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|  | **The Rule of Law** | **Democracy** | **Mutual Respect and Tolerance for Those with Different Faiths and Those without Faiths** | **Individual Liberty** |
| **Art & Design** | 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. | Investigation of personal belief systems through ‘Personal Study’ | Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people. |
| **Biology** | Risk & Hazard – teaching students to safely assess this for their own personal wellbeing. Health & Safety Laws – why students have to wear goggles, why some practical’s are demo only, why we can’t keep Rubidium in schools.  Eugenics | Global Warming – International Accords on Emissions and impacts, local referendum on congestion charges in other cities | Drug Testing protocols / PIGD freedom of information / genetic screening / abortion / right to life – when does life start | PIGD – ownership of DNA blueprint / sharing of karyotype |
| **Business Studies** | Business and the external environment Human Resources legislation  The business environment – Government Aspects of employment law Aspects of contract and business law, civil liability, legal system, criminal law | The impact on stakeholders The external environment Leadership and decision making Human resources  Aspects of the legal system and Law-making process | Human Resources  Marketing Recruitment and selection Human resource management Developing teams Understanding business ethics International business | Aspects of employment Law Aspects of civil liability |
| **Chemistry** | Hydrocarbons – age of vehicle use age Alcohol Production – age to legally purchase alcohol, legality of making own alcohol Risk & Hazard – teaching students to safely assess this for their own personal wellbeing. Health & Safety Laws – why students have to wear goggles, why some practical’s are demo only, why we can’t keep Rubidium in schools etc | Alcohol production  Global Warming  CFCs |  |  |
| **English Literature** | In both Language and Literature, a range of texts are studied within their contexts, including the question of the rule of law | The role of democracy is studied through the study of contexts for a range of challenging texts for both Language and Literature | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences. | The notion of individual liberty is studied through a range of fiction texts and a range of contexts (including the First World War) |
| **Film Studies** | Regulation of Film (BBFC), music (OfCom/home), TV & radio (OfCom), Advertising (ASA), internet (home), print media (IPSO) Changes to law related to gender and ethnicity | 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 | Issues around online privacy and ownership of online content |  |
| **Geography** | Legal regulations that affect cities eg prohibited urban growth in greenbelts.  Laws on protecting buildings in urban regeneration, such as listed buildings. | Freedom of voice for all in society, for issues covering coastal protection, fossil fuel emissions, plastic pollution | Post modern western cities, discussing values, architecture, structures and planning based on pluralist egalitarian principles.  Equality for all races and faiths |  |
| **Games design** | UKIE regulators and the controls in place to keep users safe including PEGI system. | The use of Praise Question Pose model to devlop interaction with a Games team.  Gallery Walks to critique work. |  | Intellectual rights of designs and concepts to be developed. |
| **Health & Social Care** | Preventing discrimination through legislation | What is equality, diversity and rights? | Choice of units taken based on individual pathways. Respect for differing beliefs about surgery, blood and ethical debates relating to genetic implications Promotion of care values to prevent discriminatory practice | Communication- choice of preferred methods e.g. advocates, interpreters Cultural diversity in communication |
| **History** |  |  |  |  |
| **ICT** | CMA, CDPA, RIPA, FOI | Freedom of Information Act | RIPA, Online Privacy, Data Security, Data encryption | Piracy, state Sponsored cyber attacks, CDPA, |
| **Mathematics** | Prevention of Tax Evasion through statistical analysis. | Gerrymandering | 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. |
| **Physics** | Risk & Hazard – teaching students to safely assess this for their own personal wellbeing. Health & Safety Laws – why students have to wear goggles, why some practical’s are demo only, why we can’t keep Rubidium in schools etc |  |  |  |
| **Psychology** | Social Change: recycling, LGBT, Gay marriage | Psychopathology and understanding the values held within our culture and how it differs between other cultures Obedience: Social Change, Milgram, explanations of obedience | Abnormality and Individual Differences; homosexuality, islamophobia, mental health | Psychopathology and understanding the values held within our culture and how it differs between other cultures LGBT Social Change |
| **Sociology** | Examination of policies relating to education: 1870 Foster Education Act, 1944 Education for All, 1988 Education Reform Act | What is education for? What do the different perspectives say about education? | Examination of the issue of Faith Schools, units on gender and race in education. The spine of the course is an examination of differential education attainment – in other words social class, social mobility, equal opportunities/meritocracy |  |