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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** | Ethical Issues in Biology – Age of viability / right to resuscitation, laws regarding euthanasia (linked to degenerative conditions) 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 | Global Warming – variation in response to GW from different nations | Evolution – Hominid Evolution Science Vs Religion Right to refuse treatment against medical advice | Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| **Business Studies** | Analysing the external environment to assess opportunities and threats: political and legal change  The business environment – Government Aspects of employment law Aspects of contract and business law, civil liability, legal system, criminal law | Internationalisation Culture  Aspects of the legal system and Law-making process | Intellectual property  Marketing Recruitment and selection Human resource management Developing teams Understanding business ethics International business | Aspects of employment Law Aspects of civil liability |
| **Chemistry** | 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 |  |  |  |
| **English 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 | 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). | Debates regarding self-regulation vs government regulation. Free speech in the media and the censorship debate | 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 |  |
| **Health & Social Care** | Health and Safety Legislation, Public Health legislation and application over time, Safeguarding adults and children | Whistleblowing | Respect for differing beliefs about surgery, blood and ethical debates relating to genetic implications, Promotion of care values to prevent discriminatory practice | Use of case studies to illustrate how service users make choices in care settings |
| **History** | The changing of laws and legislation during the Civil Rights Movement. | The impact of the Civil Rights Movement and the fight for equality | Fight for Civil Rights in America. |  |
| **ICT** | CMA, CDPA, RIPA, FOI | Freedom of Information Act | RIPA, Online Privacy, Data Security, Data encryption | Digital 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 how 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** | 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** | Defining and measuring crime and explanations of criminal behaviour Legislation to promote healthy behaviour e.g. laws such as smoking ban | Power and Democracy The Innocence Project – Understanding the purpose of the legal system | Dysfunctional behaviour: cultural differences in understanding normal and abnormal behaviour. DSM is ethnocentric | Debates such as free will vs determinism Pleading Not Guilty for Reasons of Insanity Debate such Situational vs Individual Differences |
| **Sociology** | Who makes the law in the UK – sovereignty, EU and parliament, power of MNC and the City. WTO, IMF and World Bank, trade such as TTIP. Globalisation and the rule of law. | Defining democracy, Is meritocracy dead?, Examine other kinds of political systems, to examine the difference between power and authority, decision making and non-decision making, the rise and fall of the political party. | Gender and power, globalisation | Political participation and pressure groups |