

Y8 Subject	The Rule of Law	Democracy	Mutual Respect and Tolerance for Those with Different Faiths and Those without Faiths	Individual Liberty
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North Liverpool Academy British Values Overview Year 8 2016-2017

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English	Debating the implications of breaking the law in texts such as 'The Outsiders'	Debating ideals of democratic rights in texts such as 'Animal Farm'	Studying of a range of texts, including poetry, which refer to cultural and spiritual differences.	Issues raised about individual liberty in texts such as 'Animal Farm' and 'The Outsiders'
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	Health & Drugs – legal and illegal drugs why is smoking tobacco legal but cannabis not, Health & Safety Laws – why students have to wear goggles, why some	Health & Drugs – The role of the NHS, how the NHS is perceived in other countries Health & Drugs – debating whether cannabis should be	Debating – Animal Testing	Right to refuse treatments, not use drugs tested on animals, Equipping students with the relevant knowledge to help them make informed

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	practical's are demo only, why we can't keep Rubidium in schools etc.	legalised / alcohol made illegal		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.	European culture & beliefs. British culture & beliefs – Spring watch/bird watching = 3D Bird box project.	Creating choices through scaffolding at beginning of projects
Design & Technology	Health and Safety Act COSHH PPE British H+S	Pupils voice Group feedback	SMSC beliefs considered when designing a product. (inc food) Non gender products designed Team work in a practical activity	Self-assessment freedom to express design ideas Choice of H/L
Drama			Medieval theatre: Religion and the church central to the theatre at this time; Develop knowledge of the theatrical style of medieval theatre. Understand the specific techniques in Medieval times. Create performances using traditional text and skills.	

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Geography	Urbanisation SOW- planning permission for the allotment site for change of use. Following planning law	SDME: How can we protect people in the UK from flooding?	Knowledge of ‘other’ (and self) people, places, beliefs and cultures Respecting ‘other’ opinions in debates	Do people have the opportunity to ‘develop’? Does a ‘postcode’ lottery for life changes and life expectancy exist?
History	WWI and the Treaty of Versailles- how was it decided that a nation would be blamed? The laws applied afterwards	The abolition of the slave trade- did democracy prevail?	The witch craze- the treatment of ‘outcasts’ in medieval society.	Abolition of the slave Trade- 1807- the abolitionists
ICT & Computing	e-Safety – Hacking Cyber-bullying	Accessibility of web-publishing – anyone can publish their thoughts Digital Footprint Social Media Computer Game development – need for laws/rules in designing behaviours	Privacy – personal information online Social Media Accounts Risks posed in online gaming environments	Netiquette, Acceptable use policy Digital Footprint
i-Lead[Lifelong Education and Development]	What is democracy? Religion and equality – laws that have been put in place to ensure there is equality and fairness.	What is multiculturalism? Studying the Civil Rights movement, how it had an impact on democracy.	Comparing personal views with the views of others, accepting differences through understanding of the different views.	Religion and equality, studying apartheid and its problems, The Civil rights Movement and its importance.
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	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	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	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

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	Updated PE information board – latest news/sporting updates	Updated PE information board – latest news/sporting updates	Adapt activities for religious reasons – Ramadan/clothing Dances from different cultures Updated PE information board – latest news/sporting updates	(as long as safe and effective) Updated PE information board – latest news/sporting updates
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.	Repression or repressed people discussed through Blues music and African Drumming. Discussion work – mutual respect and listening to others view points	Studying Music from different cultures; Blues, African Drumming, Samba.	Self-assessment of performances and compositions. Freedom to create individual responses in practical elements. Experiencing different roles in ensemble performances.
Modern Foreign Languages	When describing a world trip, discussion around the laws which may have an impact on this e.g. movement between different countries.	Exploring the TL country through the context of holidays to a variety of destinations. Discussion around the respect and tolerance for different cultures.	Tolerance of those with different opinions (for example in the context of music) and discussion around all students having the freedom to express and explain their own opinions.	Discussion of equality in TL country

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