

<b>Y9 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 9 2016-2017

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<b>English</b>	Debates are held around legal issues as evidenced in texts such as ‘Of Mice and Men’	The rights and freedom of the individual and society are debated through texts such as ‘Macbeth’ and in the conflict poetry	Studying of a range of texts, including poetry, which refer to cultural and spiritual differences.	Issues raised in the conflict poetry and ‘Of mice and Men’ are discussed
<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>	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	Energy – Policy on which resources to develop for electricity production (renewable vs non) including arguments for nuclear fuels	Human Nutrition – exploring ideas about balanced diets, impacts of diets through choice (vegan etc) or religion	Human Nutrition – discussing impacts of choosing to follow a restricted diet on human health, Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future

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<b>Art</b>	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	British culture & beliefs. Around the family dinner table.	Creating choices through scaffolding at beginning of projects
<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	Financial Awareness – Business accounts
<b>Design &amp; Technology</b>	COSHH PPE British H+S British Standards	Pupils voice Group feedback	SMSC beliefs considered when designing a product (inc food) Non gender products designed	Self-assessment freedom to express design ideas Choice of H/L
<b>Performing Arts Drama</b>	Explore the real-life contemporary situation of the London Riot, research the different groups involved through verbatim text. Consider the choices and opinions of those involved, debate these choices and present an opinion. Dilemmas: Assess choices made during given situations, examine the impact of these by exploring the chosen responses Discuss and debate these ideas verbally and practically	Explore the real-life contemporary situation of the London Riots, research the different groups involved through verbatim text. Consider the choices and opinions of those involved. Debate these choices and present an opinion.	Explore the real-life contemporary situation of the London Riots, research the different groups involved through verbatim text. Consider the choices and opinions of those involved. Debate these choices and present an opinion. Dilemmas: assess choices made during given situations , examine the impact of these by exploring the chosen responses, discuss and debate	

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<b>French</b>	Module on French around the world – comparing different French speaking countries in Africa and the Carribean	Looking at religion in France – what are the main religions? What are the issues facing France in terms of integration?	Debates (mainly in English) on democracy and religion – ground rules set for productive and respectful debates.	
<b>Geography</b>	Asylum seekers and UK law	Debating Matters: Fair trade holds back the developing world	Knowledge of ‘other’ (and self) people, places, beliefs and cultures Respecting ‘other’ opinions in debates	Ethical geographies SOW- themes of migration and ethical consumption
<b>Health &amp; Social Care</b>	Legislation relating to food safety.	Health, Social Care and Early year’s services provided at the point of need for service users.	Factors influencing dietary needs	The right to choice in a care setting
<b>History</b>	Nuremburg Laws- idea of Anti-Semitic laws being used in Nazi Germany- the impact of how these laws effected one community- persecution through law. Can discuss the importance of law being fair and just	Votes for women- how women got the vote in 1918/1928- the fight for a fully franchised society.	The persecution of the Jewish community 1933-1945. The treatment of Walter Tull- first black officer in WWI	
<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)
<b>I-LEAD</b>	The law, the justice system and young people How belief in God impacts on the formation of law.	Democracy and decision making The rise of political parties such as UKIP and BNP Making comparisons of personal views and opinions with those of others on ethical matters	The changing nature of the UK society How living in a religious country may have an impact on individual freedom and rights. i.e. Homosexuality	Political, legal and human rights

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<b>Physical Education</b>	<p>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</p>	<p>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</p>	<p>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            Updated PE information board – latest news/sporting updates</p>	<p>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</p>
<b>Music</b>	<p>Working together and performing as an ensemble: respect and tolerance of differences.            Classroom routines; learning how to look after electrical equipment and other instruments.</p>	<p>Discussion work – mutual respect and listening to others view points</p>	<p>Studying Music from different cultures; Area of Study 2, Popular Music (social context) and Area of Study 3, Traditional Music.</p>	<p>Self-assessment of performances and compositions.            Freedom to create individual responses in practical elements.            Experiencing different roles in ensemble performances.</p>
<b>Modern Foreign Languages</b>	<p>When discussing a trip to TL country considering the differences in law between the UK and TL country– especially when talking about a treasure hunt in the city.</p>	<p>Research into traditions in TL country.             Look at religion in TL country. What are the issues TL country in terms of integration?</p>	<p>Discussion around children’s rights and responsibilities around the world, specifically in Spanish speaking countries.             Debates (mainly in English) on democracy and religion – ground rules set for productive and respectful debates.</p>	

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