

PROMOTING OF BRITISH VALUES

Subject Area – MFL

Aspect to consider	KS3	KS4
Democracy	<ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities where students are asked to give their opinion on different activities to improve them. • Unit 2: Past Events: introduction of the French revolution and the birth of the French republic and democracy. 	<ul style="list-style-type: none"> • Completion of Student Questionnaire • Speaking tasks: promoting the participation of both girls and boys where students choose who will speak next. • Plenary activities where students are asked to give their opinion on different activities to improve them.
The Rule of Law	<p>The department follows the homework policy, the behaviour for learning policy; the marking policy. Lesson Plans are written on school proforma. Reminder of Focus of the Week.</p>	<ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Lesson Plans are written on school proforma. • Reminder of Focus of the Week. • Follow AQA instructions for internal and external examinations, preventing any irregularities in the conduct of the different exams.
Individual Liberty	<ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other. 	<ul style="list-style-type: none"> • Pair work and group work for speaking activities; everybody is encouraged to take part; team work that changes on a regular basis. • Use of Kagan structures to share and listen to each other. •

<p>Mutual Respect</p>	<ul style="list-style-type: none"> • Firm but fair approach to day to day routine • Welcoming classroom atmosphere • All students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are more settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can. 	<ul style="list-style-type: none"> • Firm but fair approach to day to day routine • Welcoming classroom atmosphere • Most of students demonstrate respect for foreign teachers but also when asking questions about the French or Spanish culture, wanting to know more. • Students are more settled in lessons • They do not bully each other or call each other names if someone tries to use the Target Language. • When someone is stuck, students help each other out when they can.
<p>Tolerance of those of Different Faiths and Beliefs</p>	<p>Study of Christmas in France/Spain</p> <p>Study of Easter in France/Spain</p>	<p>Lesson on Festivals in the France or Spain</p> <p>Songs from North-Africa taught (use of Arabic culture) also West Indies music introduced in Unit 2: Leisure, Media and New Technologies</p>