

Mutual respect and tolerance of those with different faiths and beliefs

History

WW1 – Soldiers from the British Empire KS3

WW2 and the Holocaust – KS3 Year 2

Geography

Africa - Cultures and Tribes - KS3

Changing Urban Environments - Year 10

Development Gap - Year 11

Natural Disasters – KS3/KS4

RS

Prejudice and Discrimination: Martin Luther King Jr – KS3

Alternative World Views – KS3

Buddhism: Beliefs and Practices – KS3

Judaism and the Holocaust – KS3

Islam in Modern Britain – KS3

Christian Beliefs – KS4

Jewish Beliefs - KS4

PSHE

Prejudice and Stereotypes – KS3

Equality including LGBT+ etc. – KS3/KS4

Diversity and Discrimination – KS4

Extremism – KS4

Pregnancy Choice, Fertility, Adoption and Abortion – KS4

Blood, Organ and Stem Cell Donation – KS4

English

'Romeo & Juliet' – KS3 Year 2

Shared Text KS3 Year 1 & 2

'A Christmas Carol' – Year 10 and 11

Poetry – KS3 Year 1, Year 10 and 11

Component 1 Reading (South African fiction) - Years 10 and 11

Component 2 Writing (Topical transactional writing) - Years 10 and 11

Maths KS3&4

Respect for Different Approaches to Problem-Solving Encouraging students to explain their reasoning and listen to others' methods reinforces respect for different perspectives. Recognising that problem-solving strategies vary across cultures and traditions highlights the universality of mathematical thinking

Forest School KS3 & 4

Forest School promotes mutual respect and tolerance by creating an inclusive environment where students and educators from diverse backgrounds learn from each other. Through shared nature experiences, learners develop practical skills and life lessons in empathy, respect, and understanding different perspectives, fostering values that extend beyond the school setting into the wider world.

Science KS3 and 4

Science encourages collaborative work, respecting different interpretations of evidence, and understanding that there can be multiple valid conclusions. For Health and safety there are implications of clothing and other items of religious significance that we can be mindful of. There is also understanding of the influence of different faiths and beliefs in some decisions which impact on science and healthcare.

PE

In physical education, students learn to work together respectfully, regardless of differences. They also learn to value and respect others' abilities and achievements, creating a sense of community. Promoting mutual respect in physical education helps the students work towards shared goals, creating an inclusive school culture.

ART

Exploring Diverse Cultures – Students foster an appreciation for different worldviews.

Encouraging Open Discussion – Students discuss the meaning and significance of artworks from different cultures.

Respecting Different Expressions of Art – Student understand that art is personal and often linked to cultural and religious identity

Democracy

History

The Rise of Hitler – KS3
WW1 – Women's Suffrage KS3
The Holocaust – KS3

Geography

The UK and Local Area - KS3
Geography of Crime - KS3
Resources, Rivers and Flooding - KS3 Year 2
Climate Change – KS4
International Agreements and Relations – KS4

RS

Religion, Peace and Conflict – KS4
Religion, Crime and Punishment - KS4

Civil Rights in the USA – KS3

PSHE

Multicultural Britain – KS3

Role of Parliament, Voting etc. – KS3/KS4

English

‘An Inspector Calls’ - Year 10 and 11

‘Macbeth’ – Year 10 and 11

Conflict Poetry – Years 10 and 11.

War Literature - KS3 Year 2

Component 2 Reading (Crime & Punishment) – Years 10 and 11

Component 2 Writing (Topical transactional writing) - Years 10 and 11

Maths KS3&4

Teaching students how to interpret and question data to avoid misleading statistics (e.g., media bias, political polling). Discussing how statistics can be manipulated to influence public opinion. Encouraging students to challenge and justify their answers, just like debating in a democratic society

Forest School KS3 & 4

Forest School promotes democratic values by encouraging active participation, shared responsibility, and respect for diverse perspectives. Through group decision-making and leadership opportunities, students develop the skills and understanding needed for responsible citizenship and collaboration in a democratic society.

Science KS3 and 4

Students learn about democratic processes through discussions, debates, and understanding different scientific viewpoints. Students of GCSE Science will find it necessary to distinguish between opinions based on valid, repeatable and reproducible evidence and opinions based on non-scientific ideas (for example, prejudice or hearsay).

PE

Physical education provides opportunities for students to practise democratic values such as teamwork, cooperation and working towards a common goal.

ART

Art as a Voice for the People - Looking at how LS Lowry and street art gives a voice to people in democratic societies. Exploring historical artists like Picasso (Guernica) to discuss how art challenges authority.

Rule of Law

History

The Normans – Law and Order KS3

The History of Crime and Punishment - KS3

RS

Religion, Peace and Conflict – KS4

Religion, Crime and Punishment – KS4

Geography

Geography of Crime - KS3

The UK and Local Area – KS3

Deforestation – KS3/KS4

Climate Change – KS4

PSHE

Multicultural Britain – KS3

Role of Parliament, Voting etc – KS3/KS4

Boundaries and Consent – KS3/KS4

Gangs, Drugs and Crime – KS3/KS4

Drugs, Alcohol and Tobacco – KS3/KS4

Digital Literacy – KS3

English

‘Oliver Twist’ - KS3 Year 2

War Literature - KS3 Year 2

‘A Christmas Carol’ - Years 10 and 11

‘Macbeth’ – Years 10 and 11.

Poetry – Years 10 and 11

Component 2 Reading (Crime & Punishment) – Years 10 and 11

Component 2 Writing (Topical transactional writing) - Years 10 and 11

Maths KS3&4

Consistency and Logical Reasoning Maths operates on a system of rules (e.g., order of operations, geometric theorems) that must be followed, reinforcing the idea that laws provide structure and fairness in society.

Forest School KS3 & 4

Forest School supports the Rule of Law by involving students in creating fair rules, respecting boundaries, and promoting accountability. Through collaborative rule-making, conflict resolution, and responsibility, students learn the importance of following laws and understanding their consequences for fairness and safety.

Science KS3 and 4

Science lessons emphasize the importance of following safety rules and understanding the consequences of not adhering to them.

We discuss laws around issues like nuclear installations, human embryos for IVF and cloning, genetic engineering and GM crops and disposing chemical waste.

PE

In physical education, rules are important to create a fair, consistent and safe environment where everyone is accountable for their actions. This is like the rule of law in modern democratic societies, where laws should be fair, clear, and consistently enforced, applying to everyone. By following the rules associated with a variety of sports, students can learn to respect the rule of law and its role in creating a fair society.

ART

Students consider how legal changes and working conditions (the Industrial Revolution) have been reflected in art.

Individual Liberty

MPP

Provide Dress Parade at local flag raising events eg Kings birthday, D Day, Veterans Day

History

WW1 – Women’s Suffrage KS3

Life in Nazi Germany for different groups of people – KS3 Year 2

The Stuarts and Witchcraft – KS3

Slave Trade – KS3 Year 2

Medicine over Time - Public Health KS3

Geography

Life in Shanty Towns, Slums and Poverty – KS4

Africa - Poverty and Blood Diamonds – KS3

International Aid – KS4

RS

Religion and Life (abortion, euthanasia etc.) - KS4

Religion, Relationships and Families (homosexuality, marriage etc.) - KS4

Civil Rights Movement - KS3

PSHE

Multicultural Britain – KS3

Equality including LGBT+ etc. – KS3/KS4

Diversity and Discrimination – KS4

Boundaries and Consent – KS3/KS4

English

‘Romeo & Juliet’ – KS3 Year 2

‘Oliver Twist’ - KS3 Year 2

Component 1 Reading (South African fiction) - Years 10 and 11

Component 2 Reading (19th Century life) – Years 10 and 11

Component 2 Reading (Crime & Punishment) – Years 10 and 11

Component 2 Writing (Topical transactional writing) - Years 10 and 11

‘Macbeth’ - Years 10 and 11

‘A Christmas Carol’ – Years 10 and 11

Maths KS3&4

Freedom of Choice in Problem-Solving Encouraging students to explore different methods to solve problems (e.g., using algebra or graphical methods). Allowing students to choose their own strategies fosters independent thinking and confidence in decision-making—a key aspect of individual liberty. Understanding taxation, wages, and savings highlights both personal financial independence and the responsibilities that come with it.

Forest School KS3 & 4

Forest School supports individual liberty by giving students the freedom to explore, make choices, and express themselves, while also teaching them to take responsibility for their actions. It fosters a balanced understanding of liberty by encouraging self-expression and respect for others' freedoms within a safe and supportive environment.

Science KS3 and 4

Students have opportunities to make choices when planning investigations and to explore different approaches to scientific problems.

Scientific discussions can include the individual freedom to accept or use life support in maintaining circulatory and respiratory systems, individual freedoms to decide whether to donate organs for transplantation, individual freedom to use or not use birth control, individual freedom to have genetic screening and individual lifestyle choices that influence health.

PE

Through participating in physical education, students learn about their own rights and the rights of others, such as the right to physical safety and respect, when taking part

in sports. Access to PE can support the students in responsible decision-making and understanding their impact on themselves and others.

ART

Students have discussions on censorship in art (graffiti as art or vandalism?) allow students to explore the balance between freedom and responsibility.