

WOODBIDGE HIGH SCHOOL

British Values Overview

2025-26

Year 7-13

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Introduction

The four British Values are:

- The Rule of Law
- Democracy
- Mutual Respect and Tolerance of Those with Different Faiths and Those with no Faith
- Individual Liberty

This booklet contains details of the coverage of these values across the curriculum at Woodbridge High School. British Values are embedded within the curriculum and also taught explicitly through the separate subject of Life Studies.

In some subject areas, the concepts may be taught explicitly, whereas in others they may be referred to, or be part of the broader way in which the subject is delivered. Details of this are given below.

Each year, when the curriculum is reviewed, this booklet is updated to reflect any changes.





Full details of the curriculum in each year group are given in the separate curriculum booklets available on the school's website.

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Woodbridge High School British Values Overview

Year 7



| Y7 Subject | The Rule of Law  | Democracy  | Mutual Respect & Tolerance for those with different Faiths & those without Faiths  | Individual Liberty  |
|--------------------|--|---|---|--|
| English | Debating the role of the law and issues surrounding laws in texts such as 'In the Sea there are Crocodiles' and Blake's poetry. Coverage of many topical news articles of current issues to do with the rule of law and equality. | The rights and voice of the individual are discussed through a range of texts including Blake's poetry, and coverage of many topical news articles of current issues to do with the rule of law and equality. | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences. Some texts are drawn from writers from black and Asian heritages and explicitly deal with anti-racism. Celebrating positive achievement and contribution to British society. | The concepts of individual freedom are discussed through texts such as the no - 'A Midsummer Night's Dream' and 'In the Sea there are Crocodiles' and coverage of many topical news articles of current issues to do with freedoms and equality. |
| Mathematics | Taxes/VAT/Budgets (Percentages/Fractions/Statistical diagrams) | Polling/First past the post (Questionnaires & Sampling/Tally Charts/Statistical diagrams) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes, dealing with any cases of intolerance as they arise, maths is the one universal language. | Acceptance of different Ethnicity/Sexuality/Religion (Sampling/Census/Percentages) |
| Science | Reproduction – age of sexual consent, Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc. | | Reproduction – developing a safe classroom environment for students to ask questions regarding the topic through anonymised q boxes. | Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| Art | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to other viewpoints Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support | Studying the work of Japanese artist Yayoi Kusama whose work is deeply rooted in her cultural background, yet she has had a profound impact globally. This opens up discussions about cultural diversity and how art can be a bridge between different worldviews. Kusama's art often explores infinity, the cosmos, and the self , which are themes that transcend specific religions or belief systems | Creating choices through scaffolding at beginning of projects |





| Y7 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|--------------------------------|--|--|---|--|
| Design & Technology | COSHH PPE British H+S Packaging laws | Pupils voice Group feedback | Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product (inc. food), Non-gender products designed | Self-assessment freedom to express design ideas Choice of H/L |
| Drama | | | Max: Develop empathy and understanding of the impact of Bullying, understand the inner emotions of a bullied person, reflect on the personal response and how bullying can be dealt with both as a bullied person and on-looker. Ancient Greek Theatre: Develop knowledge of the foundation of drama, understand the specific techniques in Greek Theatre, create performances using traditional text and techniques | |
| French | Discussion of 'la laïcité' and ban on religious symbols in French schools. Differences in school rules in France and UK. | Taking turns to speak in the classroom, making sure that everyone's voice is heard. Being respectful of other people's views even if we don't agree with them. | Looking at French culture and the differences and similarities with British culture, respecting their different way of life and through comparison learn to value and tolerate different cultures. | |
| Geography | London and Congestion charge. Spaces of political inclusion/exclusion and mobility. | How can we make London more SEE sustainable? | Knowledge of 'other' (and self) people, places, beliefs and cultures Respecting 'other' opinions in debates | Woodbridge as a 'melting pot'. People have the opportunity in the UK to follow rule of law and have freedom. One of the reasons for high levels of immigration to UK/ London |
| German | Discussion of school rules and how these apply to the wider world | Taking turns to speak in the classroom, making sure that everyone's voice is heard. Being respectful of other people's views even if we don't agree with them. | Developing knowledge of how people live in Germany and other German-speaking countries, respecting their different way of life and through comparison learn to value and tolerate different cultures. | |
| History | Magna Carta- and King John- The creation of Parliament 1215. The power of monarchs and the Church in medieval England. | Magna Carta- and King John- The creation of Parliament 1215. The protests and challenges to monarch's power and how people tried to gain rights e.g. Peasants Revolt | The Vikings and their trade routes. Chinggis Khan and the Mongol Empire The Mali Empire. The English Reformation and the Religious Settlement: Catholicism Vs Protestantism | Normal Conquest and control Mongol Conquest and control The Feudal system Impact of the Reformation on ordinary people. |

| Y7 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------|---|---|--|---|
| ICT & Computing | e-Safety – Computer Mis-use Act (CMA), Hacking, Cyber-bullying | Accessibility of web-publishing – anyone can publish their thoughts | Privacy – personal information online | e-Safety – Netiquette, acceptable use |
| Life Studies | The value of the rules and laws, and the criminal justice system. | The value of community and volunteering within society | The respect of others, rights, personal freedoms and how to exercise these safely | Online safety. Rights of others |
| Music | Creating a safe working environment Using equipment safely and correctly | Working together in groups, ensuring everyone's ideas and opinions are heard fairly. | Working together and performing as an ensemble: respect and tolerance of different opinions and ability levels. Learning about music from different cultures e.g. West African Drumming | Expressing ourselves creatively through composition and performance. |
| Physical Education | Rules/Laws of games/sports Department policies (actions and consequences) i.e. no kit policy/detentions Conditioned games – adapting to new rules Respecting officials and their decisions Fair play and sportsmanship Updated PE information board – latest news/sporting updates | Leadership – warm ups, captains, tactical input Sports Leader – course Freedom to choose activities when leading – warm-ups (as long as safe and effective) Tactics/formations – decided in teams Updated PE information board – latest news/sporting updates | Respect for others on team/opponents/in class Differing abilities within activities – being inclusive (LSA) Respect for officials Differing roles within sport Understanding of consequences of actions towards others Adapt activities for religious reasons – Ramadan/clothing Dances from different cultures Updated PE information board – latest news/sporting updates | Individual Performances in Dance/gym – creativity/freedom to develop own performance within criteria Experiencing different roles and positions in sports and teams Freedom to choose activities when leading – warm-ups (as long as safe and effective) Updated PE information board – latest news/sporting updates |
| Religious Education | Religious beliefs and how beliefs form laws. Personal beliefs and values. Make comparison with British values. How the legislative process works as part of Systems of government SOW. | Religious leaders and founders, how they were chosen. Comparison with the democratic process. Systems of government and forms of power SOW. | Developing respect for all through religious understanding and tolerance. Understanding religious development and denominational links. Comparing and contrasting shared beliefs of religions studied. | Exploring the rights to the freedom to believe in whatever one wishes to believe. Studying coercive control in cults, in contrast to liberty within religion. |
| Russian | Discussion about school rules and how these apply to the wider world. | Quiz on famous Russians including political leaders – start of a discussion on the revolution and USSR. | Looking at Russian culture and the differences and similarities with British culture | |
| Spanish | Discussion about school rules and how these apply to the wider world. | Taking turns in classroom to ensure everyone is treated equally | Discovering the cultural variety of Spanish speaking countries e.g. El Día de los Muertos Inclusion of different faiths in discussion of celebrations (e.g. vocabulary for celebrating Christmas, Easter, Eid etc.) | Exploring the right to education and comparing how this applies in a variety of Spanish speaking countries. Expressing views and listening to views of others in a debate. |

Woodbridge High School British Values Overview

Year 8



| Y8 Subject | The Rule of Law  | Democracy  | Mutual Respect & Tolerance for those with different Faiths & those without Faiths  | Individual Liberty  |
|--------------------|---|--|---|--|
| English | Debating and coverage of many topical news articles of current issues to do with the rule of law and equality. The rule of law in Victorian England through 'Great Expectations'. | Debating ideals of democratic rights in Blake's poetry. Coverage of many topical news articles of current issues to do with the rule of law and equality. | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences. Some texts are drawn from writers from black and Asian heritages and explicitly deal with anti-racism. | Issues raised about individual liberty in texts such as Blake's poetry and Extracts from Dickensian texts such as 'Great Expectations'. Coverage of many topical news articles of current issues to do with freedoms and equality. For example, in the News and non-fiction units of work. |
| Mathematics | Taxes/VAT/Budgets (Percentages/Fractions/Statistical diagrams) | Polling/First past the post (Questionnaires & Sampling/Tally Charts/Statistical diagrams) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | Acceptance of different Ethnicity/Sexuality/Religion (Sampling/Census/Percentages) |
| Science | Health & Drugs – legal and illegal drugs why is smoking tobacco legal but cannabis not, Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools, etc | Health & Drugs – The role of the NHS, how the NHS is perceived in other countries Health & Drugs – debating whether cannabis should be legalised / alcohol made illegal | Debating – Animal Testing | Right to refuse treatments, not use drugs tested on animals, equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| Art | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support | Students explore Greek mythology and belief systems. Students study the work of London based, black artist J King - Respect the intellectual and cultural contributions of people from different backgrounds. | Creating choices through scaffolding at beginning of projects |

| Y8 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------|--|--|---|---|
| Design & Technology | COSHH PPE British H+S | Student voice Group feedback | SMSC beliefs considered when designing a product. Non-gender products designed | Self-assessment freedom to express design ideas Choice of H/L |
| Drama | | | Medieval theatre: Religion and the church central to the theatre at this time; <ul style="list-style-type: none"> • Develop knowledge of the theatrical style of medieval theatre. • Understand the specific techniques in Medieval times. Create performances using traditional text and skills. | |
| French | All students recognise and accept that the school's rules apply in the French classroom in the same way as they do elsewhere at WHS. | | European Day of Languages – celebrating wealth and value of different languages spoken around the world and linking to the concept of 'francophonie' Exploring the French speaking world through the context of holidays to a variety of destinations. Discussion around the respect and tolerance for different cultures. | Discussion around films and music – respect for individual choices and preferences |
| Geography | Urbanisation SOW- planning permission for the allotment site for change of use. Following planning law | SDME: How can we protect people in the UK from flooding? | Knowledge of 'other' (and self) people, places, beliefs and cultures Respecting 'other' opinions in debates | Do people have the opportunity to 'develop'? Does a 'postcode' lottery for life changes and life expectancy exist? |
| German | All students recognise and accept that the school's rules apply in the German classroom in the same way as they do elsewhere at WHS. | All students recognise and accept that the school's rules apply in the German classroom in the same way as they do elsewhere at WHS. | European Day of Languages – celebrating wealth and value of different languages spoken around the world Festivals and cultural events in Germany – exploring and developing understanding of cultural diversity | 'Das Wunder von Bern' and how the post WW2 historical context affected individual liberty 'Das Tagebuch der Anne Frank' and 'Berlin 36' - denial of equal rights |

| Y8 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------------------|--|--|---|--|
| History | <p>The causes of the English Civil War and the power of the monarch versus parliament.</p> <p>The abolition of the slave trade.</p> <p>The work of the Suffragettes and how their actions can be viewed as terrorism.</p> | <p>The English Civil War- the causes and demands for parliament to have more power.</p> <p>The abolition of the slave trade-the different reasons as to why this was abolished.</p> <p>The increase in male suffrage during the Industrial Revolution.</p> <p>The work of Sylvia Pankhurst and the Suffragettes in gaining women the vote.</p> | <p>The Asante Kingdom.</p> <p>The transatlantic slave trade and the horrors this included.</p> <p>The British Empire in 1897 and its impact on indigenous people.</p> <p>The contribution of different people to the First World War and their experiences.</p> <p>The treatment of the Irish by English hands.</p> <p>The work of Sylvia Pankhurst in helping the poor or those of different religions/ races.</p> | <p>The Assante Kingdom and the Slave Trade.</p> <p>Did the workers of Britain experience positive change during the Industrial Revolution?</p> <p>Why did nationalism develop in Ireland?</p> <p>The uniqueness of Sylvia Pankhurst and her historical significance.</p> |
| ICT & Computing | Computer Game development – need for laws/rules in designing behaviours | Laws and fairness of Computer Laws | e-Safety and online bullying trolling. What it is and how to stop it | e-Safety – risks posed in online gaming environments, |
| Life Studies | Laws on online content, marriage, consent | Understanding what a trustworthy source is and how media & social media can influence. Understanding the history of the UK parliament and how it functions. | Rights & Respect, along with refugee laws | Online safety and risks of sharing content |
| Music | Creating a safe working environment. Using equipment safely and correctly | Working together in groups, ensuring everyone’s ideas and opinions are heard fairly. | Working together and performing as an ensemble: respect and tolerance of different opinions and ability levels. Learning about music from different cultures e.g. Latin American, Gamelan, Reggae | Expressing ourselves creatively through composition and performance. |
| Physical Education | <p>Rules/Laws of games/sports</p> <p>Department policies (actions and consequences) i.e. no kit policy/detentions</p> <p>Conditioned games – adapting to new rules</p> <p>Respecting officials and their decisions</p> <p>Fair play and sportsmanship</p> <p>Updated PE information board – latest news/sporting updates</p> | <p>Leadership – warm ups, captains, tactical input</p> <p>Sports Leader – course</p> <p>Freedom to choose activities when leading – warm-ups (as long as safe and effective)</p> <p>Tactics/formations – decided in teams</p> <p>Updated PE information board – latest news/sporting updates</p> | <p>Respect for others on team/opponents/in class</p> <p>Differing abilities within activities – being inclusive (LSA)</p> <p>Respect for officials</p> <p>Differing roles within sport</p> <p>Understanding of consequences of actions towards others</p> <p>Adapt activities for religious reasons – Ramadan/clothing</p> <p>Dances from different cultures</p> <p>Updated PE information board – latest news/sporting updates</p> | <p>Individual Performances in Dance/gym – creativity/freedom to develop own performance within criteria</p> <p>Experiencing different roles and positions in sports and teams</p> <p>Freedom to choose activities when leading – warm-ups (as long as safe and effective)</p> <p>Updated PE information board – latest news/sporting updates</p> |

| Y8 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------------------|--|--|--|---|
| Religious Education | Religion and equality – laws that have been put in place to ensure there is equality and fairness. | Studying the Civil Rights movement, how it had an impact on democracy. Study of the democratic process. Study of different forms of government and evaluation of forms of democracy. | Comparing personal views with the views of others, accepting differences through understanding of the different views. | Religion and equality, studying apartheid and its problems, The Civil rights Movement and its importance. Study of Human Rights secured by the ECHR. |
| Russian | All students recognise and accept that the school's rules apply in the Russian classroom in the same way as they do elsewhere at WHS. | Case study of "Akademgorodok" and Soviet planned cities. | Cultural exposé of the Muslim / Christian city of Kazan in Russia | Tolerance of those with different opinions (for example in the context of music) and discussion around all students having the freedom to express and explain their own opinions. |
| Spanish | Discussion of school rules as part of topic of school and reasons for them, Texts dealing with aspects of law that keep young people safe (e.g. use of social media/mobile phones). | Taking turns in classroom to ensure everyone is treated equally. Expressing views and listening to views of others in a debate. | Exploring the Spanish speaking world through the context of holidays to a variety of destinations. Discussion around the respect and tolerance for different cultures. | Tolerance of those with different opinions (for example in the context of music) and discussion around all students having the freedom to express and explain their own opinions. |

Woodbridge High School British Values Overview

Year 9



| Y9 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|--------------------|---|--|--|---|
| English | Debates are held around legal issues as evidenced in texts such as 'Of Mice and Men' and coverage of many topical news articles of current issues to do with the rule of law and equality. The 'Protest and Change' unit of study allows pupils to explore and appreciate the voices that have brought about change and equality in our society | The rights and freedom of the individual and society are debated through texts such as 'Macbeth' and in the poetry unit of study – Contrasts, Collisions and Diversity. | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences. Some texts are drawn from writers from black and Asian heritages and explicitly deal with anti-racism. | Issues raised in the conflict poetry and 'Of Mice and Men' are discussed. Coverage of many topical news articles of current issues to do with freedoms and equality. |
| Mathematics | Taxes/VAT/Budgets Comparison of different countries taxes and spending (Percentages/Fractions/Statistics) | Different Voting Systems (Proportional representation/ Stratified sampling/ Questionnaires and bias) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | Benefits/Minimum wage/Individual Finances (Percentages/Arithmetic) |
| Science | Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | Energy – Policy on which resources to develop for electricity production (renewable vs non) including arguments for nuclear fuels | Human Nutrition – exploring ideas about balanced diets, impacts of diets through choice (vegan etc) or religion | Human Nutrition – discussing impacts of choosing to follow a restricted diet on human health, equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| Art | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support | Students study the work of Surrealist artist Rene Magritte. His work challenges perception and open-mindedness. Students understand that others may see the world differently , and that's okay. They develop critical thinking and respect for diverse interpretations . | Creating choices through scaffolding at beginning of projects |
| Business | Enterprise and business world –external factors Consumer Rights Employee Rights | Business Ethics Equal Opportunities Acts Partnerships and Limited Companies Management Styles | Principles of customer service Personal selling Recruitment selection and employment | Recruitment, selection and employment Legislation Personal Finance |

| Y9 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------------------|---|--|--|--|
| Design & Technology | COSHH PPE British H+S | Pupils voice Group feedback | SMSC beliefs considered when designing a product Non-gender products designed | Self-assessment freedom to express design ideas Choice of H/L |
| Drama | Explore the real-life contemporary situation of the London Riot, research the different groups involved through verbatim text. Consider the choices and opinions of those involved, debate these choices and present an opinion. Dilemmas: Assess choices made during given situations, examine the impact of these by exploring the chosen responses Discuss and debate these ideas verbally and practically | Explore the real-life contemporary situation of the London Riots, research the different groups involved through verbatim text. Consider the choices and opinions of those involved. Debate these choices and present an opinion. | | Explore the real-life contemporary situation of the London Riots, research the different groups involved through verbatim text. Consider the choices and opinions of those involved. Debate these choices and present an opinion. Dilemmas: assess choices made during given situations, examine the impact of these by exploring the chosen responses, discuss and debate these ideas verbally and practically |
| French | All students recognise and accept that the school's rules apply in the French classroom in the same way as they do elsewhere at WHS. | Film – Au revoir les Enfants and discussion of how democracy was threatened under the Nazi occupation of France | Looking at religion in France – what are the main religions? What are the issues facing France in terms of integration? Discussing festivals that are celebrated in France Film – Au revoir les Enfants and the treatment of French Jews during WW2 – exploring the right to practice one's religion | Discussion of gender neutral job titles and how this compares to French job titles. |
| Geography | Asylum seekers and UK law | Debating Matters: Fair trade holds back the developing world | Knowledge of 'other' (and self) people, places, beliefs and cultures Respecting 'other' opinions in debates | Ethical geographies SOW- themes of migration and ethical consumption |
| German | Discussion of rules at the workplace as part of the topic jobs and ambitions. | Sophie Scholl and the historical background of Nazi Germany Understanding and appreciating the views of others during small group discussions on topics studied e.g. preferences for jobs and reasons for it. | Understanding and appreciating the views of others during small group discussions on topics studied. | Using gender neutral language when talking about jobs |
| Health & Social Care | Legislation relating to food safety. | Health, Social Care and Early years services provided at the point of need for service users. | Factors influencing dietary needs | The right to choose in a care setting |

| Y9 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------------------|--|---|--|---|
| History | The impact of the Nuremburg Laws-, the Anti- Semitic laws used in Nazi Germany. The way in which these laws were designed to separate Jewish people from their German identity and the use of persecution through law. The Race Relations Act of the 1960s and how race relations improved. The Thatcher Years including the Miner Strikes and Section 28. | The growth of democracy in Britain and challenges to democracy. For example, the Battle of Cable Street. The reasons why political extremism developed in Russia or Germany. The Holocaust and Nazi Germany. Race relations post 1945. The Thatcher Years. | The persecution of the Jewish community 1933-1945. The Battle of Cable Street. The causes of WW2 and how aggressive policies led to conflict. Post-war immigration and the treatment of these migrants. The conflict in the Middle East. | Experience of immigrants in Post-War Britain Living under Nazi rule/ occupation The effects of WW2 on individual liberty e.g. evacuation/ Blitz/ atomic bomb. The conflict in the Middle East. The Thatcher Years. |
| ICT & Computing | Networking: Computer Misuse Act, Hacking, | Debating laws and condition of using PC at home and in school | Encryption techniques used to safeguard digital privacy | Permanence of online postings/social media |
| Life Studies | The law, the justice system and young people; The Mental Health Act; The laws about drugs, legal highs and vaping in the UK; Domestic abuse and FGM laws | Parliament & Democracy | Challenging stereotypes; difference between equality and equity | Political, legal and human rights |
| Music | Creating a safe working environment Using equipment safely and correctly | Working together in groups, ensuring everyone's ideas and opinions are heard fairly. | Working together and performing as an ensemble; respect and tolerance of different opinions and ability levels. Learning about music from different cultures e.g. Samba | Expressing ourselves creatively through composition and performance. Exploring free speech through Protest Songs |
| Physical Education | Rules/Laws of games/sports Department policies (actions and consequences) i.e. no kit policy/detentions Conditioned games – adapting to new rules Respecting officials and their decisions Fair play and sportsmanship Updated PE information board – latest news/sporting updates | Leadership – warm ups, captains, tactical input Sports Leader – course Freedom to choose activities when leading – warm-ups (as long as safe and effective) Tactics/formations – decided in teams Updated PE information board – latest news/sporting updates | Respect for others on team/opponents/in class Differing abilities within activities – being inclusive (LSA) Respect for officials Differing roles within sport Understanding of consequences of actions towards others Adapt activities for religious reasons – Ramadan/clothing Dances from different cultures Updated PE information board – latest news/sporting updates | Individual Performances in Dance/gym – creativity/freedom to develop own performance within criteria Experiencing different roles and positions in sports and teams Freedom to choose activities when leading – warm-ups (as long as safe and effective) Updated PE information board – latest news/sporting updates |
| Religious Education | How belief in God impacts on the formation of law. Looking at issues of religious freedom vs the Rule of Law in the study of NRMs. Religious and personal liberty and how they can conflict with Rule of Law in the Euthanasia debate. | Looking at the democratic processes which have led to change in laws on Abortion, Same-sex marriage and Euthanasia in a wider European context. | Making comparisons of personal views and opinions with those of others on ethical matters. | How living in a religious country may have an impact on individual freedom and rights. i.e. Homosexuality |

| Y9 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------|--|---|--|--|
| Russian | Cultural differences that stem from legal systems in Russia and the UK when referring to describing a town | Case study of famous Russian speakers, including politicians, both from modern democratic Russian Federation and the Soviet Union. | Discussion around translation and the importance of culture and point of view in formulating phrasing. | Discussion around children's rights and responsibilities around the world. Soviet pioneer movement |
| Spanish | When discussing a trip to Madrid, considering the differences in law between the UK and Spain Texts dealing with aspects of law that keep young people safe (e.g. use of social media/mobile phones). | Taking turns in classroom to ensure everyone is treated equally. Films dealing with historical contexts where democracy is threatened (Voces Inocentes) Expressing views and listening to views of others in a debate | Research into traditions in Spanish speaking countries, for example Christmas, Día de los Muertos, San Fermín etc. Including vocabulary relating to different religious places of worship when describing town (e.g. church, mosque). | Discussion around children's rights and responsibilities around the world, specifically in Spanish speaking countries. Looking at the Universal Declaration of Human's Rights both in Spanish and English. |

Woodbridge High School British Values Overview

Year 10



| Y10 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|--------------------|--|---|---|--|
| English | The rule of law is examined in a range of challenging fiction texts such as 'A Christmas Carol' and a range of non-fiction topical articles to do with the rule of law and equality. | The concept of democracy is studied through a range of texts including poetry and non-fiction articles to do with changing attitudes towards rights and freedoms across time. Example – in the study of 'An Inspector Calls'. | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences. Many texts are drawn from writers from black and Asian heritages and explicitly deal with anti-racism. | The question of personal liberty is debated in 'A Christmas Carol' and a range of non-fiction texts to do with changing attitudes towards rights and freedoms. |
| Mathematics | Taxes/VAT/Budgets Comparison of different countries taxes and spending (Percentages/Fractions/Statistics) | Different Voting Systems (Proportional representation/ Stratified sampling/ Questionnaires and bias) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | Benefits/Minimum wage/Individual Finances (Percentages/Arithmetic) |
| Science | Gas Exchange – Smoking ban in public places, smoking ban in cars containing children and impact of smoking on health. Rates of Reaction – change in law to reduce airborne pollution through use of compulsory catalytic converters in cars. Forces – Speed limits linked to thinking distances / stopping distances etc. Impact of slower speeds on fatal injuries in collisions Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | Global Warming – right to campaign for /against, free speech Recycling | Smoking & Health – Transplants – ethical variation on donation of organs (discuss Jehovah's Witnesses as case study) Science vs Religion Evolution and Evolution by Natural Selection as proposed by Charles Darwin. Appreciation for the fact it is a theory and respect of differing views. | Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |

| Y10 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---|--|--|---|--|
| Art | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support | In both coursework projects students explore their own identity through portraiture. The food project also gives students the opportunity to draw upon faith, religion, family and culture. Diverse work is created, respected and equally celebrated in class. | Individual choices of: Imagery/ sources and personal starting points. Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people. |
| Business | Enterprise and the entrepreneur The business plan External influences- Government Policy Health and Safety | Partnerships The Political and Economic Environment | Marketing in the wider business environment – cultural factors Recruitment and Selection Discrimination at Work | Business ownership, trading organisations and growth Employment and retention |
| Child Development | The provision of statutory services & legislation/policy/guidance around the provision of those services. | Health, Social Care and Early years services provided at the point of need for service users. | Factors influencing dietary needs Factors impacting choices for delivery of the baby. | Freedom to express ideas and develop own materials for practical elements of the coursework. |
| Design & Technology (all subjects) | Copyright Trademark law BSI COSHH PPE British H+S | Pupils voice Group feedback | SMSC beliefs considered when designing a product Non-gender products designed | Self-assessment freedom to express design ideas |
| Drama | Use of Contemporary issues to develop pieces of work Including the troubles in Northern Ireland, crime and consequences Use of the Genre Theatre in Education to create morals and use facts. | Use of Contemporary issues to develop pieces of work Including the troubles in Northern Ireland and recent articles as research – looking at religion and conflict. Use of the Genre Theatre in Education to create morals and use facts. | Use of Contemporary issues to develop pieces of work Including the troubles in Northern Ireland and recent articles as research – looking at religion and conflict. Use of the Genre Theatre in Education to create morals and use facts. | Use of Contemporary issues to develop pieces of work Including the troubles in Northern Ireland and recent articles as research – looking at religion and conflict. Use of the Genre Theatre in Education to create morals and use facts. |
| French | Differences between French and British schools, ban on religious symbols in school, separation of Church and State and where this stemmed from | Understanding and appreciating the views of others during small group discussions on topics studied e.g. talking about what makes a good friend as part of topic ‘relationships’ | Vocabulary to describe people, use of formal / informal register in French | |
| Geography | China- One Child Policy. The impact of State policy on a population | SDME: Should coastal managed retreat be decided by local or national councils? | Knowledge of ‘other’ (and self) people, places, beliefs and cultures Respecting ‘other’ opinions in debates | Should people have the right to reside in hazard regions? |

| Y10 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------------------|---|--|--|--|
| German | Discussion of school rules as part of topic 'school'. | Understanding and appreciating the views of others during small group discussions on topics studied e.g. talking about what makes a good friend as part of topic 'relationships' | Appreciation of different cultures - discussion of different celebrations in Germany and comparison with other cultures/faiths Discussing aspects such as mutual respect as a requirement for positive relationships with family and friends as part of topic 'relationships' | Film review of 'Good Bye, Lenin! - Freedom of speech in former GDR |
| Health & Social Care | Legislation, policy and procedures relating to the provision of HSC & EY services | Health, Social Care and Early years services provided at the point of need for service users. | Provision of services based on religious need Care Values | Care values and the ability for service users to choose their care Individual choices in developing ideas and materials for the practical elements of the coursework. |
| History | The establishment of Elizabethan government The Religious Settlement in Elizabethan England. Post-war agreements of the Cold War. The issues of policing Whitechapel in the late 19 th century. | Capitalist and communist ideology. The Collapse of the Soviet Union. Elizabethan government and the limited power of parliament. | Elizabeth's Religious Settlement- amalgamating Catholic belief and traditions with Protestant ones The USSR invasion of Afghanistan. Gorbachev's new thinking and the summit meetings of the 1980s. | Communist takeover of Eastern Europe. The Berlin Wall. The Religious Settlement- why did life get increasingly difficult for Catholics? |
| ICT & Computing | CMA, CDPA, RIPA, FOI | Open-source software development, public ownership licenses | Regulation of Investigatory Powers Act (RIPA) - (<i>limitations on tapping digital comms.</i>), Data Protection Act, Online Privacy, Data Encryption Techniques | Digital Piracy, Copyright Designs & Patents Act (CDPA) |
| Life Studies | How laws are made and enforced, UK criminal justice system Drugs, Addiction and Gangs Laws surrounding pornography | Human rights and Equality law and how this has been implemented; Climate change and sustainability | Equality and Diversity – specifically looking at race and religion within the Equality Act | Equality within job applications – how to apply and write CVs to show our individuality |





| Y10 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------------------|---|--|---|--|
| Media Studies | Regulation of the media industries: film industry (BBFC); TV and Radio (OfCom); magazines and newspapers (IPSO) | | Key concept of representation is tackled in detail across both key stages, including: <ul style="list-style-type: none"> • How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) • Institutional ideologies/audience values • Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | Using media as a practical tool to express creative voice Ownership of learning through personal choice of topic, e.g. magazine, film genre |
| Music | Creating a safe working environment Using equipment safely and correctly | Working together in groups, ensuring everyone's ideas and opinions are heard fairly. | Working together and performing as an ensemble: respect and tolerance of differences Exploring music from different cultures in 'Rhythms of the World' | Expressing ourselves creatively through composition and performance. |
| Physical Education | Safe/correct equipment Elaborating on why we have Laws/Rules Officiating as an assessed practical – knowing the Laws and applying them appropriately | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) PE Prefects Development of tactical awareness GCSE practical criteria – positions, effectiveness in individual/team sports | Referee officiating courses Inclusivity and participation, CHIRPS - covered in GCSE content | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) Presentations in GCSE lessons |
| Psychology | Authoritarian personality – social order and prevents defiance | Equal opportunities for boys and girls (positive discrimination) within education | Understanding and accepting different psychological that conflict with mainstream views e.g. sex and gender and androgyny Attachment: Different upbringings | Free will – attachment Free will within Obedience |
| Religious Education | Studying British Laws on ethical matters such as euthanasia. Comparing with religious responses and personal responses. Studying crime and how laws aim to reduce crime and promote justice. | Religion and equality – a comparison of equality, views on equality, leaders that have promoted equality. Suffragettes – women's rights | Equal rights, studying different laws that aim to respect the rights of all. Importance of respecting people rights, peace and justice. | Religion peace and justice. Equal rights and freedom. |
| Russian | Description of houses within the context of Russian economic growth | Research project about a Russian town including its history. Discussion about the Soviet Union. | Cultural differences between Russian Christmas and Russian New Year and the role of religion in Russia and the Soviet Union. | Discussion around state-imposed job allocation in the Soviet Union vs free-market jobs in modern Russia. |

| Y10 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|------------------|--|--|--|---|
| Sociology | Laws regarding families (divorce, marriage), equality (sex discrimination, the equality act) and schooling (past and current e.g. Education Reform Act) | Team work on sociological theory and perspectives How social groups have overcome inequality and suffering through societal change | Discussions and debates about topics such as sociological theory (Marxist, Feminist, etc), roles within the home, different social groupings (class, gender, ethnicity, age). Role of education in teaching British values | Macro vs micro society (individual power vs state structure) Equal rights through laws |
| Spanish | Texts dealing with aspects of the law that keep young people safe (e.g. use of social media/mobile phones). Discussion of school rules as part of the topic of school and reasons for them, | Extracts of films & literary texts dealing with historical contexts of Franco's regime, colonisation of Central and South America (Even the Rain / Pan's labyrinth/ When Two Worlds Collide) Expressing views and listening to views of others in a debate. | Inclusion of different faiths in discussion of the celebrations (e.g. vocabulary for celebrating Christmas, Eid etc.) Discussion on the mix of influences in Spain and Spanish language both Catholic & Muslim | Discussions on children's rights with reference to education in Central and South American countries Texts dealing with various family structures and sexualities. |

Woodbridge High School British Values Overview

Year 11



| Y11 Subject | The Rule of Law  | Democracy  | Mutual Respect & Tolerance for those with different Faiths & those without Faiths  | Individual Liberty  |
|-------------------------|--|--|---|---|
| English | Debating the moral implications of breaking the law as in 'An Inspector Calls' 'Romeo and Juliet' and a range of non-fiction topical articles to do with the rule of law and equality. | The rights of society and the rule of democracy is discussed in 'An Inspector Calls' The concept of democracy is studied through a range of texts including poetry and non-fiction articles to do with changing attitudes towards rights and freedoms across time. | Studying of a range of texts, including poetry, which refer to cultural and spiritual differences. Many texts are drawn from writers from black and Asian heritages and explicitly deal with anti-racism. | Individual liberty is studied and examined through political texts such as 'An Inspector Calls' 'Romeo and Juliet' and a range of non-fiction texts to do with changing attitudes towards rights and freedoms and impacts of patriarchal systems over time. |
| Mathematics | Taxes/VAT/Budgets Comparison of different countries taxes and spending (Percentages/Fractions/Statistics) | Different Voting Systems (Proportional representation/ Stratified sampling/ Questionnaires and bias) | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | Benefits/Minimum wage/Individual Finances (Percentages/Arithmetic) |
| Science | Inheritance & Biological Uses – Laws relating to cloning, abortion fertility treatment, anonymity of donors, GM crops | Reproduction – abortion laws & legalisation of contraceptive pill empowered women to take control of their fertility | Inheritance – Evolution, Abortion Homeostasis – Use of pig Insulin, reasons for the development of human based insulin from genetic engineering. Science Vs Religion | Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| Art | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support | The food project gives students the opportunity to draw upon faith, religion, family and culture. Diverse work is created, respected and equally celebrated in class. | Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people. |
| Business Studies | Enterprise and the entrepreneur. The business plan External influences- Government Policy Health and Safety | Partnerships The Political and Economic Environment | Marketing in the wider business environment – cultural factors Recruitment and Selection Discrimination at Work | Business ownership, trading organisations and growth Employment and retention |

| Y11 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|------------------------------------|--|---|---|--|
| Child Development | | Health, Social Care and Early years services provided at the point of need for service users. | Individual birthing choices | Individual birthing choices |
| Design & Technology (all subjects) | Copyright Trademark law BSI COSHH PPE British H+S | Pupils voice Group feedback | SMSC beliefs considered when designing a product Non-gender products designed | Self-assessment freedom to express design ideas |
| Drama | Study of FACE by Benjamin Zephaniah Explores the choices and dilemmas a boy faces and the consequences of these actions | | Face explores faith and loss of this. | |
| French | Problems in the town where you live and possible solutions. | Is it democratic that religious symbols are banned in French schools? | 'Les Intouchables' – French film that tackles issues around disability and prejudice. Discussion about world problems and possible solutions in the context of the environment Texts about international and local campaigns- voluntary work/ helping vulnerable people | Listening to a range of opinions on school, smoking, sport etc, and giving your own opinions. Making choices as an individual on how to protect the environment Career/Further education choices |
| Geography | China- One Child Policy. The impact of State policy on a population | SDME: Should coastal managed retreat be decided by local or national councils? | Knowledge of 'other' (and self) people, places, beliefs and cultures Respecting 'other' opinions in debates | Is poverty a choice? Shanty Towns and the politics of mobility |
| German | Rules at the workplace | Understanding and appreciating the views of others during small group discussions | Discussion about world problems and possible solutions in the context of the environment Texts about international and local campaigns- voluntary work/ helping vulnerable people | Making choices as an individual on how to protect the environment Career/Further education choices |
| Health & Social Care | Individual rights and responsibilities Code of conduct in HSC settings | Health, Social Care and Early years services provided at the point of need for service users. | | |





| Y11 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|--------------------|--|--|---|---|
| History | The different crimes, punishments and methods of law enforcement over time. Life in Nazi Germany and the laws put in place to restrict freedom. | The creation of the Weimar Republic Proportional Representation How democracy 'died' in Nazi Germany Establishing a dictatorship Germany under the Nazis. The development of fair trials in Britain. | Nazi Germany- persecution of minorities. The treatment of outsiders e.g. witches or conscientious objectors over time. The crime and punishment for heresy | Nazi Germany- the removal of rights and the treatment of women, children and minorities. The role of individual liberty led to new crimes in the modern period e.g. hate crimes. |
| ICT & Computing | CMA, CDPA, RIPA, FOI | Open-source software development, public ownership licenses | Regulation of Investigatory Powers Act (RIPA) - (<i>limitations on tapping digital comms.</i>), Data Protection Act, Online Privacy, Data Encryption Techniques | Digital Piracy, Copyright Designs & Patents Act (CDPA) |
| Life Studies | Rights and responsibilities of employers and employees; laws regarding sexual conduct; laws on drugs; impact of gangs and knife crime | Voting and democracy, including alternative voting styles | Equality Act as applied in the workplace | Money and budgeting |
| Media Studies | Regulation of the music industry (OfCom)/home regulation | | Key concept of representation is tackled in detail across both key stages, including: <ul style="list-style-type: none"> • How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) • Institutional ideologies/audience values • Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | Using media as a practical tool to express creative voice Ownership of learning through personal choice of topic, e.g. music genre |
| Music | Creating a safe working environment. Using equipment safely and correctly | Working together in groups, ensuring everyone's ideas and opinions are heard fairly. | Working together and performing as an ensemble: respect and tolerance of differences. | Expressing ourselves creatively through composition and performance. |
| Physical Education | Safe/correct equipment Elaborating on why we have Laws/Rules Officiating as an assessed practical – knowing the Laws and applying them appropriately | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) PE Prefects Development of tactical awareness GCSE practical criteria – positions, effectiveness in individual/team sports | Referee officiating courses Inclusivity and participation, CHIRPS - covered in GCSE content | Core PE – 5 option pathways GCSE – options (input into practically assessed sports) Presentations in GCSE lessons |

| Y11 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------|---|--|---|---|
| Psychology | Criminal behaviour – importance of defining crime and measuring crime; cultural variations; historical variations | Keeping order in institutions – Zimbardo Stanford Prison Experiment | The Self: Unconditional positive regard. – leads to self-actualisation | The self – unconditional positive regard to self - actualisation |
| Religious Education | Comparison of religion, religious beliefs and laws with the laws of Britain. | Looking at different chambers of British parliament and the influence of religion within them. | Comparison of faiths and perspectives on faiths. Developing an understanding of different beliefs and reducing ignorance. Promoting acceptance of change above tolerance. | |
| Russian | Holidays topic: how popular Russian holiday destinations change based on international events. E.g. Vietnam, Turkey | Russian schools; pioneer movement | | Internet use and the law in Russia. |
| Sociology | Sociological perspectives on law, power, the state and authority | Debates over reasons for criminal behaviour. | Understanding social stratification. Views on social class. How the media frames particular social groups – awareness of stereotypes and misrepresentation of these groups. | Differences between criminal and deviant behaviour. |
| Spanish | Healthy living, including topic of dangers of drugs and alcohol and related laws. Reading & listening comprehension texts relating to laws dealing with environmental protection | Extracts of films & literary texts dealing with historical contexts of Franco's regime, colonisation of Central and South America (Even the Rain / Pan's labyrinth/ When Two Worlds Collide) Expressing views and listening to views of others in a debate. | Inclusion of different faiths in discussion of celebrations (e.g. vocabulary for celebrating Christmas. Eid etc.) Topic of Global Affairs: volunteer work and helping environment, problems in developing world. Texts relating to various cultural festivals relevant to this (e.g. Día de los muertos in Spanish). Showing respect while listening to pupils when demonstrating speaking and other activities in front of class. | Topic of future plans, making various choices for future career and life. Topic of Global Affairs: people in developing countries and issues faced. Texts dealing with various family structures and sexualities. |

Woodbridge High School British Values Overview

Year 12



| Y12 Subject | The Rule of Law  | Democracy  | Mutual Respect & Tolerance for those with different Faiths & those without Faiths  | Individual Liberty  |
|-------------------------|--|--|---|---|
| Art & Design | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support | Investigation of personal belief systems through ‘Personal Study’ | Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people. |
| Biology | Risk & Hazard – teaching students to safely assess this for their own personal wellbeing. Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | Global Warming – International Accords on Emissions and impacts, local referendum on congestion charges in other cities | Drug Testing protocols / PIGD freedom of information / genetic screening / abortion / right to life – when does life start | PIGD – ownership of DNA blueprint / sharing of karyotype |
| Business | Business and the external environment Human Resources legislation | Partnerships The Political and Economic Environment | The impact on stakeholders The external environment Leadership and decision making Human resources | Human Resources |
| Business (VTQ) | The business environment – Government Aspects of employment law Aspects of contract and business law, civil liability, legal system, criminal law | Aspects of the legal system and Law-making process | Marketing Recruitment and selection Human resource management Developing teams Understanding business ethics International business | Aspects of employment Law Aspects of civil liability |

| Y12 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------------------|--|--|---|--|
| Chemistry | Hydrocarbons – age of vehicle use age Alcohol Production – age to legally purchase alcohol, legality of making own alcohol Risk & Hazard – teaching students to safely assess this for their own personal wellbeing. Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | | Alcohol production | |
| Computer Science | CMA, CDPA, RIPA, FOI | Freedom of Information Act | RIPA, Online Privacy, Data Security, Data encryption | Digital Piracy, state Sponsored cyber-attacks, CDPA, |
| Drama & Theatre | Examining Ancient Greek theatre – contextualise and comparison with today Use of the Text ROAD - Jim Cartwrights play about real people. Discussion over the law | Examining Ancient Greek theatre – contextualise and comparison with today Use of the Text ROAD - Jim Cartwrights play about real people. Discussion over the law | Examining Ancient Greek theatre – contextualise and comparison with today Use of the Text ROAD - Jim Cartwrights play about real people. Discussion over people shown in the play. Experience and play these people on stage - empathy | Examining Ancient Greek theatre – contextualise and comparison with today Use of the Text ROAD - Jim Cartwrights play about real people. Discussion over freedom. |
| Economics | Government intervention | Elective government policy Comparing policies of parties | | Free market economics |
| English Language | In English Language, a range of texts and topics are studied within their contexts, including the question of the rule of law. Examples – The spread and rise of Global English. Debates and discussions around topical newspaper articles on changing attitudes towards language use. | The role of democracy is studied through the study of contexts for a range of challenging texts and topics. Examples: Study of Language and gender, ethnicity, dialects and Global varieties of English. Debates and discussions around topical newspaper articles on changing attitudes towards language use. | Studying of a range of texts and topics, which make relevant references to racial and gender differences. Examples: Study of Language and gender, ethnicity, dialects and Global varieties of English. | The notion of individual liberty is studied through a range of fiction and non-fiction texts and topics around the changing attitudes towards Language use and people. |
| English Literature | In Literature, a range of texts are studied within their contexts, including the question of the rule of law. Example: 'A Long, Long Way' by S. Barry – the Irish contribution to WW1 | The role of democracy is studied through carefully selected exam board prescribed texts. Example: NEA choice texts such as 'Brick Lane' by M. Ali – on the rights/roles of women among other recommended titles by the English department. | Ideas of Mutual respect and tolerance are studied through carefully selected exam board prescribed texts, such as Shakespeare's 'Othello' on the role of race and NEA choice texts such as 'Brick Lane' by M Ali – on the rights/roles of women among other recommended titles by the English department. | The notion of individual liberty is studied through a range of fiction texts and a range of contexts (including the First World War) and more contemporary texts – both fiction and non-fiction. |

| Y12 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------|--|---|--|---|
| Film Studies | Regulation of Film (BBFC), music (OfCom/home), TV & radio (OfCom), Advertising (ASA), internet (home), print media (IPSO) Changes to law related to gender and ethnicity | | Key concept of representation is tackled in detail across both key stages, including: <ul style="list-style-type: none"> • How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) • Institutional ideologies/audience values Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | Issues around online privacy and ownership of online content |
| French | How does 'Liberté, Égalité, Fraternité' influence the ban on religious symbols in French public spaces? Discussing the limits of the right to freedom of expression with reference to the Charlie Hebdo attack. Is the wearing of headscarves and the ban on burkinis justified? | The right to strike in France | Education and Work - Discussion of 'la laïcité' and ban on religious symbols in French schools La Loi Taubira and rights for single-sex couples Film: La Haine and tolerance of different ethnicities. The treatment of immigrant populations by the police. | The idea of liberté and the constraints of the law surrounding freedom of expression La loi Toubon and the quota of French songs played on the radio and the link to freedom of expression in music La Manif pour tous and the right to demonstrate |
| Geography | The notion of 'rule of law' is studied through a range of topics; Changing places and Contemporary urban environments. | The notion of 'Democracy' is studied through a range of topics; Changing places and Contemporary urban environments. | The notion of 'Mutual respect' is studied through a range of topics; Changing places and Contemporary urban environments. | The notion of 'Individual liberty' is studied through a range of topics; Changing places and Contemporary urban environments. |
| German | Work law in Germany | Study of the film 'Das Leben der Anderen' - exploring the impact of dictatorship on the life of artists/ citizens in the former GDR | Customs and Traditions in German speaking areas and their importance in uniting people from different cultures and faiths Workers in Germany within Europe | Life in the former GDR - ideology and impact on individual liberty Making choices on how to protect the environment and leading an organic lifestyle Choice of school in German education system |

| Y12 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------------------------|---|---|--|--|
| Health & Social Care (VTQ) | Preventing discrimination through legislation The role of national and local government in providing health, Social Care and Early Years services in the UK | What is equality, diversity and rights? Choice of units taken based on individual pathways | Respect for differing beliefs about surgery, blood and ethical debates relating to genetic implications Promotion of care values to prevent discriminatory practice Ethical issues to be considered when undertaking research. | Communication- choice of preferred methods e.g. advocates, interpreters Cultural diversity in communication |
| History | The work of the British Empire- the diplomatic agreements that saw the 'carving up of Africa' | Taxation without representation- Colonists revolt in America | The work of the British Empire in 'civilising' nations within the empire- force for good? | The damage of the coercive acts on the relationship between American colonists and Britain The Declaration of Independence The War of Independence |
| ICT | CMA, CDPA, RIPA, FOI | Freedom of Information Act | RIPA, Online Privacy, Data Security, Data encryption | Digital Piracy, state Sponsored cyber-attacks, CDPA, |
| Mathematics | Prevention of Tax Evasion through statistical analysis. | Gerrymandering | Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise. Maths is the one universal language. | |
| Media Studies | Regulation of Film (BBFC), music (OfCom/home), TV & radio (OfCom), Advertising (ASA), internet (home), print media (IPSO) Changes to law related to gender and ethnicity | | Key concept of representation is tackled in detail across both key stages, including: <ul style="list-style-type: none"> • How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) • Institutional ideologies/audience values Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | Issues around online privacy and ownership of online content |
| Music | Creating a safe working environment Using equipment safely and correctly | | Working together and performing as an ensemble: respect and tolerance of differences. | Expressing ourselves creatively through composition and performance. |
| Physical Education | | Governing Bodies (development of sports) covered in content | Content Socioeconomic and cultural factors | |





| Y12 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|--------------------------|---|--|--|---|
| Physics | Risk & Hazard – teaching students to safely assess this for their own personal wellbeing. Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | | | |
| Product Design | Copyright Trademark law BSI COSHH PPE British H+S | Pupils voice Globalisation Ethical trading | SMSC beliefs considered when designing a product Non-gender products designed | Free market economics freedom to express design ideas |
| Psychology | Social Change: recycling, LGBT, Gay marriage Psychopathology and understanding the values held within our culture and how it differs between other cultures | Obedience: Social Change, Milgram, explanations of obedience | Abnormality and Individual Differences; homosexuality, islamophobia, mental health Psychopathology and understanding the values held within our culture and how it differs between other cultures | LGBT Social Change |
| Religious Studies | Right to life Rights to choose Arguments for and against changes in law on euthanasia– ethics. | Importance of democratic ruling. The place of Natural Law in influencing British Law. | Comparison of faiths and perspectives on faiths. Developing an understanding of different beliefs and reducing ignorance. Promoting acceptance of change above tolerance. | LGBT Relationships Polyamorous relationships |
| Russian | Laws surrounding legality of drugs in cultural contexts | The smoking ban in various countries | Health – individual lifestyle choices | Use of authentic news clips from modern Russia and discussion around cultural/ legal differences. Freedom of speech in Russia |
| Sociology | Examination of policies relating to education: 1870 Foster Education Act, 1944 Education for All, 1988 Education Reform Act. | What is education for? What do the different perspectives say about education? | examination of the issue of Faith Schools, units on gender and race in education. The spine of the course is an examination of differential education attainment – social class, social mobility, equal opportunities/ meritocracy | Year 12 and 13 students attended day workshop at Amnesty International headquarters earlier in the year. |
| Sport (VTQ) | Rules and regulations/observations/analysis | Governing Bodies (development of sports) covered in content | Current Issues in Sport Referee officiating courses | Ability to choose sport through written work |

| Y12 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|-------------|---|---|---|--|
| Spanish | <p>Studying changes in family structures in Spanish speaking countries and the laws that accompany them:</p> <ul style="list-style-type: none"> • the homosexual union • Maternity leave • laws supporting gender equality at work <p>Comparing these laws in different countries and the impact it has on society</p> | <p>Study of the parliament structure in Spain</p> <p>Discussion on current affairs (Spanish royalty, elections in Spanish speaking countries, Venezuela, the independence of Catalonia etc.)</p> <p>Study of the movie: 'Tambien la lluvia' dealing with colonisation of Bolivia in the Cristopher Columbus era, and the impact of neo colonialism on Bolivian government and democracy</p> | <p>Study of roles of customs and traditions in the Spanish speaking world which originates from different faiths:</p> <ul style="list-style-type: none"> • Pre-Colombian culture (Maya / Aztec / Inca) • Muslim influence on Spanish language, music, architecture and cuisine • Catholic influence in Spain and Latin countries | <p>Study of indigenous rights in post-colonial countries of Central and South America</p> <p>Study of individual rights and how they have changed in Spanish society (gay right, equality rights)</p> <p>Current affairs</p> |

Woodbridge High School British Values Overview

Year 13



| Y13 Subject | The Rule of Law  | Democracy  | Mutual Respect & Tolerance for those with different Faiths & those without Faiths  | Individual Liberty  |
|-------------------------|--|---|---|---|
| Art & Design | Classroom routines create a safe and ordered environment – confidence building Health and safety Students learn how to respect the rights of others through listening, discussion work with clear expectations set by teacher. | Discussion work – mutual respect and listening to others view points Forming own opinions about the work of artists – Art analysis Peer assessment Buddying up students to extend and support Sixth form mentoring year 11's. | Investigation of personal belief systems through 'Personal Study' | Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people. |
| Biology | Ethical Issues in Biology – Age of viability / right to resuscitation, laws regarding euthanasia (linked to degenerative conditions) Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | Global Warming – variation in response to GW from different nations | Evolution – Hominid Evolution Science Vs Religion | Right to refuse treatment against medical advice Equipping students with the relevant knowledge to help them make informed decisions about their lifestyle in the future |
| Business | Analysing the external environment to assess opportunities and threats: political and legal change | | Internationalisation Culture | Intellectual property |
| Business (VTQ) | The business environment – Government Aspects of employment law Aspects of contract and business law, civil liability, legal system, criminal law | Aspects of the legal system and Law-making process | Marketing Recruitment and selection Human resource management Developing teams Understanding business ethics International business | Aspects of employment Law Aspects of civil liability |
| Chemistry | Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | | | |
| Computer Science | CMA, CDPA, RIPA, FOI | Freedom of Information Act | RIPA, Online Privacy, Data Security, Data encryption | Digital Piracy, state Sponsored cyber-attacks, CDPA, |

| Y13 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|----------------------------|--|--|--|---|
| Drama & Theatre | Examining Ancient Greek theatre – contextualise and comparison with today Theme based exploration to create a devised piece. Using contemporary news stories. Including women’s rights and the law | Examining Ancient Greek theatre – contextualise and comparison with today Theme based exploration to create a devised piece. Using contemporary news stories. Including women’s rights and the law | Theme based exploration to create a devised piece. Using contemporary news stories. This has included the plight of refugees, freedom of speech. Use of BOAL – who gives a voice to the oppressed | Theme based exploration to create a devised piece. Creation of pieces to educate. This included Use of BOAL – who gives a voice to the oppressed |
| Economics | Government intervention | Government policies | The labour market Poverty and inequality Development economics, the international economy | Individual decision making |
| English Language | In English Language, a range of texts and topics are studied within their contexts, including the question of the rule of law. Examples – The spread and rise of Global English. Debates and discussions around topical newspaper articles on changing attitudes towards language use. | The role of democracy is studied through the study of contexts for a range of challenging texts and topics. Examples: Study of Language and gender, ethnicity, dialects and Global varieties of English. Debates and discussions around topical newspaper articles on changing attitudes towards language use. | Studying of a range of texts and topics, which make relevant references to racial and gender differences. Examples: Study of Language and gender, ethnicity, dialects and Global varieties of English. | The notion of individual liberty is studied through a range of fiction and non-fiction texts and topics around the changing attitudes towards Language use and people. Challenging concepts of prestige attached to the use of Standard varieties of the English Language or Received Pronunciation. |
| English Literature | In English Literature, a range of texts are studied within their contexts, including the question of the rule of law. Example: ‘A Long, Long Way’ by S. Barry – the Irish contribution to WW1. | The role of democracy is studied through carefully selected exam board prescribed texts. Example: NEA choice texts such as ‘Brick Lane’ by M Ali – on the rights/roles of women among other recommended titles by the English department. | Ideas of Mutual respect and tolerance are studied through carefully selected exam board prescribed texts, such as Shakespeare’s ‘Othello’ on the role of race and NEA choice texts such as ‘Brick Lane’ by M. Ali – on the rights/roles of women among other recommended titles by the English department. | The notion of individual liberty is studied through a range of fiction texts and a range of contexts (including the First World War) and texts about the changing attitudes about Love and sexuality across the Ages - poetry, novels and drama. NEA text choices also reflect these relevant ideas of individual liberty |
| Film Studies | Regulation of Film (BBFC), music (OfCom/home), TV & radio (OfCom), Advertising (ASA), internet (home), print media (IPSO). Debates regarding self-regulation vs government regulation. | Free speech in the media and the censorship debate | Key concept of representation is tackled in detail across both key stages, including: <ul style="list-style-type: none"> • How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) • Institutional ideologies/audience values Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | |

| Y13 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------------------------|--|---|---|---|
| French | Debating the law surrounding racial/sex discrimination in the work place The 'Statut des juifs' under the Vichy regime. | Debating ethical issues: historical backgrounds Current political issues surrounding immigration and integration in France | Debating ethical issues: forming an informed and balanced opinion on issues of: Immigration/Integration and the Collaboration during WW2. Discussing the Vichy Regime's collaboration during WW2 | Debating ethical issues: respecting opinions of others |
| Geography | 'global systems and global governance' section | . 'global systems and global governance' section | 'global systems and global governance' section | 'global systems and global governance' section |
| German | Study of Immigration laws in Germany | Debating ethical issues: historical backgrounds Democracy in a unified Germany | Discussion of social integration and multicultural life in Germany Unified Germany and impact for citizens from East and West | Life in the former GDR - ideology and impact on individual liberty Change of individual liberties since German reunification |
| Health & Social Care (VTQ) | Health and Safety Legislation, Public Health legislation and application over time, Safeguarding adults and children | Whistleblowing | Respect for differing beliefs about surgery, blood and ethical debates relating to genetic implications, Promotion of care values to prevent discriminatory practice | Use of case studies to illustrate how service users make choices in care settings |
| History | The changing of laws and legislation during the Civil Rights Movement. | The Articles of Confederation American Constitution and the 'bundle of compromises' Election of American presidents | The impact of the Civil Rights Movement and the fight for equality The question of slavery in the new republic of America | Fight for Civil Rights in America. Establishing the new nation of America |
| ICT | CMA, CDPA, RIPA, FOI | Freedom of Information Act | RIPA, Online Privacy, Data Security, Data encryption | Digital Piracy, state Sponsored cyber-attacks, CDPA, |
| Law | The rule of law Criminal Cases | Legislation Act of parliament process | Equality act et al Criminal Cases | Protection Laws Criminal Cases |
| Mathematics | <ul style="list-style-type: none"> Prevention of Tax Evasion through statistical analysis. | Gerrymandering | <p>Delivered through classroom management: Accepting that everyone makes mistakes and how we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise.</p> <p>Maths is the one universal language.</p> | |

| Y13 Subject | The Rule of Law | Democracy | Mutual Respect & Tolerance for those with different Faiths & those without Faiths | Individual Liberty |
|---------------------------|---|--|--|--|
| Media Studies | Regulation of Film (BBFC), music (OfCom/home), TV & radio (OfCom), Advertising (ASA), internet (home), print media (IPSO). Debates regarding self-regulation vs government regulation. | Free speech in the media and the censorship debate | Key concept of representation is tackled in detail across both key stages, including: <ul style="list-style-type: none"> How stereotypes and attitudes are constructed and shaped by the media (E.g. Miss Representation) Institutional ideologies/audience values Hegemonic shifts in dominant ideologies across time and place and how these manifest across the media | |
| Music | Creating a safe working environment. Using equipment safely and correctly | | Working together and performing as an ensemble: respect and tolerance of differences. | Expressing ourselves creatively through composition and performance. Exploring Music reacting to World War II and the Holocaust. |
| Physical Education | | Governing Bodies (development of sports) covered in content | Content Socioeconomic and cultural factors | |
| Physics | Health & Safety Laws – why students have to wear goggles, why some practicals are demo only, why we can't keep Rubidium in schools etc | | | |
| Product Design | Copyright Trademark law BSI COSHH PPE British H+S | Pupils voice Globalisation Ethical trading | SMSC beliefs considered when designing a product Non-gender products designed | Free market economics freedom to express design ideas |
| Psychology | Defining and measuring crime and explanations of criminal behaviour Legislation to promote healthy behaviour e.g. laws such as smoking ban | Power and Democracy The Innocence Project – Understanding the purpose of the legal system | Dysfunctional behaviour: cultural differences in understanding normal and abnormal behaviour. DSM is ethnocentric | Debates such as free will vs determinism Pleading Not Guilty for Reasons of Insanity Debate such Situational vs Individual Differences |
| Religious Studies | Conflict of Religious vs Secular laws and the promotion of Rule of Law within Sharia. | Who forms laws, based on what, is this fair? Should we be judged by anyone other than God? | Free will – Idea of being able to do what we want. God being the ultimate judge in religion. Who is the judge on earth? How is this decided? | Religious ethics, freedom of choice |

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|--------------------|--|---|---|--|
| Russian | Debating ethical issues: legal contexts Life in Stalinist Russia | Debating ethical issues: historical backgrounds. Perestroika and Glasnost in the SU | Debating ethical issues: forming an informed and balanced opinion | Debating ethical issues: respecting opinions of others. Use of authentic news clips from modern Russia and discussion around cultural/ legal differences. |
| Sociology | Who makes the law in the UK – sovereignty, EU and parliament, power of MNC and the City. WTO, IMF and World Bank, trade such as TTIP. Globalisation and the rule of law. | Defining democracy, Is meritocracy dead? Examine other kinds of political systems, to examine the difference between power and authority, decision making and non-decision making, the rise and fall of the political party. | Gender and power, globalisation | Political participation and pressure groups |
| Spanish | Study of immigration laws in Spain and the impact this has on immigration and the makeup of Spanish society Study of the rule of law under the Franco regime Discussing how laws and rights may vary in different Spanish autonomous provinces | Study of the Spanish civil war, the rise of Franco, life under the dictatorship, the fall of the regime and the return to democracy. Study of new emerging elected parties in Spain such as Vox and the impact this has on Spanish society | Discussing the different ethnicities that constitute the Spanish speaking originating which originates from different faiths and culture: <ul style="list-style-type: none"> • Pre-Colombian culture (Maya / Aztec / Inca) • Muslim (Morocco) • Catholic | Study of migrant rights and Spanish migration policies. Study of Spanish rights under Franco Discussing how laws and rights may vary in different Spanish autonomous provinces Discussing how human rights and individual liberties vary in different Spanish speaking countries (i.e. Spain and Venezuela) |
| Sport (VTQ) | Rules and regulations/observations/analysis | Governing Bodies (development of sports) covered in content | Current Issues in Sport Referee officiating courses | Ability to choose sport through written work |