

PROMOTING OF BRITISH VALUES

Subject Area: _____ SMC _____

Aspect to consider	Year 7	Year 8	Year 9
Democracy	<p>Term 1</p> <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • UK Parliament week. 	<p>Term 1</p> <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • UK Parliament week. 	<p>Term 1</p> <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • UK Parliament week.
	<p>Term 2</p> <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 2</p> <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	<p>Term 2</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them.
	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire. • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • Citizenship unit. 	<p>Term 3</p> <ul style="list-style-type: none"> • Completion of Student Questionnaire. • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • Citizenship unit. 	<p>Term 3</p> <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • Citizenship unit.

The Rule of Law	<p>Term 1</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. • UK Parliament week. 	<p>Term 1</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. • UK Parliament week. 	<p>Term 1</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. • UK Parliament week.
	<p>Term 2</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. 	<p>Term 2</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. • Pol Ed resources. 	<p>Term 2</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum.
	<p>Term 3</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. 	<p>Term 3</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. 	<p>Term 3</p> <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of the main school expectations. • The department teaches the National Curriculum. • Pol Ed resources.
Individual Liberty	<p>Term 1</p> <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. • Think, pair, share, to share and listen to each other. 	<p>Term 1</p> <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. • Think, pair, share, to share and listen to each other. • UK Parliament week. 	<p>Term 1</p> <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. • Think, pair, share, to share and listen to each other. • UK Parliament week.

	<ul style="list-style-type: none"> • UK Parliament week. 		
	<p>Term 2</p> <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. • Think, pair, share, to share and listen to each other. 	<p>Term 2</p> <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. • Think, pair, share, to share and listen to each other. 	<p>Term 2</p> <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. • Think, pair, share, to share and listen to each other.
	<p>Term 3</p> <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. • Think, pair, share, to share and listen to each other. 	<p>Term 3</p> <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. • Think, pair, share, to share and listen to each other. 	<p>Term 3</p> <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. • Think, pair, share, to share and listen to each other.
<p>Mutual Respect</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. • UK Parliament week. 	<p>Term 1</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. • UK Parliament week. 	<p>Term 1</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. • UK Parliament week.

	<p>Term 2</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers. Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. 	<p>Term 2</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers. Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. 	<p>Term 2</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers. Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can.
	<p>Term 3</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers. Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. 	<p>Term 3</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers. Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. 	<p>Term 3</p> <ul style="list-style-type: none"> • Firm but fair approach to day to day routine. • Welcoming classroom atmosphere. • Most of students demonstrate respect for SMC teachers. Students are settled in lessons. • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can.
<p>Tolerance of those of Different Faiths and Beliefs</p>	<p>Term 1</p>	<p>Term 1 Islam</p>	<p>Term 1 Religion, ethics and Science</p>

	Term 2 Christianity	Term 2	Term 2
	Term 3	Term 3 Religion and the afterlife	Term 3

PROMOTING OF BRITISH VALUES

Subject Area: _____ SMC _____

Aspect to consider	Year 10	Year 11
Democracy	Term 1 <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • UK Parliament week. 	Term 1 <ul style="list-style-type: none"> • Completion of Student Questionnaire. • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. • UK Parliament week.
	Term 2 <ul style="list-style-type: none"> • Completion of Student Questionnaire. • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	Term 2 <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them.
	Term 3 <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them. 	Term 3 <ul style="list-style-type: none"> • Wheel spinners used to get students to feedback to the class. • Plenary activities: students are asked to give their opinion on different activities to improve them.
The Rule of Law	Term 1 <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. • The department teaches the National Curriculum. 	Term 1 <ul style="list-style-type: none"> • The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. • The department teaches the National Curriculum.
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		<ul style="list-style-type: none"> Pol Ed resources.
	<p>Term 3</p> <ul style="list-style-type: none"> The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. The department teaches the National Curriculum. Pol Ed resources. 	<p>Term 3</p> <ul style="list-style-type: none"> The department follows the homework policy, the behaviour for learning policy; the marking policy. Reminder of main school expectations. The department teaches the National Curriculum.
Individual Liberty	<p>Term 1</p> <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. Think, pair, share to share and listen to each other. 	<p>Term 1</p> <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. Think, pair, share to share and listen to each other.
	<p>Term 2</p> <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. Think, pair, share to share and listen to each other. 	<p>Term 2</p> <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. Think, pair, share to share and listen to each other.
	<p>Term 3</p> <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. Think, pair, share to share and listen to each other. 	<p>Term 3</p> <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. Think, pair, share to share and listen to each other.
Mutual Respect	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine. Welcoming classroom atmosphere. Most students demonstrate respect for SMC teachers Students are settled in lessons. Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. When someone is stuck, students help each other out when they can. 	<p>Term 1</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine. Welcoming classroom atmosphere. Most students demonstrate respect for SMC teachers Students are settled in lessons. Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. When someone is stuck, students help each other out when they can.
	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine. Welcoming classroom atmosphere. Most of students demonstrate respect for SMC teachers Students are settled in lessons. 	<p>Term 2</p> <ul style="list-style-type: none"> Firm but fair approach to day to day routine. Welcoming classroom atmosphere. Most of students demonstrate respect for SMC teachers Students are settled in lessons. Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away.

	<ul style="list-style-type: none"> • Bullying is not tolerated in lessons and any offensive attitudes/language is challenged and dealt with straight away. • When someone is stuck, students help each other out when they can. 	<ul style="list-style-type: none"> • When someone is stuck, students help each other out when they can.
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Tolerance of those of Different Faiths and Beliefs	<p>Term 1</p>	<p>Term 1</p>
	<p>Term 2</p>	<p>Term 2 Is religion dangerous?</p>
	<p>Term 3 Religion and Human Rights</p>	<p>Term 3</p>