

<b>Y11 Subject</b>	<b>The Rule of Law</b>	<b>Democracy</b>	<b>Mutual Respect and Tolerance for Those with Different Faiths and Those without Faiths</b>	<b>Individual Liberty</b>
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North Liverpool Academy British Values Overview Year 11 2016-2017

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<b>English</b>	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’
<b>Mathematics</b>	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)
<b>Science</b>	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
<b>Art</b>	Classroom routines create a safe and ordered environment – confidence building	Discussion work – mutual respect and listening to others view points	Portraiture project	Individual choices of: Materials, processes, skills Ideas & development

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	Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher.	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.		Artists, designers, photographers and crafts people.
<b>Business Studies (BTEC)</b>	Enterprise and business world –external factors Financial aspects of a business start- up. For example Data Protection and Consumer Protection Act.	Principles of customer service Personal selling Recruitment selection and employment	Recruitment, selection and employment Legislation – The Equality Act Business Ownership	Financial Awareness – Business accounts
<b>Business Studies (GCSE)</b>	Enterprise and the entrepreneur The business plan External influences- Government Policy	Marketing in the wider business environment	Business ownership, trading organisations and growth Employment and retention	
<b>Child Development</b>	.	Health, Social Care and Early years services provided at the point of need for service users	Individual birthing choices	Individual birthing choices
<b>Design &amp; Technology (all subjects)</b>	Copyright Trademark law BSI COSHH PPE British H+S	Pupils voice Group feedback	SMSC beliefs considered when designing a product (inc food) Non gender products designed	Self-assessment freedom to express design ideas
<b>Drama</b>	Study of FACE by Benjamin Zephaniah Explores the choices and dilemmas a boy faces and the consequences of these actions	Face explores faith and loss of this.		

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<b>Modern Foreign Languages</b>	Problems in the town where you live and possible solutions. Discussion on laws in TL country.	Film review in TL that tackles issues around disability and prejudice.	Listening to a range of opinions on school, smoking, sport etc, and giving your own opinions.  Research of equal rights in TL country with regards to faith, marriage, poverty, drugs and alcohol.	
<b>Geography</b>	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
<b>Health &amp; Social Care</b>	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.		
<b>History</b>	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
<b>ICT &amp; Computing</b>	Networking: Computer Misuse Act Hacking Data Protection Act	Web-filtering: ICT support for the disabled Gaming equality Open Source Software	Encryption techniques used to safeguard digital privacy	Permanence of online postings/social media Open source code Personal data Digital Piracy Copyright Designs & Patents Act (CDPA)

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<b>i-lead [ Lifelong Education and Development ]</b>	Rights and responsibilities of consumers, employers and employees Comparison of religion, religious beliefs and laws with the laws of Britain.	Forms of government beyond the UK Challenges facing the global community – international disagreements and conflicts Comparison of faiths and perspectives on faiths. Developing an understanding of different beliefs and reducing ignorance. Promoting acceptance of change above tolerance.	Who has the right to marriage? Are we all equal? What should we do about poverty? What happens when we die? Religious views of drugs and alcohol	Individual and collective action and communities Do humans really have free will?
<b>Media Studies</b>	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	
<b>Music</b>	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	Studying Music from different cultures; Unit 1, African Music, Indian Music and Music of the Caribbean.	Self-assessment of performances and compositions. Freedom to create individual responses in practical elements.

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				Experiencing different roles in ensemble performances.
<b>Physical Education</b>	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
<b>Psychology</b>	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