes from the environmental impacts.** |
| **Child Development** |  | Health, Social Care and Early years services provided at the point of need for service users | Individual birthing choices | Individual birthing choices |
| **Geography** | China- One Child Policy. The impact of State policy on a population | SDME: Should coastal managed retreat be decided by local or national councils? | Knowledge of ‘other’ (and self) people, places, beliefs and cultures Respecting ‘other’ opinions in debates | Is poverty a choice? Shanty Towns and the politics of mobility |
| **Health and Social Care** | Individual rights and responsibilities Code of conduct in HSC settings | Health, Social Care and Early years services provided at the point of need for service users. |  |  |
| **History** | Use of laws/legislation that was introduced by the Labour/Tory party post 1945 on immigration and race relations | 1933- the ‘death’ of democracy in Nazi Germany | Covered within our ‘changing Britain’ module- whereby students assess how much Britain ‘liberalised’ throughout the period. | Impact of immigration upon Britain- struggle for equality |
| **ICT** | CMA, CDPA, RIPA, FOI | Open-source software development, public ownership licenses | Regulation of Investigatory Powers Act (RIPA) - *(limitations on tapping digital comms.)*, Data Protection Act, Online Privacy, Data Encryption Techniques | Digital Piracy, Copyright Designs & Patents Act (CDPA) |
| **Creative Media** | Regulation of the music industry (OfCom)/home regulation | Key concept of representation is tackled in detail across both key stages, including: · How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) · Institutional ideologies/ audience values · Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | Using media as a practical tool to express creative voice Ownership of learning through personal choice of topic, e.g. music genre |  |
| **Physical Education** | Safe/correct equipment Elaborating on why we have Laws/Rules Officiating as an assessed practical – knowing the Laws and applying them appropriately | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) PE Prefects Development of tactical awareness GCSE practical criteria – positions, effectiveness in individual/team sports | Referee officiating courses Inclusivity and participation, CHIRPS - covered in GCSE content | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) Presentations in GCSE lessons |
| **Psychology** | Criminal behaviour – importance of defining crime and measuring crime; cultural variations; historical variations | Keeping order in institutions – Zimbardo Stanford Prison Experiment | The Self: Unconditional positive regard. – leads to self actualisation | The self – unconditional positive regard to self - actualisation |