

North Liverpool Academy British Values Overview Year 7 2016-2017

Y7 Subject	The Rule of Law	Democracy	Mutual Respect and Tolerance for Those with Different Faiths and Those without Faiths	Individual Liberty
English	Debating the role of the law and issues surrounding laws in texts such as 'Holes'	The rights and voice of the individual are discussed through a range of texts including 'Holes' and 'The Tempest'	Studying of a range of texts, including poetry, which refer to cultural and spiritual differences.	The concepts of individual freedom are discussed through texts such as 'The Tempest'
Mathematics	Taxes/VAT/Budgets (Percentages/Fractions/Statistical diagrams)	Polling/First past the post (Questionnaires & Sampling/Tally Charts/Statistical diagrams)	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.	Acceptance of different Ethnicity/Sexuality/Religion (Sampling/Census/Percentages)
Science	Reproduction – age of sexual consent, 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.		Reproduction – developing a safe classroom environment for students to ask questions regarding the topic through anonymised q boxes.	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 – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis	American Culture and Mexican culture & beliefs Pop art and Mexican Day of the Dead Alters	Creating choices through scaffolding at beginning of projects

	discussion work with clear expectations set by teacher.	Peer assessment Buddying up students to extend and support		
Design & Technology	Basic Health and Safety Act COSHH PPE British H+S Packaging laws	Pupils voice Group feedback	Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product (inc. food), Non-gender products designed Cooperation when working on practical activities. Teamwork in simple production line.	Self-assessment freedom to express design ideas
Drama / Performing Arts			Develop empathy and understanding of the impact of Bullying, understand the inner emotions of a bullied person, reflect on the personal response and how bullying can be dealt with both as a bullied person and on-looker.	
Geography	London and Congestion charge. Spaces of political inclusion/exclusion and mobility.	How can we make London more SEE sustainable?	Knowledge of 'other' (and self) people, places, beliefs and cultures Respecting 'other' opinions in debates	Woodbridge as a 'melting pot'. People have the opportunity in the UK to follow rule of law and have freedom. One of the reasons for high levels of immigration to UK/ London
History	Magna Carta- King John- the idea that a parliament was beginning to be set up- 1215	Feudal system- peasants revolt		
ICT & Computing	e-Safety – Hacking Cyber-bullying	Accessibility of web-publishing – anyone can publish their thoughts Digital Footprint Social Media	Privacy – personal information online Social Media Accounts Risks posed in online gaming environments	Netiquette, Acceptable use policy Digital Footprint

		Computer Game development – need for laws/rules in designing behaviours		
i-lead [lifelong Education and Development]	The value of the rules and laws Religious beliefs and how beliefs form laws. Personal beliefs and values. Make comparison with British values.	What is Britain? What does it mean to be British? The respect of others, rights, personal freedoms and how to exercise these safely Religious leaders and founders, how they were chosen. Comparison with the democratic process	Developing respect for all through religious understanding and tolerance.	Exploring the rights to the freedom to believe in whatever one wishes to believe.
Music	Working together and performing as an ensemble: respect and tolerance of differences. Classroom routines; learning how to look after electrical equipment and other instruments.	Discussion work – mutual respect and listening to others view points Repression/repressed people discussed through Rap unit and African Drumming.	Studying Music from different cultures; African drumming, rap (Justice)	Self-assessment of performances and compositions. Freedom to create individual responses in practical elements. Experiencing different roles in ensemble performances.
Physical Education	Rules/Laws of games/sports Department policies (actions and consequences) i.e. no kit policy/detentions Conditioned games – adapting to new rules Respecting officials and their decisions Fair play and sportsmanship Updated PE information board – latest news/sporting updates	Leadership – warm ups, captains, tactical input Sports Leader – course Freedom to choose activities when leading – warm-ups (as long as safe and effective) Tactics/formations – decided in teams Updated PE information board – latest news/sporting updates	Respect for others on team/opponents/in class Differing abilities within activities – being inclusive (LSA) Respect for officials Differing roles within sport Understanding of consequences of actions towards others Adapt activities for religious reasons – Ramadan/clothing Dances from different cultures	Individual Performances in Dance/gym – creativity/freedom to develop own performance within criteria Experiencing different roles and positions in sports and teams Freedom to choose activities when leading – warm-ups (as long as safe and effective) Updated PE information board – latest news/sporting updates

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Modern Foreign Languages	Discussion about school rules and how these apply to the wider world. Discuss difference between school rules in TL country and UK.	Discovering the cultural variety of TL countries. Using authentic resources and projects to demonstrate understanding.	Exploring the right to education and comparing how this applies in TL country.	
Other				