

## Promoting Fundamental British Values

### KS3 Curriculum Coverage

Value	Y7	Y8	Y9
<p><b>Democracy:</b> <i>Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.</i></p>	<p><u>ART</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p> <p><u>GEOGRAPHY</u> Study the European Union in Nov, including how MEPs are elected</p> <p><u>RE</u> The Island (Autumn 2) – Students create roles and responsibilities for people marooned on 'The Island'.</p> <p><u>MFL</u> Thinking Skills lesson in each unit of work in KS3 encourages teamwork/groupwork Pupils are encouraged to offer their opinion in a fair way. Discussions on differences in French /English education system especially uniform and religious symbols being worn in school. Lack of religious RE in French schools discussed. Disestablishment of state in France discussed.</p> <p><u>MUSIC</u> Composing group work – the importance of including everyone's opinions.</p> <p><u>HISTORY</u> Y7 Activities surrounding Battle of Hastings (Mock election campaign) Development of Parliament – Simon DeMontfort Feudal system</p> <p><u>ENGLISH</u> War poetry</p> <p><u>TECHNOLOGY</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own. Debates – Students are encouraged to debate and express opinions.</p> <p><u>PE</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p>	<p><u>ART</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p> <p><u>GEOGRAPHY</u> Compare UK with China; democracy vs communism , benefits &amp; problems with each system</p> <p><u>RE</u> The UK as a multi-faith country explored through study of all major religions at key points.</p> <p><u>MFL</u> Holidays unit compares travel to/from other countries Freedom to travel visas and passport etc.</p> <p><u>MUSIC</u> Composing group work – the importance of including everyone's opinions.</p> <p><u>HISTORY</u> Parliamentary campaign against slavery Causes of the English Civil War</p> <p><u>ENGLISH</u> War poetry</p> <p><u>TECHNOLOGY</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own. Debates – Students are encouraged to debate and express opinions.</p> <p><u>PE</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p>	<p><u>ART</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p> <p><u>RE</u> Human rights unit (Autumn 1) covers equal rights, prejudice and discrimination, equal treatment of race/religion/gender/sexual orientation/subculture. Terrorism unit (Autumn 2) covers ethical treatment of terror suspects at Guantanamo Bay. Social injustice unit.</p> <p><u>MFL</u> Units of work include space /time for discussion of French history especially the revolution and political structures in France. Importance of state for all legal</p> <p><u>MUSIC</u> Composing group work – the importance of including everyone's opinions.</p> <p><u>HISTORY</u> Development and key features of the Weimar Constitution Nature of the rule of Kaiser Wilhelm I The Nazi Dictatorship</p> <p><u>ENGLISH</u> War poetry</p> <p><u>TECHNOLOGY</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own. Debates – Students are encouraged to debate and express opinions.</p> <p><u>PE</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p>
<p><b>Individual Liberty:</b></p>	<p><u>ART</u> Regular opportunities to express own opinion about artists/techniques as part of discussion.</p>	<p><u>ART</u> Regular opportunities to express own opinion about artists/techniques as part of discussion.</p>	<p><u>ART</u> Regular opportunities to express own opinion about artists/techniques as part of discussion.</p>

<p><i>Individual liberty suggests the free exercise of rights generally seen as outside Government control.</i></p>	<p><u>RE</u> Freedom to choose religion promoted throughout.</p> <p><u>MFL</u> Hobbies – freedom to enjoy a range of activities of your own choice. Free running started in France. Tradition of people climbing public buildings not tolerated but not severely punished either.</p> <p><u>HISTORY</u> 1215 Magna Carta. Feudal system Life of a peasant</p> <p><u>ENGLISH</u> Private Peaceful</p> <p><u>COMPUTER SCIENCE</u> Internet access – freedom to access materials online. Understand that ISP use filters for specific content.</p> <p><u>TECHNOLOGY</u> Design Ideas – Students design their work based on their own interests, hobbies and likes. Manufacture – Students have a range of materials and pathways to choose from. Evaluation – Students express their own opinions, reasoning and analysis of their own work identifying areas they could improve.</p>	<p><u>GEOGRAPHY</u> Study of China- impact of communism on free speech and culture</p> <p><u>RE</u> Freedom to choose religion promoted throughout.</p> <p><u>MFL</u> My Town – freedom to live where you like. Discussion on race riots and tensions. Multi-culturalism. Benefits/ Problems around immigration. Holidays freedom to travel freely.</p> <p><u>HISTORY</u> Slavery and abolitionists. Conflict of Parliament v King, English Civil War Cromwell’s rule and the limiting of freedoms Pilgrim Fathers – expression of liberty</p> <p><u>ENGLISH</u> The boy in the striped pyjamas The Tempest</p> <p><u>COMPUTER SCIENCE</u> Internet access – freedom to access materials online. Understand that ISP use filters for specific content.</p> <p><u>TECHNOLOGY</u> Design Ideas – Students design their work based on an occasion of their choice, this can be related to their own interests, religion or beliefs. Manufacture – Students have a range of materials and pathways to choose from. Evaluation – Students express their own opinions, reasoning and analysis of their own work identifying areas they could improve.</p>	<p>Opportunities for independent sketchbook work, making more choices in relation to material and style to prepare for GCSE level.</p> <p><u>GEOGRAPHY</u> Fairtrade studied in Feb/March Y9- Stressed to students that as consumers they can choose the products that they buy.</p> <p><u>RE</u> Human rights unit (Autumn 1) covers equal rights, prejudice and discrimination, equal treatment of race/religion/gender/sexual orientation/subculture. One lesson focusses upon past/present rights frowned on by some governments e.g. LGBTQ in Russia.</p> <p><u>MFL</u> FCSE course covers topics: Environment. Travel and Self family and friends. Recap discussions from 8&amp;9. Chance to discuss the rights of individuals to make choices freely.</p> <p><u>HISTORY</u> Impact of WW1 of freedoms, censorship, DORA, conscription Suppression of rights in Nazi Germany Impact of Nazi propaganda Persecution of groups in Nazi Germany</p> <p><u>ENGLISH</u> Of Mice and Men Macbeth</p> <p><u>COMPUTER SCIENCE</u> Internet access – freedom to access materials online. Understand that ISP use filters for specific content.</p> <p><u>TECHNOLOGY</u> Design Ideas – Students design their work based on their own interests, hobbies and likes. Manufacture – Students have a range of materials and pathways to choose from. Evaluation – Students express their own opinions, reasoning and analysis of their own work identifying areas they could improve. Sustainability – Importance of recycling and sustainability and the choice designers make.</p> <p><u>PE</u> Ample opportunity to discuss current sporting affairs which affect outcomes and results.</p>
<p><b>Rule of Law:</b> <i>All people and institutions are subject to and are accountable to law that is</i></p>	<p><u>ART</u> Pupils need to follow rules for behaving safely in a practical classroom.</p> <p><u>RE</u></p>	<p><u>ART</u> Pupils need to follow rules for behaving safely in a practical classroom.</p> <p><u>RE</u></p>	<p><u>ART</u> Pupils need to follow rules for behaving safely in a practical classroom.</p> <p><u>RE</u></p>

<p><i>fairly applied and enforced. This is essential for well-being and safety.</i></p>	<p>The Island – Rules and Laws lesson – students devise own rules and laws. Holy books and religious guidance - covered for all religions studied.</p> <p><u>HISTORY</u> Medieval Law Study of crime and punishment over time</p> <p><u>COMPUTER SCIENCE</u> Understand Copyright Law E-Safety – understanding how to stay safe on-line</p> <p><u>TECHNOLOGY</u> H&amp;S Requirements within the workshop – Understanding the safety rules, requirements and regulations of the machinery.</p> <p><u>PE</u> Taught through ‘Safe and Effective Exercise’ scheme of work.</p>	<p>Holy books and religious guidance - covered for all religions studied.</p> <p><u>HISTORY</u> Trial of Charles I Causes of English Civil War Gunpowder Plot</p> <p><u>ENGLISH</u> The boy in the striped pyjamas The Tempest</p> <p><u>COMPUTER SCIENCE</u> Understand Copyright Law E-Safety – understanding how to stay safe on-line</p> <p><u>TECHNOLOGY</u> H&amp;S Requirements within the workshop – Understanding the safety rules, requirements and regulations of the machinery.</p> <p><u>PE</u> Taught through ‘Safe and Effective Exercise’ scheme of work.</p>	<p>Rights for terrorists/suspects discussed and debated. What happens to people/governments who deny human rights? Anti-Jewish laws in Nazi Germany and how they affected Anne Frank and her family. Laws that prevent religious freedom. Religious rules and laws covered in later units on Christian and Islamic teachings.</p> <p><u>HISTORY</u> Defence of the Realm Act... Extent to which government can infringe on individual rights. Nazi control of Germany, use of the Gestapo and Concentration Camps</p> <p><u>COMPUTER SCIENCE</u> Understand Copyright Law E-Safety – understanding how to stay safe on-line</p> <p><u>TECHNOLOGY</u> H&amp;S Requirements within the workshop – Understanding the safety rules, requirements and regulations of the machinery.</p> <p><u>PE</u> Taught through ‘Safe and Effective Exercise’ scheme of work.</p>
<p><b>Mutual Respect:</b> <i>The proper regard for individual’s dignity, which is reciprocated.</i> Students acquire an appreciation of, and respect for, their own and other cultures.</p>	<p><u>ART</u> Artist Research looking at European culture (English, German, Spanish artists) Appreciation for contextual art including homework opportunities.</p> <p><u>RE</u> Taught and modelled throughout every lesson in every unit. The impact of culture upon religion a feature of level 7/8 of the levels of attainment in RE. Striving to achieve this is promoted in each lesson.</p> <p><u>MFL</u> Covered throughout most French lessons when knowledge of French culture is taught. For example, French school systems during Y7 French hobbies and sports (le pétanque) which are different to traditionally British ones.</p> <p><u>MUSIC</u> Composing and performing: respecting the working space of other individuals and groups during the rehearsal and performance process.</p> <p><u>HISTORY</u> Crusades, impact of Muslim culture and learning on Medieval England</p>	<p><u>ART</u> Artist Research looking at a wide range of cultures and time periods. Appreciation for contextual art including homework opportunities.</p> <p><u>RE</u> Taught and modelled throughout every lesson in every unit. The impact of culture upon religion a feature of level 7/8 of the levels of attainment in RE. Striving to achieve this is promoted in each lesson.</p> <p><u>MUSIC</u> Composing and performing: respecting the working space of other individuals and groups during the rehearsal and performance process.</p> <p><u>HISTORY</u> Religious divide (Protestant reformation) Exploration of the rule of Mary I Abolition of slavery</p> <p><u>COMPUTER SCIENCE</u> Understand that electronic content can offend and upset people.</p>	<p><u>ART</u> Artist Research looking at artists from a wide range of cultures and time periods. Appreciation for contextual art including homework opportunities.</p> <p><u>RE</u> Human rights unit (Autumn 1) covers equal rights, prejudice and discrimination, equal treatment of race/religion/gender/sexual orientation/subculture. Taught and modelled throughout every lesson in every unit. The impact of culture upon religion a feature of level 7/8 of the levels of attainment in RE. Striving to achieve this is promoted in each lesson.</p> <p><u>MUSIC</u> Composing and performing: respecting the working space of other individuals and groups during the rehearsal and performance process.</p> <p><u>HISTORY</u> Treatment of Conscientious Objectors The impact of racism in Nazi Germany</p> <p><u>SCIENCE</u></p>

	<p><u>ENGLISH</u> Private Peaceful</p> <p><u>COMPUTER SCIENCE</u> Understand that electronic content can offend and upset people.</p> <p><u>TECHNOLOGY</u> Listening to other students thoughts and ideas regarding their own design ideas and the different ways to achieve their final product. Students to respect each other's choices regarding their design ideas. Students to listen and work on peer feedback with respect of their peers decisions.</p> <p><u>PE</u> Performing in range of activities such as performing at maximum levels and expressive dance.</p>	<p><u>TECHNOLOGY</u> Listening to other students thoughts and ideas regarding their own design ideas and the different ways to achieve their final product. Students to respect each other's choices regarding their design ideas. Students to listen and work on peer feedback with respect of their peers decisions.</p> <p><u>PE</u> Performing in range of activities such as performing at maximum levels and expressive dance.</p>	<p>Ethics of cloning animals, using embryonic stem cells in research Darwin's theory of Evolution</p> <p><u>COMPUTER SCIENCE</u> Understand that electronic content can offend and upset people.</p> <p><u>TECHNOLOGY</u> Listening to other students thoughts and ideas regarding their own design ideas and the different ways to achieve their final product. Students to respect each other's choices regarding their design ideas. Students to listen and work on peer feedback with respect of their peers decisions.</p> <p><u>PE</u> Performing in range of activities such as performing at maximum levels and expressive dance.</p>
<p><b>Tolerance of Those with Different Faiths and Beliefs:</b> <i>A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own. The expectation that other people having different faiths or beliefs should be accepted and tolerated. Understanding the importance of identifying and tolerating discrimination.</i></p>	<p><u>RE</u> Exploration of and comparison between the responses of different faiths to ultimate questions. Key beliefs in Judaism, Christianity and Islam.</p> <p><u>MFL</u>: celebrations from other cultures noted and discussed. Greetings for Chinese New Year taught etc. Discussion of France being Catholic/ UK Anglican but lots of other religions are here too.</p> <p><u>MUSIC</u> Study of World Music: Braziiian Samba, Reggae and the cultural beliefs and practices associated with the music.</p> <p><u>HISTORY</u> Crusades, impact of Muslim culture and learning on Medieval England</p>	<p><u>RE</u> Exploration of and comparison between the responses of different faiths to ultimate questions. Key beliefs in Judaism, Christianity, Islam, Hinduism, Buddhism.</p> <p><u>MFL</u>: celebrations from other cultures noted and discussed. Greetings for Chinese New Year taught etc.</p> <p><u>MUSIC</u> Study of World Music: African drumming and the cultural beliefs and practices associated with the music.</p> <p><u>HISTORY</u> Protestant Reformation, Tudor religious change Reign of Mary I</p>	<p><u>RE</u> Human rights unit (Autumn 1) covers equal rights, prejudice and discrimination, equal treatment of race/religion/gender/sexual orientation/subculture. Anti-Jewish laws in Nazi Germany and their effects upon Jewish people. Key teachings of Christianity and Islam.</p> <p><u>MFL</u>: celebrations from other cultures noted and discussed. Greetings for Chinese New Year taught etc.</p> <p><u>HISTORY</u> Nazi persecution of Jewish people</p> <p><u>SCIENCE</u> Ethics of cloning animals, using embryonic stem cells in research Darwin's theory of Evolution</p>

## Promoting Fundamental British Values

### KS4 Curriculum Coverage

Value	Y10	Y11
<p><b>Democracy:</b> <i>Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.</i></p>	<p><u>ART</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p> <p><u>RE</u> GCSE Unit 1. Is it fair? Topics covered: Is equality possible? How the media influences attitudes.</p> <p>GCSE Unit 1. Relationships. Topics covered: Religious views on relationships Same sex relationships The changing nature of marriage and divorce.</p> <p><u>BTEC Business</u> Unit 1 Governments Business Policy</p> <p><u>GEOGRAPHY</u> Study the European Union in Nov, including how MEPs are elected</p> <p><u>HISTORY</u> Development and key features of the Weimar Constitution The Nazi Dictatorship Russian autocracy under the Tsars Communist dictatorship under Lenin and Stalin</p> <p><u>ENGLISH</u> Animal Farm Conflict Poetry</p> <p><u>RESISTANT MATERIALS AND ENGINEERING</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own. Debates – Students are encouraged to debate and express opinions.</p> <p><u>PE</u> BTEC Sport – Governing and National bodies for sport.</p>	<p><u>ART</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own.</p> <p><u>RE</u> GCSE Unit 1. Is it fair? Topics covered: Is equality possible? How the media influences attitudes.</p> <p>GCSE Unit 1. Relationships. Topics covered: Religious views on relationships Same sex relationships The changing nature of marriage and divorce.</p> <p><u>BTEC Business</u> Unit 1 Governments Business Policy</p> <p><u>HISTORY</u> Cold war conflict, Democracy verses Communism, start of the cold war, hotspots like Cuba and Vietnam</p> <p><u>ENGLISH</u> Animal Farm Conflict Poetry</p> <p><u>RESISTANT MATERIALS AND ENGINEERING</u> Use of pair/group discussion – all pupils need to listen to each other's opinions and then comment and give their own. Debates – Students are encouraged to debate and express opinions.</p> <p><u>PE</u> GCSE PE – Olympic values and World Governing Bodies</p>
<p><b>Individual Liberty:</b> <i>Individual liberty suggests the</i></p>	<p><u>ART</u> GCSE course allows for students to take theme into a wide range of different directions. Students have the opportunity to express themselves through their work.</p>	<p><u>ART</u> GCSE course allows for students to take theme into a wide range of different directions. Students have the opportunity to express themselves through their work.</p>

<p><i>free exercise of rights generally seen as outside Government control.</i></p>	<p><u>RE</u> GCSE Unit 1. Is it fair? Topics covered: Injustice and how believers respond.</p> <p><u>HISTORY</u> Suppression of rights in Nazi Germany Impact of Nazi propaganda Persecution of groups in Nazi Germany</p> <p><u>ENGLISH</u> Jekyll and Hyde</p> <p><u>COMPUTER SCIENCE</u> Internet access – freedom to access materials online. Understand that ISP use filters for specific content. Understand firewalls and internet safety.</p> <p><u>RESISTANT MATERIALS</u> GCSE course allows for students to be creative in their own design ideas, development and practical outcomes through a wide range of media.</p>	<p><u>RE</u> GCSE Unit 1. Is it fair? Topics covered: Injustice and how believers respond.</p> <p>GCSE Unit 2. Authority: Religion and State. Topics covered: Human rights Oscar Romero Pilgrimage Right to wear religious attire</p> <p>GCSE Unit 2: Religion and medicine. Topics covered: Rights to abortion and euthanasia.</p> <p><u>HISTORY</u> Contrasting nature of freedoms during the cold war US Govt reaction to Vietnam protest e.g. Kent State University</p> <p><u>ENGLISH</u> Jekyll and Hyde</p> <p><u>COMPUTER SCIENCE</u> Internet access – freedom to access materials online. Understand that ISP use filters for specific content. Understand firewalls and internet safety.</p> <p><u>RESISTANT MATERIALS</u> GCSE course allows for students to be creative in their own design ideas, development and practical outcomes through a wide range of media.</p>
<p><b>Rule of Law:</b> <i>All people and institutions are subject to and are accountable to law that is fairly applied and enforced. This is essential for well-being and safety.</i></p>	<p><u>ART</u> Students follow rules for safety in a practical classroom</p> <p><u>BTEC Business</u> Unit 1 Governments Business Policy The law applied to Business Ownership</p> <p><u>HISTORY</u> Nazi control of Germany, use of the Gestapo and Concentration Camps Control in Britain during WW1</p> <p><u>ENGLISH</u> Romeo and Juliet</p> <p><u>COMPUTER SCIENCE</u> Understand Copyright Law E-Safety – understanding how to stay safe on-line</p> <p><u>RESISTANT MATERIALS AND ENGINEERING</u> H&amp;S Requirements within the workshop – Understanding the safety rules, requirements and regulations of the machinery.</p>	<p><u>ART</u> Students follow rules for safety in a practical classroom</p> <p><u>RE</u> GCSE Unit 2. Authority: Religion and State. Topics covered: Human rights Oscar Romero Purposes of punishment Capital punishment Justice Forms of religious authority</p> <p>GCSE Unit 2: Religion and medicine. Topics covered: Laws on abortion and euthanasia.</p> <p><u>BTEC Business</u> Unit 1 Governments Business Policy The law applied to Business Ownership</p> <p><u>HISTORY</u> Soviet take-over of Eastern Europe Limiting of freedoms through the iron curtain and Berlin wall</p>

	<p><u>BTEC Sport</u> Unit 2; Rules and regulations for professional sport</p>	<p><u>ENGLISH</u> Romeo and Juliet</p> <p><u>COMPUTER SCIENCE</u> Understand Copyright Law E-Safety – understanding how to stay safe on-line</p> <p><u>RESISTANT MATERIALS AND ENGINEERING</u> H&amp;S Requirements within the workshop – Understanding the safety rules, requirements and regulations of the machinery.</p> <p><u>GCSE PE –</u> Analysis of Performance – Process C</p>
<p><b>Mutual Respect:</b> <i>The proper regard for individual's dignity, which is reciprocated.</i> Students acquire an appreciation of, and respect for, their own and other cultures.</p>	<p><u>ART</u> Artist Research looking at artists from a wide range of cultures and time periods. Appreciation for contextual art including homework opportunities. Identity project allows for students to explore their own and find out about each other's culture.</p> <p><u>RE</u> Taught and modelled throughout each lesson when discussing and considering different religious/non-religious views.</p> <p><u>BTEC Business</u> The importance of customer services</p> <p><u>HISTORY</u> Nazi persecution of Jewish people Nazi education system Treatment of conscientious objectors</p> <p><u>SCIENCE</u> Ethics of transplants and the role of the BMA</p> <p><u>ENGLISH</u> Animal Farm Conflict Poetry</p> <p><u>COMPUTER SCIENCE</u> Understand that electronic content can offend and upset people. Social media and how this can have an impact on society.</p> <p><u>RESISTANT MATERIALS AND ENGINEERING</u> Listening to other students thoughts and ideas regarding their own design ideas and the different ways to achieve their final product. Students to respect each other's choices regarding their design ideas. Students to listen and work on peer feedback with respect of their peers decisions. Students taught to respect the work of others and respect equipment and machinery.</p>	<p><u>ART</u> Artist Research looking at artists from a wide range of cultures and time periods. Appreciation for contextual art including homework opportunities.</p> <p><u>GEOGRAPHY</u> Segregation and inclusion in MEDC cities Studies of strategies to support integration</p> <p><u>RE</u> Taught and modelled throughout each lesson when discussing and considering different religious/non-religious views.</p> <p><u>BTEC Business</u> The importance of customer services</p> <p><u>HISTORY</u> Tension and conflict in the Cold War US bombing campaign in Vietnam US use of controlled villages Mai Lai massacre Use of Agent Orange</p> <p><u>SCIENCE</u> Ethics of cloning animals, using embryonic stem cells in research Darwin's theory of Evolution</p> <p><u>ENGLISH</u> Conflict Poetry Romeo and Juliet</p> <p><u>COMPUTER SCIENCE</u> Understand that electronic content can offend and upset people. Social media and how this can have an impact on society.</p>

		<p><u>RESISTANT MATERIALS AND ENGINEERING</u>          Listening to other students thoughts and ideas regarding their own design ideas and the different ways to achieve their final product.          Students to respect each other's choices regarding their design ideas.          Students to listen and work on peer feedback with respect of their peers decisions.          Students taught to respect the work of others and respect equipment and machinery.</p>
<p><b>Tolerance of Those with Different Faiths and Beliefs:</b>  <i>A fair, objective and permissive attitude to those whose faith and beliefs may differ from one's own. The expectation that other people having different faiths or beliefs should be accepted and tolerated. Understanding the importance of identifying and tolerating discrimination.</i></p>	<p><u>ART</u>          Identity project allows for students to explore their own and find out about each other's culture.</p> <p><u>RE</u>          Taught and modelled throughout each lesson when discussing and considering different religious/non-religious views.</p> <p><u>HISTORY</u>          Nazi persecution of Jewish people          Nazi propaganda          Nazi education system          Nazi control of the German population          Treatment of conscientious objectors          Suffragette campaign</p> <p><u>RESISTANT MATERIALS</u>          SMSC covered within the subject knowledge and exam preparation. Ensuring design ideas are not offensive or disregard other people's opinions or beliefs.</p> <p><u>BTEC Sport</u>          Sporting Etiquette</p>	<p><u>RE</u>          Taught and modelled throughout each lesson when discussing and considering different religious/non-religious views.</p> <p><u>BTEC Performing Arts:</u>          Unit 1: Individual Showcase</p> <p><u>HISTORY</u>          Tension and conflict in the Cold War</p> <p><u>SCIENCE</u>          Ethich of cloning animals, using embryonic stem cells in research          Darwin's theory of Evolution</p> <p><u>RESISTANT MATERIALS</u>          SMSC covered within the Controlled Assessment aspect and the Exam preparation.</p> <p><u>GCSE PE</u>          Sporting Etiquette</p>