

PROMOTING OF BRITISH VALUES

Subject Area – D & T

| <b>Aspect to consider</b> | <b>KS3</b>  | <b>KS4</b>  |
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| <b>Democracy</b>          | <p>Peer Evaluations of Practical Outcomes.</p> <p>Students take part in Student Voice 'Pupil Survey in D&amp;T.</p> <p>Students take part in Peer Assessment.</p> <p>Team Project where students take on roles within a team and learn to work with each other.</p> <p>Options Talks/discussions with students to provide informed choice on future participation in the subject.</p> | <p>Develop decision-making skills through individual and collaborative working.</p> <p>Students identify the factors involved in consumer choice; carry out market research to establish consumer preferences of target markets.</p> <p>Students are given the chance to consider the advantages of working collaboratively as a member of a design team to design and make.</p> <p>Make informed decisions on their progress through discussion and collaboration.</p> <p>Show discrimination when selecting and acquiring relevant research that will promote.</p> <p>Students will consider other people's views (client, designer, manufacturer, user/consumer) when refining product designs; ensure that own product.</p> |
| <b>The Rule of Law</b>    | <p>Health &amp; Safety rules discussed, formalised and enforced as required.</p> <p>Food Hygiene Rules and Regulations.</p> <p>Reinforced H&amp;S as new processes and equipment introduced.</p> <p>H&amp;S at work act and Risk Assessments.</p> <p>Students learn by having to work to a set of given rules and regulations within a Team competition/project.</p>                  | <p>Observe health and safety regulations when working with tools, equipment, components and materials including the use of Personal Protective Equipment (PPE).</p> <p>Students taught the legal requirements concerning consumer rights and codes of practice relating to safety into account when designing products.</p> <p>Students carry out Risk assessments for practical tasks undertaken in class.</p>   |

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|  | <p>Students study the legal requirements for food packaging and consumer rights.</p>   | <p>Apply knowledge of H&amp;S regulations and Law to their coursework project and evidence in portfolios.</p>  |
| <p><b>Individual Liberty</b></p>                                 | <p>Students are taught the need to express their individuality through design and practical outcome.</p> <p>Students personal development is encouraged through a variety of after school activities to choose from.</p> <p>Students express individuality, flair and enterprise through design and make tasks.</p> <p>Students are given the responsibility to select and use appropriate materials and equipment.</p> <p>Students develop problem solving skills and Independent Study.</p> <p>Students continue to develop problem solving skills and Independent Study.</p> <p>Students presented with a wide range of option choices which allow them freedom to make informed choices on their future.</p> | <p>Develop the skills and analysis techniques to make critical judgements about the design and manufacture of products produced in school.</p> <p>Students are encouraged to be creative, innovative and adventurous in their ideas.</p> <p>Students will have the opportunity and freedom to choose a project context and brief which builds on individual strengths and interests.</p> <p>Develop decision-making skills through individual and collaborative working.</p> <p>Have the opportunity and skills to generate a wide variety of ideas taking into consideration different possibilities of materials and processes.</p> <p>Students will look to be creative, innovative and adventurous in their ideas.</p> |
| <p><b>Mutual Respect</b></p>                                     | <p>Students develop mutual respect for each other through expected conduct within the workshop environment.</p> <p>Students show mutual respect for each other through expected conduct within the workshop environment.</p> <p>Pupils carry out peer evaluation and assessment whilst considering the needs and wants of others.</p> <p>Students learn to work together as part of a team, respecting the contribution of others. (F1 in schools).</p>  | <p>Recognise that safety of the individual and peers is essential.</p> <p>Take responsibility to ensure that hazards are minimised and the working environment is safe to use.</p>   |
| <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> | <p>Students encouraged to look at cultural differences in designs and explore applying these to their own designs. (Jewellery).</p> <p>Students look at origin of the food we eat.</p>   | <p>Students will be aware of the financial and human costs involved in designing and making products.</p> <p>Students show they understand that designing and making</p>   |

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|  | <p>Students to study iconic british designers/design eras and produce graphic designs around this context.</p> <p>Students look at multi cultural foods and differences before producing practical outcomes to promote diversity.</p> <p>Student study Japanese Culture and produce graphic designs to a given brief and context.</p> <p>STEM Day introducing students to the role of engineering and technology in making lives better.</p> | <p>reflect and influence cultures and societies.</p> <p>Students recognise that products have an impact on lifestyle.</p> <p>Students understand the sustainability and environmental issues associated with the designing and making of products.</p> <p>Students are able to analyse aesthetic and functional requirements in relation to cultural diversity.</p> |
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