

Rushey Mead Academy British Values. (Not an exhaustive list).

Subject	We learn about Democracy by.....	We learn about the Rule of Law by.....	We learn about Individual Liberty by....	We learn about Mutual respect by.....	We learn about Tolerance of those of different faith and beliefs by.....
<p>Art</p>	<p>Learning about the context of the work of artists in terms of what was happening in the world at this time. For example German Expressionists and Dictatorship and a non-democratic culture.</p> <p>Learning about rights for example Georgia O’Keeffe being one of the first recognised female artists but would have had no right to vote.</p>	<p>Learning about the rules that we have when handling, using and sharing, equipment and working harmoniously and co-operatively.</p> <p>Developing an understanding of why rules are needed and that without this there would be chaos. Understand how to undertake safe practices.</p> <p>Understanding the consequences if rules are not followed.</p>	<p>Learning about creativity and the rights and freedoms that exist for people to express their own opinions and ideas.</p> <p>Realising that art questions the ways that we see things in an individual way.</p> <p>Understanding that sometimes the state tries to dictate what sort of art is acceptable or even religion.</p> <p>Working within boundaries to make safe choices in art and design</p> <p>Making independent choices within art and design projects.</p>	<p>Understanding the art of other people and that we should value and appreciate others idea’s.</p> <p>Appreciating each other’s work and to being critical friends.</p> <p>Experiencing and talking about art and design work from different cultures and religious beliefs.</p> <p>Using art and design pieces to learn about different faiths and cultures around the world.</p> <p>Appreciating that art is universal.</p> <p>Accepting that artists may express different sexualities for example Frida Kahlo as a bi-sexual. That it is right to embrace diversity.</p>	<p>Appreciating the art of different cultures for example Japanese art. Respecting that cultural and religious identity is personal.</p> <p>Embracing the impact of one culture on another and that what binds us together is being human.</p> <p>Behaving appropriately allowing all participants the opportunity to work effectively.</p> <p>Reviewing each other’s work respectfully. Experiencing different festivals, traditions and celebrations through art and design.</p>

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<p>Computing and Science</p>	<p>Researching information online and filtering for reliable/ unreliable and fake resources.</p> <p>Recognising bias in resources.</p> <p>Discussing the minimum wage and tax and the impact of this when owning a business.</p>	<p>Realising the impact of current legislation on recruitment and employment.</p> <p>Examining computer legislations, such as the computer misuse act, data protection act/GDPR, copyright and patents act, freedom of information act.</p>	<p>Respecting the rights of others in the class and the right to express ideas.</p>	<p>Considering Ethical and environmental considerations and their impact on business.</p> <p>Considering the environment including issues that impact on business.</p>	<p>Discussing the concept of globalisation.</p> <p>Evaluating the impact of globalisation on business.</p>

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<p>Creative Arts</p>	<p>Encouraging the use of Drama/Music to question decisions made for us in society or questioning the behaviours and treatment of higher authority or society's attitudes.</p> <p>Exploring themes such as the contrast of democracy and explore the idea of dictatorship.</p>	<p>Appreciating the rules when working in groups and working harmoniously and co-operatively.</p> <p>Developing an understanding of why rules are needed and that without this there would be chaos.</p> <p>Understanding how to undertake safe practices, following class rules during projects and activities for the benefit of all.</p> <p>Understanding the consequences if rules are not followed.</p> <p>Exploring the legalities of music production, copyright, MCPS and the support musicians can receive from bodies like the PRS.</p>	<p>Understanding that Creative art can question and challenge in order to highlight individual liberty or the experiences of individuals whose liberty is oppressed.</p> <p>Encouraging the use of Drama/Music to question decisions made for us in society or question the behaviours and treatment of higher authority or society's attitudes. For example themes of bullying and slavery.</p> <p>Studying Brecht and how he challenges political and social issues.</p>	<p>Appreciating each other's work and to be given feedback in a supportive way.</p> <p>Listening to and learning from each other</p> <p>Being a respectful audience and the expectations for different genres e.g. pantomime.</p> <p>Being evaluative and drawing own conclusions about issues.</p> <p>Recognising others perspectives and respect alternative viewpoints.</p>	<p>Exploring the beliefs of others and exploring ideas in response to a stimulus.</p> <p>Exploring the conflicts within religion, between religious groups and how this impacts the individuals.</p> <p>Dealing with topics sensitively and with respect considering the audience reaction and the impact their work will have on them.</p>

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<p>Design and Technology</p>	<p>Exploring the context of the work of designers in terms of what was happening in the world at this time. Understanding the countries and global responsibility to everyone and being a conscious citizen.</p> <p>Examining shareholders and the majority shareholders who make the decisions.</p> <p>Discussing Fair Trade and talking about making sure people are given fair pay and conditions for the work they do.</p>	<p>Exploring the rules that we have when handling, using and sharing, equipment and working harmoniously and co-operatively.</p> <p>Understanding of why rules are needed and that without this there would be chaos.</p> <p>Understanding how to undertake safe practices, following class rules during projects and activities for the benefit of all. Understanding the consequences if rules are not followed.</p> <p>Discussing Laws of trade and laws in terms of exploitation. Discussing people's rights to return products and what customers are entitled to.</p>	<p>Developing a sense of self and ability to be evaluative and draw conclusions about issues. Developing creativity and realising the rights and freedoms that exist for people to express their own opinions and ideas.</p> <p>Realising that design questions the ways that we see things in an individual way.</p> <p>Considering Fair Trade and equality for all in terms of product sales and trade</p>	<p>Experiencing and talking about design work from different cultures and time periods.</p> <p>Exploring equality in design and how to be inclusive designers when creating products.</p> <p>Developing a sense of self and ability to be evaluative.</p>	<p>Experiencing different festivals, traditions and celebrations through various design and technology projects.</p> <p>Being tolerant of different faiths and beliefs.</p>

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English	<p>Studying dystopian fiction e.g.1984/Brave New World Encouraging students to share their POV and respect others – through class discussions and debate.</p> <p>Encouraging public speaking and debate club opportunities.</p>	<p>Studying Sign of the Four (crime); Romeo and Juliet (feuds in society; the involvement of the state/police)</p> <p>Looking at issues relating to immigration/asylum in some modern novels.</p>	<p>Year 9 Poetry Anthology – disturbed voices. Looking at issues around freedom and liberty in novels: Fahrenheit 451; 1984 etc. WW1 poetry unit.</p>	<p>Studying Of Mice and Men; The Crucible etc...</p> <p>Examining Feminist/ Marxist critically Sharing opinions/ideas in a safe environment with Spoken Language and student presentations.</p>	<p>Exploring poetry from other cultures and traditions.</p> <p>Critically reading (using post-colonial/feminist theory) of set texts to examine author’s bias/prejudice or bias/prejudice of the day (E.G. Islamophobia in Frankenstein) Travel Writing and autobiography studies.</p>
Geography	<p>Exploring the impact of corrupt governments.</p>	<p>Referring to how issues in the UK are managed e.g. environmental controls, migration and global laws e.g. The Paris Agreement</p>	<p>Encouraging the development of the sense of self and ability to be evaluative and draw their own conclusions about issues</p>	<p>Evaluating and drawing conclusions about issues.</p> <p>Recognising others perspectives and respecting alternative viewpoints in debates.</p>	<p>Exploring diversity and the benefits and problems that this can create.</p> <p>Encouraging reflection on the multicultural nature of society.</p> <p>Considering the importance of tolerance and respect.</p> <p>Discussing events such as Charlie Hebdo.</p>

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History	<p>Discussing British politics and the development of democracy, voting, and political parties.</p> <p>Exploring the Tudors and Stuarts and the changing role of the King and the development of Parliamentary government. Examining the campaign by Suffragettes for the vote.</p>	<p>Discussing rights and responsibilities, concepts of liberty, rules & laws, justice system.</p> <p>Examining British politics and the work of the British court system and the police.</p> <p>Discussing the development of British law and order.</p> <p>Examining the factors which have influenced the changing definitions of crime, the development of the police force and its changing role in the C20th as well as the development of the British court system.</p>	<p>Exploring the Rights and Responsibilities, and the UN declaration on the rights of the child.</p>		

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RE		Examining laws such as abortion and euthanasia.	Exploring liberties in relation to crime and punishment. Discussing marriage within families and relationships.	Examining different beliefs and people's views about issues in society. Respecting the views of all faiths and listen to others and their views.	Understanding how the different cultures in today's world have developed and the impact religious belief has on individuals and communities. Respecting the views of all faiths. Exploring themes of <ul style="list-style-type: none"> • Prayer and Pilgrimage • Festivals • Future Planet • Science V's religion • Religious Leaders • Inspirational Leaders • Buddhism • Christianity • Family and Relationships • War and Conflict • Crime and Punishment • Religion and Life

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Inclusion	<p>Discussing the General Election.</p> <p>Discussing the election of school captains and form representatives.</p>	<p>Discussing equality before the law is when students have had encounters with police.</p> <p>Recognising the purpose of rules/laws and how they help keep us safe and enable us to understand the boundaries Equality Act Data Protection.</p>	<p>Understanding that Freedom of expression must not restrict the freedom of others.</p> <p>Realising that liberty is lost when rules/laws are broken.</p> <p>Discussing crime and punishment and the consequences of crime.</p> <p>Realising how it feels to be deprived of your liberty.</p>	<p>Applying the Rushey Values E.g. Kindness Modelling respect towards each other. Sharing examples and praising those who are respectful. Applying sanctions when there is a lack of respect.</p>	<p>Respecting the Rushey Values.</p> <p>Having the opportunity to pray in the Learning Support base.</p> <p>Celebrating different festivals and discussing them in terms of their cultural and religious significance.</p>
Maths	<p>Encouraging democratic voting for a variety of class decisions such as the conclusion of competitions or voting on problem solving activities to be completed.</p> <p>Engendering that all people have opinions which should be equally heard.</p>	<p>Having high standards and aspirations, and ensuring the understanding of the importance of rules within the classroom and the wider department.</p>		<p>Understanding mutual respect for each other, especially in question and answer sessions.</p> <p>Expecting collaboration and mutual respect.</p>	<p>Being tolerant with others who are maybe different in some way.</p> <p>Embracing working with all others, regardless of their faith or beliefs.</p>

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MFL	<p>Taking turns in games and class voting.</p> <p>Encouraging democratic voting for a variety of class decisions.</p> <p>Giving responsibility to select team captains and the experience of electing a mutually agreed representative.</p>	<p>Being held to account through the school behaviour policy.</p> <p>Conversations with those who do not meet school expectations about the rationale behind school rules.</p> <p>Understanding the consequences if rules are not followed and learning that next lesson will start afresh.</p>	<p>Practising spoken and written answers and expressing their own opinions.</p>	<p>Creating class rules together to ensure mutual respect of all students in the class. Respecting each other, for example through not laughing at others when a mistake is made, listening carefully when someone else is speaking.</p>	<p>Discussing similarities and differences between Britain and France, in various aspects of culture.</p> <p>Having the opportunity to ask questions to further their understanding of French culture.</p> <p>Working in pairs to learn to work together and understand others.</p>

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<p>Science</p>	<p>Exploring embryonic stem cells and having the opportunity to put views forward to generate a debate.</p> <p>Discussing the advantages and disadvantages of using embryonic stem cells.</p> <p>Discussing the use of nuclear energy which can be debated to include the use of renewables in light of our current environmental issues.</p> <p>Discussing the development of biofuels as a resource that is cleaner for the environment and conserving fossil fuels.</p>	<p>Recognising and accepting that the school's rules apply in Science and that the teachers too follow rules set by the school.</p> <p>Doing practical work where safety is of paramount importance and realising the dangers if rules are not followed.</p> <p>Following safety rules.</p> <p>Realising the consequences of not following rules especially if under the influence of alcohol or any other drugs and the implications this can have on families for example speeding.</p>	<p>Understanding the importance of the work of Scientists who have worked without any recognition. For example Charles Darwin and his work on evolution at a time when religion ruled people to the work of Rosalind Franklin whose work lead to a noble prize for the structure of DNA but was only acknowledged after her death.</p> <p>Discussing the use of vaccination and how individual choice (parents' choice regarding MMR) can have an impact on the community.</p> <p>Appreciating that recycling is an important part of our life's and the choices we make now will affect all our lives.</p> <p>Examining the work of Greta Thunberg, a 16-year-old girl who has voiced her opinion and demanded people look after the Earth.</p>	<p>Working together to come up with ideas and then to share and discuss findings in a respectful manner.</p> <p>Discussing the issues with over eating and the dangers of obesity from heart attacks to cancer.</p> <p>Discussing how to avoid being overweight, the cost to the National Health if people do not follow good advice.</p> <p>Discussing Genetics and the variety of human characteristics.</p>	<p>Being tolerant of each other's views and beliefs.</p> <p>Learning that religious beliefs are taken into account when discussing issues about abortion, use of embryonic stem cells, blood transfusion and donating organs.</p> <p>Discussing the different types of contraception and linking this to religious belief.</p>

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PE	<p>Examining the need for different roles and different responsibilities, including team work and decision making.</p> <p>Knowing how to behave in PE in a way that is acceptable socially.</p> <p>Understanding and accepting the roles of captain, vice-captain, team players, coaches and volunteers.</p> <p>Working individually and in teams to make informed choices.</p> <p>Providing an extracurricular programme which is inclusive and well attended.</p>	<p>Understanding age appropriate rules, fairness and respect, through a variety of PE activities.</p> <p>Working individually and in groups recognising how to win and lose fairly and understand good sportsperson ship.</p> <p>Competing against oneself.</p> <p>Understanding the need for rules, adhering to them and developing rules for activities.</p> <p>Adhering to and understanding the rules of safety.</p> <p>Solving problems both individually and with others.</p> <p>Demonstrating good social skills and social etiquettes related to any type of competition.</p>	<p>Recognising individual differences.</p> <p>Respecting individual differences and expressing opinions with respect to others' views.</p> <p>Making judgements about an individual's and others' performance.</p> <p>Using the buddy and mentoring system to build confidence and this is apparent in how they work together.</p>	<p>Understanding historical, cultural and religious differences, through a variety of PE activities.</p> <p>Respecting cultural differences.</p> <p>Appreciating the environment and different activity contexts.</p> <p>Engaging in competition and encouraging competition within and across the community.</p> <p>Understanding and being able to articulate different styles of dance and the historical aspects of various activities.</p> <p>Avoiding stereotyping groups.</p> <p>Articulating own beliefs.</p> <p>Respecting PE equipment and school buildings/facilities.</p>	

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				<p>Respecting the countryside and venues during off site visits.</p> <p>Knowing that the values of the school and PE, contribute to development, and accepting rewards and sanctions.</p> <p>Access to competitions within and outside of the school and demonstrating appropriate behaviour and regard for rules and regulations.</p>	

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PSHE	<p>Understanding the right to express opinions and freedom of speech.</p> <p>Discussing hate crime and the laws that protect all people irrespective of race/gender.</p>	<p>Discussing laws around sex and relationships and the law of consent.</p> <p>Examining specific crimes such as rape and homophobia and how the law protects victims of crime.</p> <p>Exploring laws around extremism and radicalisation. Examining the law and discussing their opinions.</p>	<p>Discussing the difference between gender and sexuality.</p> <p>Exploring the right to be the sexuality that you choose and that this right is upheld by law.</p> <p>Discussing LGBTQ+ and the protected characteristics.</p> <p>Examining tolerance and respect of all irrespective of race/ gender/ sexuality</p>	<p>Accepting other's opinions even when they are different.</p> <p>Discussing issues with each other in a respectful and thoughtful way.</p>	<p>Exploring the prevent strategy and the local 'respect' programme. Understanding that extremists can be groomed and that acts of terrorism can affect others and their individual freedoms and liberties.</p> <p>Understanding that extremists can be from all cultural and racial backgrounds and that radicalisation is most likely to effect the most vulnerable in society.</p>
Tutor time years 7-11	<p>Completing activities such as</p> <ul style="list-style-type: none"> • The Rushey Way 123 • Jumping to Conclusions 		<p>Engaging in</p> <ul style="list-style-type: none"> • What would you do - what should you do? • Bullying • Jumping to Conclusions • Respect! • The Rushey way 123 • 3 letter word • Impact of language • Have you ever? 	<p>Understanding</p> <ul style="list-style-type: none"> • The Rushey Way 123 • What would you do - what should you do? • Manners • Communication skills • Greetings • Manners - what are yours? • Apologise • Bullying • A Simple Act of Kindness 	<p>Discussing</p> <ul style="list-style-type: none"> • Bullying • The Rushey Way 123

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Assemblies years 7-11	By attending assemblies about <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	By attending assemblies about <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	By attending assemblies about LGBTQ <ul style="list-style-type: none"> • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	By attending assemblies about LGBTQ <ul style="list-style-type: none"> • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day 	By attending assemblies about <ul style="list-style-type: none"> • LGBTQ • British Values • Remembrance • Holocaust • Protected Characteristics • International Women's Day