

British Values

Below is a table linking the 'British Values' as described by DfE and the areas of citizenship

British Value (from DfE)	Area of citizenship (in this document)
democracy,	1a,d 2c 6a
the rule of law	1b 2a,b,c
individual liberty	1c 2a 6c
mutual respect	1c 2b 3a,b,c 5a,b,c
tolerance of those with different faiths and beliefs	1c 3a,b,c 4d 5a,c

PROVISION OF British Values @ KEY STAGES 3 and 4

KEY CONCEPTS

1 DEMOCRACY AND JUSTICE		
Concept	KS3	KS4
a. participating in different kinds of decision making and voting in	<p>1) Gandhi - Y7, Hinduism Martin Luther King - Y8, MLK Debating Ethical Dilemmas, e.g. Abortion/Euthanasia - Y9, Ethics</p> <p>2) Pupils consider a variety of issues involving the implications of science: - global warming - genetic engineering - cloning - alternative energy (Science)</p> <p>3) Discussions about different approaches to methods of problem solving and advantages and disadvantages of them in Maths</p> <p>4) Set ground rules in yr 7 – 11. Students decide and vote on best 5 or 6. (PSHE)</p> <p>9) MUSIC – group work, allocating different roles including ensemble leaders. Discussion on effective ensemble work,</p>	<p>5) Making Moral Decisions Taking Part in Democratic Processes - Unit on Rights & Responsibilities, RS GCSE</p> <p>6) Stem cells, contraception, Quarrying and mining Energy and Nuclear power debates (Science)</p> <p>7) Creating an anti-tobacco campaign for press, radio or TV. Writing a formal letter to a newspaper to comment on health campaigns/write letter to MP/magazine to suggest action for anti-binge drinking campaign. (MFL: KS5/Asset French)</p> <p>8) Discussions about different approaches to methods of problem solving and advantages and disadvantages of them in Maths</p> <p>10) MUSIC – group work, allocating different roles including ensemble leaders. Discussion on effective ensemble work,</p>

	<p>making musical adjustments to work based on criteria given.</p> <p>11) Y7 Coasts: (Role Play – Public Meeting) How to manage the Holderness Coast Y8 Climate Change: (Role Play - International Climate Change Conference) Carbon Emission Cuts Y9 Tropical Rainforest: (Role Play – Public Meeting) Should the rainforest be developed. Y9 Tropical Rainforest: (Decision Making Activity) How should the rainforest be developed sustainably.</p>	<p>making musical adjustments to work based on criteria given.</p>
<p>b. weighing up what is fair and unfair in different situations, understanding justice is fundamental to democratic society, exploring role of law in maintaining order and resolving conflict</p>	<p>1) Gandhi - Y7, Hinduism Ten Commandments and Relevance of Law - Y7, Patriarchs Martin Luther King - Y8, MLK project Human Rights, Stereotyping, Prejudice, Discrimination, Racism, Global Issues - Y9, Global Citizenship</p> <p>2) Fairness is central to the scientific method. Pupils are required to assess the</p>	<p>7) Human Rights, Moral Duties, including Fairtrade - Unit on Rights & Responsibilities, RS GCSE Law and Justice, Legal and social aspects of Drugs and Alcohol - Unit on Crime & Punishment, RS GCSE Laws on discrimination – Unit on Community Cohesion (RS GCSE)</p> <p>8) Some pupils may study “The Crucible” by Arthur Miller which deals with what is fair and unfair and understanding justice is fundamental to democratic society, exploring role of law in resolving conflict and how the law can be manipulated by corrupt people. (English)</p>

	<p>effects of decisions on different parts of society: - risk assessments, e.g. locating factories and quarries (Science)</p> <p>3) Year 7 Feudal System. Enquiry Question: Why is the feudal system so significant? and How good was the feudal system? (History)</p> <p>4) Yr8 Leadership module (PE)</p> <p>5) Yr 7 students explore point of laws and role of parliament in citizenship module Yr 8 students look at resolving conflict as part of their citizenship module with a focus on prejudice (PSHE)</p> <p>6) DT Sustainability project. Research sustainable products; what products when made or used create limited negative impact on the environment and people's lives, can the products be reused, or recycled and do they enhance lives.</p> <p>14) MUSIC – group work, differentiation and students adapting to their parts and working collectively.</p>	<p>9) Debates /presentations/poster on Energy and Nuclear power debates 1a (Science)</p> <p>10) Looking at sampling and bias in Statistics</p> <p>11) GCSE Year 11 Civil Rights Movement in USA 1950-1970. We look at a range of issues from the beginnings of the movement to its peaceful development and then the progression into more violent means with Malcolm X and Black Power. (History)</p> <p>12) Yr11 Leadership module (PE)</p> <p>13) Product Design Product lifecycle, students need to consider in the controlled assessment how their design can be made in a sustainable way, which included fair pay and working conditions, sourcing and processes materials with minimal negative impact on peoples living environments and also designing products that improve lives</p> <p>15) MUSIC – group work, differentiation and students adapting to their parts and working collectively.</p>
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<p>c. considering how democracy, justice, diversity, toleration, respect and freedom are valued by different people (beliefs, backgrounds, traditions)</p>	<p>1) Caste & Dharma, Gandhi - Y7, Hinduism Martin Luther King - Y8, MLK project Dalai Lama - Y9, Buddhism</p> <p>2) Diversity is considered at higher levels. - cosmetic surgery - nutrition (Science)</p> <p>3) Year 8 Study of English civil war</p> <p>4) Year 9 Dictatorships in 20th century. Holocaust. Enquiry Question: What was the Holocaust? and What role did these people play in the Holocaust? (we consider the roles of participants, rescuers, bystanders,</p>	<p>7) Law and Justice, Importance of Justice in Christianity and Islam - Unit on Crime & Punishment, RS GCSE Causes of War, Christian and Muslim attitudes to Bullying, Religious Conflicts in Families - Unit on Peace & Conflict, GCSE Multi-faith and multi-ethnic society, religious freedom and pluralism and gender equality - Unit on Community Cohesion</p> <p>8) Study of “Poems from Other Cultures and Traditions” which deal with Apartheid; Vietnam War; Slave Trade ;Nazism; toleration of other races and beliefs. (English)</p> <p>9) Debates /presentations/poster on Energy and Nuclear power debates - 1a (Science)</p> <p>10) The power of Art to communicate with people (Art)</p>

	<p>Victims). (History)</p> <p>5) Taught through the H.E.A.R.T. rewards in PE: H – onesty E – nthusiasm A – wareness T – eam Work (PE)</p> <p>6) Yr 7 briefly cover diversity as part of their citizenship module Yr 8 students cover as part of their citizenship module with a focus on prejudice (PSHE)</p> <p>12) Study of music from different countries – Indian Raga, Folk music, Indonesian Gamelan, music from Japan.</p>	<p>11) Taught through the H.E.A.R.T. rewards in PE: H – onesty E – nthusiasm A – wareness T – eam Work (PE)</p> <p>13) Study of world music in Area of Study 4. Folk, Indian Raga, African music.</p>
<p>d. understanding and exploring roles of citizens and parliament in holding government and those in power to account</p>	<p>1) Martin Luther King - Y8, MLK project UN & Declaration of Human Rights - Y9, Global Citizenship</p> <p>2) Year 7: medieval monarchs. Enquiry question “The Magna Carta meant King John had lost control of the people. To what extent do you agree?”</p>	<p>5) Taking Part in Democratic Processes, Unit on Rights & Responsibilities, RS GCSE Environmental Issues and solutions, Unit on Environment & Medical The Work of the UN, Just War Theory – Unit on Peace & Conflict, RS GCSE (Short Course)</p>

	<p>3) Year 9: Public Health. Enquiry Question: Why should MPs pass the 1875 Public Health Act? (History)</p> <p>4) Yr 7 and 8 explore what a good citizen is. (PSHE)</p>	<p>6) Debates /presentations/poster on the Energy and Nuclear power debates - 1a (Science)</p>
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2 RIGHTS AND RESPONSIBILITIES

Concept	KS3	KS4
<p>a. exploring different kinds of rights and obligations and how these affect both individuals and communities</p>	<p>1) Ten Commandments and Laws/Rules – Y7, Patriarchs Becoming An Adult, Bar Mitzvah, Amrit Ceremony - Y8, Rites of Passage Human Rights, Children’s Rights, Global Issues – Y9, Global Citizenship</p> <p>2) Pupils describe ways that society influences scientific development and evaluate the effects science has on society. Pupils explain the unintended consequences of scientific development and make balanced judgements about the impact of science on society. (Science)</p>	<p>5) Moral Duties, Genetic Engineering – Unit on Rights & Responsibilities, RS GCSE Unit on Environment & Medical Issues, Infertility and Transplant Surgery, RS GCSE Unit on Crime & Punishment Abortion and Euthanasia, right of the individual, mother, etc. – Unit on Matters of Life and Death, RS GCSE</p> <p>6) IVF, Cloning, Selective breeding, GM foods, transplants (Science)</p> <p>7)</p>

	<p>3) Rights and responsibilities are covered in varying depths in yr 7 and 8 in both citizenship modules and yr 8 self and careers module in terms of school (PSHE)</p> <p>4) Cyberbullying . grooming and identity theft in ICT. Pupils awareness of what is right and not. (ICT)</p> <p>10) Role of Master drummer in African music. Role of music within tribal system – hierarchy.</p>	<ul style="list-style-type: none"> • Music copyright law • Film classifications • Internet and ramifications of personal data being accessible (Media) <p>8) Yr 10/11 sexual rights and responsibilities (PSHE)</p> <p>9) Psychology – obedience</p> <p>11) Indian music Pupil/ master “Gharana” system. (MUSIC)</p> <p>12) Urbanisation: The redevelopment of urban areas in the UK.</p>
<p>b. understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected</p>	<p>1) Civil Rights Movement – Y8, MLK project The UN Declaration of Human Rights, Children’s Rights – Y9, Global Citizenship</p> <p>2) Rights and responsibilities are covered in varying depths in yr 7 and 8 in both</p>	<p>5) Unit on Rights & Responsibilities, RS GCSE Law and How Laws are Made, Legal and social aspects of Alcohol and Drugs - Unit on Crime & Punishment, RS GCSE How the government promotes racial harmony and community cohesion - Unit on Community Cohesion, RS GCSE</p> <p>6) See above – 2a (Media)</p>

	<p>citizenship modules and yr 8 self and careers module in terms of school (PSHE)</p> <p>3) In ICT Law governing inappropriate use of Internet. Including copyright laws. (ICT)</p> <p>4) DT Sustainability project. Research sustainable products; what products when made or used create limited negative impact on the environment and people's lives, can the products be reused or recycled and do they enhance lives.</p> <p>11) Yr7 Coasts: The sustainable development of coastal areas Y9 TRF: The sustainable development of the tropical rainforest.</p>	<p>7) Yr 10/11 sexual rights and responsibilities (PSHE)</p> <p>8) GCSE Business - Government influence on Businesses</p> <p>9) Product Design Product lifecycle, students need to consider in the controlled assessment how their design can be made in a sustainable way, which included fair pay and working conditions, sourcing and processes materials with minimal negative impact on peoples living environments and also designing products that improve lives</p> <p>10) the self – psychology</p> <p>12) Y10 Urbanisation: Sustainable Urban Living</p>
<p>c. investigating ways in which rights can compete and conflict and understanding that hard decisions have to be made to try to balance these</p>	<p>1) Gandhi – Y7, Hinduism Martin Luther King – Y8, MLK project Ethical Dilemmas – Y9, Ethics</p> <p>2) Pupils discuss economic, ethical and social arguments for and against science. (Science)</p>	<p>4) Making Moral Decisions, Importance of Human Rights – Unit on Rights & Responsibilities, RS GCSE</p> <p>5) See above – 2a (Media)</p>

	<p>3) Briefly touched on in Yr 8 citizenship module- this maybe extended 2011/2012 with up dated citizenship module giving students opportunity to explore issues around rights as an individual piece of project work (PSHE)</p> <p>7) Y8 Climate Change: Location actions / Global consequences – Maldives Case Study.</p>	<p>6) GCSE Business - Stakeholders within Businesses – How businesses deal with the demands of internal external stakeholders and resolve conflicts.</p> <p>8) Y10 Population Change: China’s One Child Policy & Indonesia’s Transmigration Policy. Dealing with an ageing population in the UK.</p>
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3 IDENTITIES AND DIVERSITY: LIVING TOGETHER IN THE UK		
Concept	KS3	KS4
<p>a. appreciating that identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in UK</p>	<p>1) Throughout KS3. Rites of Passage – Y8 Identity, Nationality, Multi-cultural Society – Y9, Global Citizenship</p> <p>2) The concept of identity is discussed during topics such as Puberty & Reproduction in Year 7 and during Year 9 discussions of psychology. (science)</p> <p>3) History – almost everything we study to touches on this value in somewhere or</p>	<p>5) Throughout GCSE, e.g. Unit on Community Cohesion, Marriage and Family Life,</p> <p>6) Energy and Global Warming Sustainable development Waste disposal (Science)</p> <p>7) GCSE Controlled Assessment: Change in British Society 1955-1975 (Scheme of work</p>

	<p>other, often through questioning differences between now and the past. Year 7 study what it means to be British over the last 2000 years.</p> <p>4) Yr 8 investigate their identity in self and careers. As above students will have opportunity to explore being a UK citizen as an individual projects Yr 9 explore sexuality (PSHE)</p> <p>11) Britpop. Combining of different cultures of music, to create British identities – Reggae/ Raga in South London for example.</p>	<p>still being written for this year). (History)</p> <p>8)</p> <ul style="list-style-type: none"> Looking at changing tastes for films, music, television etc. History of music and development of subcultures associated with particular genres Impact of Hollywood on British culture (Media) <p>9) Yr 10/11 issues around sexuality (PSHE)</p> <p>10) Many GCSE students use identity as a personal theme (ART)</p>
<p>b. exploring the diverse national, regional, ethnic and religious cultures. Groups, communities in UK and connections between them.</p>	<p>1) Throughout KS3. Identity, Nationality, Multi-cultural Society – Y9, Global Citizenship</p> <p>2) Year 7 what does it mean to be British Year 8: West Africa and Slavery. Enquiry Question: What was West Africa like before the transatlantic slave trade? and How did Europeans view Africa? Year 9: Why was slavery abolished in 1807 in Britain? Year 9: Empire. Enquiry question: What</p>	<p>3) Throughout GCSE, especially Community Cohesion, multi-ethnic and multi-faith society</p> <p>4) Big bang vs evolution (Science)</p> <p>5) GCSE Controlled Assessment: Change in British Society 1955-1975 (Scheme of work still being written for this year). (History)</p> <p>6) Inspiration for projects comes from</p>

	<p>were the different experiences of the British Empire? (History)</p> <p>9) Yr 8 explore in citizenship module (PSHE)</p>	<p>artists all over the world (Art)</p> <p>7) La France</p> <ul style="list-style-type: none"> • Explain personal origins and someone else's. • Describe different waves of immigration in France. • Discuss opinions on immigration • Describe problems faced by young immigrants (MFL: Advanced French) <p>8)</p> <ul style="list-style-type: none"> • History of music (see above) • Magazines and representation of social 'norms' (Media) <p>10) International business. Expansion issues relating to operating abroad. (GCSE Business)</p> <p>11) Sex & Gender</p> <p>12) Y10 Population Change: Advantages and Disadvantages of migration within and into the EU (with strong reference to the UK).</p> <p>Yr 10 Urbanisation: Exploring the reasons for segregation in urban communities and strategies to promote community cohesion.</p>
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<p>c. considering interconnections between UK and the rest of Europe and the wider world</p>	<p>1) The United Nations – Y9, Global Citizenship</p> <p>2) Different viewpoints are considered in a number of areas including:</p> <ul style="list-style-type: none"> - sustainability - pollution - recycling (Science) <p>3)Year 8: West Africa and Slavery. Enquiry Question: What was West Africa like before the transatlantic slave trade? and How did Europeans view Africa? Why was slavery abolished in 1807 in Britain?</p> <p>Year 9: Empire. Enquiry question: What were the different experiences of the British Empire?</p> <p>Year 9 Indian Soldiers in WWI</p> <p>Year 9: Treaty of Versailles. Enquiry Question: Was the Treaty of Versailles a good peace? (History)</p> <p>5) Exchanges to France (KS3)</p>	<p>6) The United Nations, Causes of War – Unit on Peace & Conflict, RS GCSE</p> <p>7) Food production, oil/mining, producing electricity. (Science)</p> <p>8) GCSE Year 10 Post War Germany /Weimar Republic 1919-1929. For example looking at how the terms of the Treaty of Versailles were agreed or how the impact of the Great Depression affected world trade.</p> <p>GCSE The Cold War. Consider the main crises during the Cold War, mostly focusing on the relationship with USA and USSR but some aspects impact Britain, e.g. Cuban Missiles Crisis or Hungarian Uprising. (History)</p> <p>4) Exchanges to Spain (KS4)</p> <p>La France et l'Europe</p> <ul style="list-style-type: none"> • Describe what France means to you personally • Discuss national stereotypes • Compare France with other countries in
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	<p>11) Yr 8 briefly consider and compare school across the world (PSHE)</p>	<p>Europe</p> <ul style="list-style-type: none"> • Discuss the EU and the Euro • Describe your vision of Europe (MFL: Advanced French) <p>9)</p> <ul style="list-style-type: none"> • Spreading of American culture through the media • Comparing British film classification with other countries (US, Australia and France) (Media) <p>10) International business. Globalisation of businesses as they expand. (GCSE Business)</p>
<p>d. exploring community cohesion and the different forces that bring about change in the communities over time</p>	<p>Gifted and Talented task – Y9, Prayer & Worship, includes Islamophobia Identity, Nationality, Multi-cultural Society – Y9, Global Citizenship</p> <p>Changes in scientific thought and methods over time are discussed throughout KS3. (Science)</p> <p>Year 8: West Africa and Slavery. Enquiry Question: What was West Africa like before the transatlantic slave trade? and How did Europeans view Africa? (History)</p>	<p>Social Change – Unit on Rights & Responsibilities, RS GCSE Islamophobia – internal Unit on Authority of Islam</p> <p>Quarrying debate Wind farms GM foods (Science)</p> <p>GCSE Controlled Assessment: Change in British Society 1955-1975 (Scheme of work still being written for this year). (History)</p>

	<p>World music – how music is developed through colonisation etc. The Blues. (MUSIC)</p> <p>Y7 Ecosystems & Sustainability: Involving local people in decision making.</p>	<p>Through history of music (Media)</p> <p>Stakeholders – role play : local community action against businesses. (GCSE Business)</p> <p>Romantic music – influence of industrial change on music and art.</p> <p>10 Urbanisation: Exploring the reasons for segregation in urban communities and strategies to promote community cohesion. Sustainable urban living – involving local people in decision making.</p>
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KEY PROCESSES

Students should be able to:

4 CRITICAL THINKING AND ENQUIRY		
Process	KS3	KS4
a. question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems	<p>Throughout KS3 courses, e.g. Hinduism, Death and Bereavement, Martin Luther King, Ethical Dilemmas.</p> <p>Study of Charity Leaflets in year 9. (English)</p>	<p>Throughout GCSE course, e.g. Genetic Engineering, Environment, Medical Issues, Peace and Conflict, Crime and Punishment, Marriage and Family Life, Community Cohesion, Matters of Life and death and Belief in God, including End of Unit tests</p> <p>Study of Media texts – Newspapers,</p>

	<p>This is covered under such topics as Evolution in year 9 and in cell theory during year 7. (Science)</p> <p>History – almost everything we study to touches on this process somewhere or other, often through questioning different attitude and opinions.</p> <p>Maths skills developed through topical issues where appropriate</p> <p>Taught through the H.E.A.R.T. rewards in PE: H – onesty E – nthusiasm A – wareness T – eam Work (PE)</p> <p>Throughout (PSHE)</p> <p>Cyberbullying- Peer evaluation of others information film to set criteria (ICT)</p> <p>Students critically appraising subjective work – for example Song Writing, that might have personal issues attached.</p>	<p>leaflets, web pages, print and TV advertising (English)</p> <p>Stem cells. Global warming, Food productions, battery farming (Science)</p> <p>GCSE Year 11 Civil Rights Unit fully focuses on source skills. (History)</p> <ul style="list-style-type: none"> • Body image and representation in magazines • Representation of young people across the media (Media) <p>Taught through the H.E.A.R.T. rewards in PE: H – onesty E – nthusiasm A – wareness T – eam Work (PE)</p> <p>Throughout KS4 course (PSHE)</p> <p>Y10 Population Change: China’s One Child Policy & Indonesia’s Transmigration Policy.</p>
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	<p>(MUSIC)</p> <p>Y7 Coasts: (Role Play – Public Meeting) How to manage the Holderness Coast</p> <p>Y8 Climate Change: (Role Play - International Climate Change Conference) Carbon Emission Cuts</p> <p>Y9 Tropical Rainforest: (Role Play – Public Meeting) Should the rainforest be developed?</p> <p>Y9 Development: Reasons for the Development Gap (Historical & Socio-Economic)</p>	
<p>b. research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods</p>	<p>Throughout courses in KS3, particularly using a range of information, sources and methods for higher levels in assessments. Research for Animal Rights poster and Global Issues leaflet – Y9</p> <p>Creation of own Charity Leaflet in year 9 (English)</p> <p>Research and investigative skills are taught throughout the key stage, particularly under the guise of our Big Questions – during which pupils plan and execute scientific investigations. (Science)</p> <p>History – almost everything we study to touches on this process somewhere or</p>	<p>Possibility in GCSE course to research various issues</p> <p>Statistics Controlled Assessments (Maths)</p> <p>Air pollution, radiation, recycling, nuclear power, nanotechnology (Science)</p> <p>GCSE Controlled Assessment: Change in British Society 1955-1975 (Scheme of work still being written for this year). GCSE Year 11 Civil Rights Unit fully focuses</p>

	<p>other. Independent work includes Year 7 Castle projects, Year 11 Controlled Assessment and many homework activities in other years.</p> <p>Animation piece based on a social issue that interests them (Art)</p> <p>Yr 9 drugs research projects (PSHE)</p> <p>Cyberbullying- review existing information films, research facts and material, plan before developing and evaluating esafet y information film (ICT)</p> <p>Thought around challenges composers/ musicians face. E.g. political asylum, communist eastern block and composers such as Shostakovich/ Stravinsky. (MUSIC)</p> <p>Y7 Ecosystems & Sustainability: Doe the management of litter at DSS promote</p>	<p>on source skills. (History)</p> <p>Animation piece based on a social issue that interests them (Art)</p> <p>Current Unit 4 (year 11) requires pupils to research issues of youth representation in society and create media products that challenge the stereotypes (Media)</p> <p>Yr10 mental health projects</p> <p>Controlled Assignment in GCSE Business – always an individual investigation primary and secondary research conducted (GCSE Business)</p> <p>Y10 Urbanisation: Is Brighton a sustainable</p>
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	<p>sustainability? Y9 Independent Research Project: Is Dorothy Stringer an Eco-School?</p>	<p>city?</p>
<p>c. interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias</p>	<p>Analysing various sources for animal rights – Y9, Ethics Other opportunities throughout KS3</p> <p>Study of Media texts – TV news in year 7 and advertising in year 8 (English)</p> <p>A key component of Key Stage 3 is Working Critically with Evidence where pupils are expected to critically interpret and evaluate evidence. (Science)</p> <p>History – almost everything we study touches on this value somewhere or other.</p> <p>Year 8: West Africa and Slavery. Enquiry Question: What was West Africa like before the transatlantic slave trade? and How did Europeans view Africa? Why was slavery abolished in 1807 in Britain?</p> <p>Year 9: Child labour during the Industrial Revolution. (Sources assessment as outcome) Main Enquiry Question: In the 19th century all children were treated badly by their employers'. To what extent do you agree with this statement? (History)</p>	<p>Opportunities throughout GCSE, identifying different viewpoints in evaluation questions (b and d in exams and tests).</p> <p>Analyse validity of conclusions by considering the reliability of data sources in Statistics</p> <p>Yr 10/11 work on pornography and media (PSHE)</p>

	<p>Cyberbullying- review existing information films, research facts and material, plan before developing and evaluating safety information film (ICT)</p> <p>Y8 Hazards: Case Study Research (students are required to evaluate their sources.) Y9 Development: Evaluating sources of data Y9 Tropical Rainforests: Tropical Rainforest Project (students are required to evaluate their sources.)</p>	<p>GCSE Business Finance – analysis of PLC companies accounts. From view points of different stakeholders. (GCSE Business)</p> <p>Musically analysing work from different backgrounds and the constraints involved in composition. (MUSIC)</p>
<p>d. evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (local to global)</p>	<p>1) Throughout KS3 course, skills in evaluation of different viewpoints are developed.</p> <p>2) Discussions about uncertainty and certainty in Probability</p> <p>3) A major component of Key Stage 3 is Understanding the Applications and Implications of Science. (Science)</p> <p>4_ History – almost everything we study touches on this value somewhere or other. Year 8 Witchcraft. Enquiry question: Why</p>	<p>5) Throughout GCSE course, evaluation of different viewpoints is essential.</p> <p>6) Study of texts which argue and persuade and the techniques used to manipulate the reader. (English)</p> <p>7) Global warming debate: An inconvenient truth etc Windfarms (Science)</p> <p>8) GCSE Year 11 Civil Rights Unit fully focuses on source skills. (History)</p>

	<p>did Matthew Hopkins kill 36 women in Ipswich? (consider the idea of stereotypes and scapegoats during periods of social upheaval) (History)</p> <p>10) Music is subjective. With many different viewpoints. Accepting points and analysing technical improvements and feedback, irrelevant of personal preference. (MUSIC)</p>	<p>9) See above – 4b (Media)</p> <p>11) Music is subjective. With many different viewpoints. Accepting points and analysing technical improvements and feedback, irrelevant of personal preference. (MUSIC)</p> <p>12) Y10 Population Change: China’s One Child Policy & Indonesia’s Transmigration Policy. Dealing with an ageing population in the UK.</p>
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5 ADVOCACY AND REPRESENTATION

Process	KS3	KS4
<p>a. evaluate critically different ideas and viewpoints including those with which they do not agree</p>	<p>1) Throughout KS3 course, skills in evaluation of different viewpoints is developed</p> <p>2) Pupils explain how scientific discoveries can change world views. Evaluation is central to the scientific method. (Science)</p> <p>3) Generally KS3 assignment questions are planned in this way, where pupils are given a statement upon which they consider how</p>	<p>4) Throughout GCSE course, evaluation of different viewpoints is essential.</p> <p>5) Debates with various sectors, mining, Stem cells, cloning, Tidal barrages. Fuel production (Science)</p> <p>6) Similarly to KS3, some of the longer questions for History GCSE follow the formula of a statement upon which they consider how far they agree. For example, Year 10: Was improving Germany’s</p>

far they agree. e.g. Year 7: 'Harold lost the Battle of Hastings because of bad luck. How much do you agree?'
Year 8 Life of married women 1100-1750. Pupils consider different historical interpretations of married women's lives and identify change over time.

international status Stresemann's main achievement in the period 1923 to 1929? Explain your answer. (16 marks) You may use the following information to help you with your answer:

- Rentenmark
- Dawes Plan
- Locarno Pact
- Kellogg – Briand (History)

7)

- What are the advantages and dangers of the internet?
 - Reflect on the pros and cons of being a vegetarian
 - Discuss whether video games make you more violent
 - Decide if extreme sports should be banned
- Discuss the pros and cons of nuclear power (MFL: KS5/Asset French)

8)

- Research into youth culture across the media involves looking at specific studies/research papers on the subject
- Discussion in almost all lessons of what makes good or bad media (films, TV programs etc) (Media)

9) Taught through the H.E.A.R.T. rewards in

	<p>PE: H – onesty E – nthusiasm A – wareness T – eam Work</p> <p>Yr9 Leadership module (PE)</p> <p>11) Music is subjective. With many different viewpoints. Accepting points and analysing technical improvements and feedback, irrelevant of personal preference. (MUSIC)</p> <p>13) Y7 Coasts: (Role Play – Public Meeting) How to manage the Holderness Coast Y8 Climate Change: (Role Play - International Climate Change Conference) Carbon Emission Cuts Y9 Tropical Rainforest: (Role Play – Public Meeting) Should the rainforest be developed?</p>	<p>10) Taught through the H.E.A.R.T. rewards in PE: H – onesty E – nthusiasm A – wareness T – eam Work</p> <p>Yr11 Leadership module (PE)</p> <p>12) Music is subjective. With many different view points. Accepting points and analysing technical improvements and feedback, irrelevant of personal preference. (MUSIC)</p> <p>14) Y10 Population Change: China’s One Child Policy & Indonesia’s Transmigration Policy. Dealing with an ageing population in the UK.</p>
<p>b. explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes</p>	<p>1) Throughout KS3 course, justifying viewpoints and concluding are essential, e.g. in assessment tasks.</p> <p>2) Room 101 speeches in year 9 (English)</p> <p>3) Communicating is another key area and pupils must give strong and well structured</p>	<p>7) Throughout GCSE course, explaining viewpoints and concluding are essential.</p> <p>8) Study of Literature texts (English)</p> <p>9) Clinical trials Thalidomide (Science)</p>

	<p>explanations in a variety of ways. (Science)</p> <p>4) Much assessment in History requires explaining viewpoints and drawing conclusions. Year 9: British Empire. Enquiry Question: 'Should we convict the British Empire?' Year 9: Public Health. Outcome from unit of work is a speech. Year 9 also debate the morals/ethics behind the use of the Atomic Bomb on Nagasaki and Hiroshima, if we have enough lessons at the end of the year! (History)</p> <p>5) Yr9 Leadership module (PE)</p> <p>6) Cyberbullying- Evaluation report, recommendations and improvements made (ICT)</p> <p>12) Embedded throughout curriculum.</p>	<p>10)</p> <ul style="list-style-type: none"> • See above – 5a • Recent activity linked to unit 4 required pupils to work in focus groups to discuss a range of pre-prepared statements e.g. Young People are victimised/Young people do not take responsibility for their actions (Media) <p>11) Yr11 Leadership module (PE)</p> <p>13) Embedded throughout curriculum.</p>
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<p>c. present convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them</p>	<p>1) Commercialism of festivals – Y8, Festivals Does God exist? – Y9, God and Humanity Animal Rights – Y9, Ethics</p> <p>2) Discussions about different approaches and answers where students try to convince each other of the correct ways to approach Mathematical problems</p> <p>3) Room 101 speeches in year 9 (English)</p> <p>4) Pupils produced balanced arguments using primary and secondary sources. (Science)</p> <p>5) History Year 9 Slavery. Enquiry question: Why was the transatlantic slave trade abolished in 1807? Year 9: Public Health. Enquiry Question: Why should MPs pass the 1875 Public Health Act? This outcome is an argument about what was the most important reason.</p> <p>6) Yr9 Leadership module (PE)</p> <p>12) Y7 Coasts: (Role Play – Public Meeting) How to manage the Holderness Coast Y8 Climate Change: (Role Play - International Climate Change Conference)</p>	<p>7) Many opportunities in RS GCSE for presenting arguments, taking account of different viewpoints, e.g. the purpose of punishment, capital punishment, Genetic Engineering, etc. etc.</p> <p>8) Study of Literature texts (English)</p> <p>9) All debating issues (Science)</p> <p>10) Discussion groups on various topics (see above – 5a) (Media)</p> <p>11) Yr11 Leadership module (PE)</p>
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	Carbon Emission Cuts Y9 Tropical Rainforest: (Role Play – Public Meeting) Should the rainforest be developed?	
6 TAKING INFORMED AND RESPONSIBLE ACTION		
Process	KS3	KS4
a. explore creative approaches to taking action on problems and issues to achieve intended purposes	<p>1) Gandhi – Y7, Hinduism Martin Luther King – Y8, MLK project Y9, Ethics Multi-cultural Issues – Y9, Global Citizenship</p> <p>2) Homework assignments are usually open-ended tasks that expect pupils to choose appropriate approaches. (Science)</p> <p>3) Yr9 Leadership module (PE)</p> <p>4) Yr7,8 and 9 environmental modules Yr 9 being a teenager issues (PSHE)</p> <p>5) Cyber bullying project- to create an information Esafety film (ICT)</p> <p>6) DT encourages students to be</p>	<p>7) Democratic processes – Unit on Rights & Responsibilities Conflicts and solutions – Unit on Peace & Conflict Unit on Crime & Punishment Unit on Community Cohesion</p> <p>8) Unit 4 requires them to create 2 media pieces that challenge the stereotypes of youth representation and promote positive images of young people (Media)</p> <p>9) Yr11 Leadership module (PE)</p> <p>10) Product Design encourages students to be sustainable consumers, do not buy or make products that are not sustainable.</p>

	<p>sustainable consumers, do not buy or make products that are not sustainable.</p> <p>11) Musicians need to be flexible in approach – students to explore ideas, improvise, innovate, then imitate.</p> <p>13) Y9 Tropical Rainforests: Get Involved (HW assignment in which students decided upon and then take action to help save the rainforest.)</p>	<p>12) Musicians need to be flexible in approach – students to explore ideas, improvise, innovate, then imitate.</p>
<p>b. research, initiate and plan action to address issues</p>	<p>Open-ended homework tasks. (Science)</p> <p>Yr9 Leadership module (PE)</p> <p>Cyber bullying project- to create an information Esafety film (ICT)</p> <p>Y9 Tropical Rainforests: Get Involved (HW assignment in which students decided upon and then take action to help save the rainforest.)</p>	<p>Unit on Peace & Conflict</p> <p>Saving energy Global warming (Science)</p> <p>See above 6a (Media)</p> <p>Yr11 Leadership module (PE)</p>

<p>c. negotiate, decide on and take action to try to influence others, bring about change or resist unwanted change, managing time and resources</p>	<p>1) Collaboration is the norm during scientific investigations. (Science)</p> <p>2) Cyber bullying project- to create an information Esafety film (ICT)</p> <p>6) Technology in music, and the rate that it is effecting the music industry (MUSIC)</p> <p>7) Y7 Coasts: (Role Play – Public Meeting) How to manage the Holderness Coast Y8 Climate Change: (Role Play - International Climate Change Conference) Carbon Emission Cuts Y9 Tropical Rainforest: (Role Play – Public Meeting) Should the rainforest be developed?</p>	<p>3) Pressure groups – Unit on Rights & Responsibilities, RS GCSE</p> <p>4) Debates and presentations (Science)</p> <p>5) Unit 4 is done in groups of up to 4 so a certain level of discussion, argument and negotiation is built-in to the process (Media)</p>
<p>d. assess critically the impact of their actions on communities and the wider world and make recommendations to others for further action</p>	<p>DT Sustainability project. Research sustainable products; what products when made or used create limited negative impact on the environment and people’s lives, can the products be reused or recycled and do they enhance lives.</p> <p>Debate and discussion of many issues affecting the world today</p> <ul style="list-style-type: none"> - population growth - sustainability - pollution (Science) 	<p>Product Design</p> <p>Product lifecycle, students need to consider in the controlled assessment how their design can be made in a sustainable way, which included fair pay and working conditions, sourcing and processes materials with minimal negative impact on peoples living environments and also designing products that improve lives</p>

	<p>Cyber bullying project- to create an information Esafety film (ICT)</p> <p>Y7 Ecosystems & Sustainability: embedded in unit of work. Y8 Climate Change: embed in unit of work. Y9 Consumers: embedded in unit of work</p>	<ul style="list-style-type: none"> • Research undertaken into youth issues • Creation of media products will allow them to promote/influence future young people (Media)
<p>e. reflect on the progress they have made, evaluating what they have learnt from the consequences of action and contributions of others</p>	<p>Self and peer assessment opportunities throughout KS3, e.g. peer assessment of Noah poster, Global Issues leaflet, self-assessment of MLK projects</p> <p>Self- and peer- assessment of work throughout the key stage. (Science)</p> <p>DIRT activities provide this opportunity</p> <p>Throughout KS3 in PSHE Yr 7 and 8 module self assessments Action plans (PSHE)</p> <p>Cyber bullying project- to create an</p>	<p>Self and peer assessment opportunities after end of topic tests, Y10 and mock exams</p> <p>Regular peer and self assessment throughout GCSE units to encourage familiarity with the markschemes. (History)</p> <p>All projects require an evaluation element which concentrates on the process and the pupil's own opinion of their work. (Media)</p> <p>Throughout KS4 in PSHE SRE and drugs self assessments</p>

	<p>information Esafety film (ICT)</p> <p>Influence of important musicians and their impact on music development.</p> <p>Embedded throughout curriculum.</p>	<p>Action plans (PSHE)</p> <p>Embedded throughout curriculum.</p>
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