

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. 	<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. • British Values topic. 	<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.
	<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. 	<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. 	<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.

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. 	<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. British Values topic. 	<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.
	<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. 	<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.
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. Use of Kagan structures 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. Use of Kagan structures 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. Use of Kagan structures 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. • Use of Kagan structures 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. • Use of Kagan structures 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. • Use of Kagan structures 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. • Use of Kagan structures 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. • Use of Kagan structures 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. • Use of Kagan structures 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. 	<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. • British Values topic. 	<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.

	<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 Bridging unit – study of Christianity and its four main concepts (belief, authority, expression of belief and impact of belief).</p>	<p>Term 1 British Values – own and British Values, identity and groups and heritage and diversity.</p>	<p>Term 1 Poverty – paper bag game, what do we mean by poverty? What are the causes of world poverty? How do charities stop poverty? What is Fair Trade? Responses to poverty.</p>

	<p>Term 2 Special Journeys – Labyrinths, the Holy Land, introduction to Islam and Hajj.</p>	<p>Term 2 NA</p>	<p>Term 2 Evil and suffering – what is evil and suffering? causes of evil and suffering, evil people, natural evil, theodicies, when we are tested and the problem with evil and suffering.</p>
	<p>Term 3 Religious Festivals – Religious Festivals introduction, Christian Festivals, Pancake Day, Ramadan, Islamic Festivals and Wesak.</p>	<p>Term 3 Buddhism – suffering, Buddhist teaching and worship, the Four Noble Truths, meditation, prayer flags, refuge and suffering, the Eightfold Path, the Three Universal Truths and Viharas.</p>	<p>Term 3 NA</p>

PROMOTING OF BRITISH VALUES

Subject Area: _____ SMC _____

Aspect to consider	Year 10	Year 11
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. 	<p>Term 1</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 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 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 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. 	<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.
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 main school expectations. • The department teaches the National Curriculum. 	<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 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 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 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 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 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. Use of Kagan structures 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. Use of Kagan structures to share and listen to each other.
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	<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. Use of Kagan structures 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. Use of Kagan structures 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 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 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.
	<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>Tolerance of those of Different Faiths and Beliefs</p>	<p>Term 1</p> <ul style="list-style-type: none"> • NA 	
	<p>Term 2</p> <p>Ethics – different religious perceptions on abortion, child labour, child soldiers, death penalty and euthanasia.</p>	
	<p>Term 3</p> <ul style="list-style-type: none"> • NA 	