

British Values and SMSC



British Values and SMSC	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<p>(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</p>	<p>Student's in year 7 will explore spiritual beliefs in the three main religions: Christianity, Islam and Judaism. They will gain an understanding of how these beliefs shape their moral code and wider culture.</p> <p>How can we prevent bullying? Bullying or banter?</p>	<p>'Diverse Voices' is studied in English which enables them to understand the importance of speech, freedom,, faith and different values.</p> <p>Student's in year 8 will be introduced to the key question of whether Christians should be greener than everyone else. This will link to tolerance and mutual</p>	<p>Students will understand different cultures and gain a deeper understanding of morals and culture.</p> <p>Look at how spiritual, culture and moral beliefs can influence society and understanding of punishments throughout time.</p>	<p>Students in year 10 will look at the differences in the social, spiritual, moral and cultural beliefs from Anglo-Saxon to Norman English Society in 1066.</p> <p>How can we prevent bullying? Bullying or banter?</p>	<p>Students in year 11 will look at how morality and culture has evolved in society with the expansion of America from 1789 onwards.</p> <p>How can we prevent bullying? Bullying or banter?</p>

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	<p>How can we prevent bullying? Bullying or banter?</p> <p>Personal safety, Mindfulness.</p>	<p>respect when exploring how religions respond to the challenge of caring for the planet.</p>	<p>How can we prevent bullying? Bullying or banter?</p> <p>Positive peer relationships.</p>	<p>Examining risk-taking and the dangers of it.</p>	<p>Examining the importance of positive decision making.</p>
<p>(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p>Student's in year 7 begin their introduction to Geography where they will learn about the diversity of our world. They will also explore landscapes where they will consider how humans can threaten our landscapes, thus exploring the themes of mutual respect and tolerance.</p>	<p>In chemistry students will look at chemical reactions that were used to create explosive reactions and evaluate the moral aspects of developing nuclear energy and bombs.</p> <p>Student's in year 8 begin their unit on tectonic plates, exploring how democracy can shape responses to natural disasters such as volcanoes and earthquakes.</p>	<p>Scientific concepts such as newtons law, the discovery of penicillin and the impacts in developing theories and healthcare drugs to support society.</p> <p>Student's in year 9 begin their Crime and Punishment unit where they will learn about the growth of democracy in understanding the role of law and order throughout time.</p>	<p>Looking at social values and views of the development of science discovery in biology related to health, development of drugs and the human body.</p> <p>In biology, students will look at the earth's environment in various parts of the world. Students will look at ethical reasoning for stem cell development.</p>	<p>Students will look at scientific theory in physics and biology that underpin social views of the discovery and people's views at the time.</p> <p>Examine how morality and culture has evolved in society with the expansion of America from 1789 onwards. Student's in year 11 begin their Making of America unit where they will learn about the growth of America's political system and the treatment of</p>

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					minorities. In particular, Native American's and African Americans who have been subjected.
(3) Use imagination and creativity in their learning.	<p>Students will develop spiritually, morally, social and culturally through their use of imagination and creative learning when composing their own musical pieces.</p> <p>Creative writing- story telling.</p> <p>Creating pieces of art and music.</p>	<p>Students will develop spiritually, morally, social and culturally through their use of imagination and creative learning when composing their own musical pieces.</p> <p>Creative writing- story and descriptive writing.</p> <p>Project designs.</p>	<p>Students will develop spiritually, morally, social and culturally through their use of imagination and creative learning when composing their own musical pieces.</p> <p>Creative writing- using the five senses in writing.</p> <p>Art projects.</p> <p>Writing own poems.</p>	<p>Students will develop spiritually, morally, social and culturally through their use of imagination and creative learning when composing their own musical pieces.</p> <p>Creative writing- using a range of language methods.</p>	<p>Students will develop spiritually, morally, social and culturally through their use of imagination and creative learning when composing their own musical pieces.</p> <p>Creative writing- using a wide range of language methods.</p>
(4) Know difference between right and wrong and apply this	<p>Explore how human activity can emphasise moral decision making when looking after</p>	<p>Student's in year 8 will look at responses to natural disasters, thus considering moral</p>	<p>In studying <i>The Tempest</i>. Students will explore racism and analyse the character of Caliban. There will</p>	<p>Students will learn what is morally acceptable and what is not, as well as developing a deeper</p>	<p>Students will examine how much power and control we have over</p>

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<p>in school and in their own lives.</p>	<p>our planet and environments.</p> <p>Students in year 7 will gain an understanding of the differences in ancient cultures and spiritual beliefs at this time. As well as what was considered morally good and bad to different empires.</p>	<p>decision making and impact on society.</p> <p>An insight into the culture of the time and how morality can be questioned when exploring how women were treated in twentieth century Britain in a patriarchal society</p>	<p>be a focus on racism throughout history.</p>	<p>understanding of different cultures and past life experiences.</p> <p>Students will examine different life choices and how choices and behaviour can impact your life and development.</p>	<p>our own lives, linking to <i>Macbeth</i>.</p>
<p>(5) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;</p>	<p>Studying <i>A Christmas Carol</i> allows students to learn about democracy, social class divisions, and respect and tolerance.</p> <p>Build strong relationships in the classroom to encourage an effective working environment. Respect each other in the</p>	<p>Scientific concepts such as newtons law, the discovery of penicillin and the impacts in developing theories and healthcare drugs to support society.</p> <p>The women's suffrage movement exploring the themes of democracy, individual liberty and mutual respect by</p>	<p>Students will hear statistics quoted to justify and argue for particular positions. Statistics can also be compared to crime and punishment which links in to rule of law.</p> <p>Student's in year 9 will explore policies in Nazi Germany where they will gain a sense of understanding of</p>	<p>Students will learn what is morally acceptable and what is not, as well as developing a deeper understanding of different cultures and past life experiences.</p> <p>Students will examine different life choices and how choices and behaviour can impact your life and development.</p>	<p>Non-fiction texts, from authors which tried to evoke change through their actions. This links to democracy, respect and tolerance and individual liberty as this is what many of the authors were fighting for.</p> <p>Build strong relationships in the classroom to</p>

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<p>develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.</p>	<p>classroom, to listen and support each other.</p> <p>Student's in year 7 will be introduced to the beliefs and values of the main religions: Christianity, Islam and Judaism. This links to tolerance of other communities and cultures within our society, enhancing cultural capital.</p> <p>Understanding the schools DNA of RISE links highly to British Values as it is expectations being met and identifying when those skills are being met in various ways in day-to-day life in school.</p> <p>Art- Studying the origins of African music teaches students about</p>	<p>both the suffragettes and suffragists. These themes will also be explored in their World War One unit when considering the efforts on the Homefront and the diversity of the British armies.</p> <p>Students will describe examples of diversity in society, such as food, fashion, or music. In addition, the students learn how discrimination is used and how it should not be used in any culture. Students will identify what people may be discriminated for.</p> <p>Art- Students will discuss stereotyping, prejudice and discrimination through the exploration of hip-hop in 1970s New York</p>	<p>how Germany was governed at this time. As well as this, they will explore how far democracy and individual liberty was exercised when looking at minorities such as the Jewish people, women and the youth.</p> <p>Students in year 9 will look at how spiritual, culture and moral beliefs can influence understanding of punishments throughout time.</p> <p>Learners will learn about the facts, statistics, and key information around the meaning of prejudice, discrimination, and diversity. They will also develop an understanding on</p>	<p>Nature vs Nurture debate. Discussions around free will and fate.</p> <p>Explore History Around Us unit where they will look at how mutual respect and the rule of law enabled Blyth Battery to a successful coastal defence during the Second World War.</p> <p>Look at the spiritual, culture and morality of the time when considering the influences on peoples understanding of health throughout time.</p> <p>Students will learn how to be respectful of others' ideas and beliefs during individual composition when</p>	<p>encourage an effective working environment. Respect each other in the classroom, to listen and support each other.</p> <p>Mathematical skills are for number and algebra are essential for students to take their future steps and become a working member of society.</p> <p>Students in year 11 will look at policies in Nazi Germany where they will gain a sense of understanding of how Germany was governed at this time. As well as this, they will explore how far democracy and individual liberty was exercised when looking at minorities such as the Jewish</p>
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	<p>respect and tolerance through looking at different cultures and backgrounds.</p> <p>Art- Through developing ideas within the topic of <i>Identity</i>, students will explore Individual liberty, tolerance and embracing diversity.</p>	<p>by studying the lyrical content of songs by black artists.</p>	<p>what stereotyping is, and how it occurs in modern day life.</p>	<p>sharing their work for evaluation.</p>	<p>people, women and the youth.</p> <p>Students in year 11 will explore the themes of morality when exploring the brutality of policies in Germany during Nazi occupation. Spiritual aspects will also be explored when looking at the treatment of Jews and Catholics in Germany and occupied states.</p>
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