

<u><b>SMSC and Cross Curricular Audit – YEAR 9</b></u>  <b>Aspect</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>British Values</b>	<p><b>Design and Technology</b> – Queue for machines</p> <p><b>History</b> – WWI – Why did men sign up to fight?</p> <p><b>Geography</b> – We’ve cut down our forests; have we got the right to stop others doing the same?</p> <p><b>P4L</b> – Understanding respect / right to learn.</p> <p><b>Philosophy and Ethics</b> – Respect for religious belief. Protection of law.</p> <p><b>PE</b> - Fair play/right and wrong/ sportsmanship/ etiquette/ no bullying. Teamwork/ discipline/rules and regulations/ attitude/ respect. Being tolerant in sporting situations,</p>	<p><b>History</b> – How law was explored; Russian Pogroms.</p> <p><b>Geography</b> – Why migrants want to come to the UK.</p> <p><b>P4L</b> – Understanding respect / right to learn.</p> <p><b>Philosophy and Ethics</b> – Attitudes to claims of religious experience.</p> <p><b>PE</b> - Fair play/right and wrong/ sportsmanship/ etiquette/ no bullying. Teamwork/ discipline/rules and regulations/ attitude/ respect. Being tolerant in sporting situations,</p>	<p><b>Art</b> – ‘Great Graffiti’ – Banksy (+ American v. British graffiti styles).</p> <p><b>History</b> – Treaty of Versailles – too harsh?</p> <p><b>Geography</b> - De-industrialisation.</p> <p><b>Philosophy and Ethics</b> – Laws about end of life.</p> <p><b>PE</b> - Fair play/right and wrong/ sportsmanship/ etiquette/ no bullying. Teamwork/ discipline/rules and regulations/ attitude/ respect. Being tolerant in sporting situations, not being aggressive,</p>	<p><b>Art</b> – ‘Great Graffiti’ - Banksy.</p> <p><b>History</b> – The Blitz - survival of democracy and Battle of Britain.</p> <p><b>Philosophy and Ethics</b> – Tolerance and respect.</p> <p><b>PE</b> - Fair play/right and wrong/ sportsmanship/ etiquette/ no bullying. Teamwork/ discipline/rules and regulations/ attitude/ respect. Being tolerant in sporting situations, not being aggressive, certain codes of conduct for sports, patience.</p>	<p><b>Art</b> – ‘Great Graffiti’.</p> <p><b>History</b> – What was the law like under the Nazis?</p> <p><b>Geography</b> – Role back schemes, mortgage refusal.</p> <p><b>Philosophy and Ethics</b> – Tolerance and respect.</p> <p><b>PE</b> - Fair play/right and wrong/ sportsmanship/ etiquette/ no bullying. Teamwork/ discipline/rules and regulations/ attitude/ respect. Being tolerant in sporting situations, not being aggressive, certain codes of</p>	<p><b>History</b> – Nazi education.</p> <p><b>Geography</b> – Role back schemes, mortgage refusal.</p> <p><b>Philosophy and Ethics</b> – How far do we forgive others?</p> <p><b>PE</b> - Fair play/right and wrong/ sportsmanship/ etiquette/ no bullying. Teamwork/ discipline/rules and regulations/ attitude/ respect. Being tolerant in sporting situations, not being aggressive, certain codes of conduct for sports, patience.</p>

	<p>not being aggressive, certain codes of conduct for sports, patience.</p> <p><b>Health, Early Years and Food</b> - Seasonal foods Tractor marks etc. Team-working.</p> <p><b>English</b> – Basic skills; use of topical texts for teaching/consolidation.</p>	<p>not being aggressive, certain codes of conduct for sports, patience.</p> <p><b>Health, Early Years and Food</b> - Seasonal foods Tractor marks etc. Team-working</p> <p><b>English</b> – Of Mice and Men; comparison between American Dream and British Values. Democracy. Mutual respect.</p>	<p>certain codes of conduct for sports, patience.</p> <p><b>Health, Early Years and Food</b> - Seasonal foods Tractor marks etc. Team-working.</p> <p><b>English</b> – Poetry relationships; mutual respect and tolerance explored through poetry.</p>	<p><b>Health, Early Years and Food</b> - Seasonal foods Tractor marks etc. Team-working.</p> <p><b>English</b> – Information retrieval non-fiction; variety of texts used for exam practice.</p>	<p>conduct for sports, patience.</p> <p><b>Health, Early Years and Food</b> - Seasonal foods Tractor marks etc. Team-working.</p> <p><b>English</b> – Shakespeare context/language/form/ structure; Rule of law (Prince’s speech). Democracy, Tolerance: Capulets and Montagues.</p>	<p><b>Health, Early Years and Food</b> - Seasonal foods Tractor marks etc. Team-working.</p> <p><b>English</b> – Creative writing; variety of themes chosen for stimulus.</p>
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