

Promoting British values through our Subjects

British Values in Drama

At Chatham & Clarendon Grammar School, we are dedicated to promoting British Values and they are an integral part of the Drama curriculum. Through practical exploration of a wide range of topics, we are promoting tolerance, respect, resilience and teamwork.

In Year 7 students explore tolerance and mutual respect in the 'Bullying' and 'Evacuation' schemes of work. In the 'Howling Lodge' scheme we learn about interacting with people who hold different views and beliefs to ourselves. In the 'Bullying' scheme we look at how individual liberty can be infringed upon by people treating others unfairly and unkindly. In Year 8 we consider individual liberty and mutual respect when we study 'Joe' about a young person who faces difficulties in his life. In Year 9 we explore aspects of the law and democracy as well as learning about people with different faiths and beliefs in a scheme of work called 'From Antigone to Rosa Parks'. We consider individual liberty and rights when studying the text 'Be My Baby' by Amanda Whittington and look at people with different faiths and beliefs when studying the play text 'Face' by Benjamin Zephaniah. During the GCSE course the students devise work around the subjects of mutual respect and love while learning about Physical Theatre. The set text 'Noughts and Crosses' by Dominic Cooke examines democracy within social groupings, explores legal issues, racism, prejudice and tolerance of those with different beliefs and faiths. At A Level, the set text 'Our Country's Good' by Timberlake Wertenbaker explores the first British colonies in Australia, drawing on all aspects of British values in a variety of ways. Students will also draw on current social and/or political events when devising for their practical exam.

British Values in English

All students are exposed to texts from literary heritage allowing students to appreciate British writers who have contributed to the great works of our heritage. A range of texts and topics are studied as part of the English curriculum which lend themselves to promoting our fundamental British values of: democracy, rule of law, tolerance and mutual respect.

Democracy

Embedding student understanding around the importance of living in a democracy is developed within many of our non-fiction schemes of learning that centre around the world and how it works. In many schemes we consider the importance of the free press and analyse a range of newspapers considering their political leanings. In many of the

units, particularly key stage 3 we hold debates about issues such as utopian/dystopian worlds (1984) and consider the breakdown/alternatives to democracy and consider the implications of such systems. We also hold mock trials for characters such as Macbeth. Key speeches of the twentieth century are explored such as Martin Luther King and Winston Churchill in relation to these issues.

Individual liberty

Most of our schemes of learning involve at least some element of discussion pertaining to individual choices and journeys. Particular texts that explore issues of individual liberty would be 'The Boy in the Striped Pyjamas' set in the concentration camps of World War two, issues of freedom and liberty pertaining to women is explored in books such as 'A Thousand Splendid Suns', and issues of liberty race and slavery are explored in 'Beloved.' Books such as 'Jekyll and Hyde' explore the tension between individual liberty and the needs of society. Conflict poetry and other war literature studied throughout Key Stages 3, 4 and 5 enables students to reflect upon important sacrifices made with British history to preserve individual liberty and freedom. We also do a lot of work that looks at how people choose to speak, their idiolects and how personal speech can be, analysing how people respond to how others speak here in Britain and the influences on our own speech and idiolect.

Rule of Law

Many of our units allow students to consider rule of law. For example when we study war poetry we consider various policies put in place by the governments at the time. In 'The Lord of the Flies' we examine what happens when the rule of law is abandoned. 'Holes' and 'Oliver Twist' allows students to consider how the law affects children. Similarly when we study texts such as 'The Merchant of Venice,' 'Measure for Measure', 'To Kill a Mockingbird', 'Great Expectations' we look at issues of justice and mercy, the letter and the spirit of the law and prejudice/corruption over time that has influenced the criminal justice system. This enables students to distinguish right from wrong and to respect the civil and criminal law of England. It also allows them to see how unseen forces of prejudice can impact ideas of justice. We also allow students to explore, discuss and write opinionated articles on issues such as capital punishment and gun law in America. Equally through our literature studies of texts such as 'A Christmas Carol', Blake's 'Songs of Innocence and Experience' and 'An Inspector Calls' students are able to see how and where the Welfare State emerged from, which enables students to acquire a broad general knowledge of and respect for public institutions and services in England.

Mutual Respect and Tolerance

Across the key stages we read a range of texts from different culture and study texts that represent a multicultural Britain. These texts are carefully selected and include key literary heritage texts like Shakespeare and Dickens and also texts from other

cultures such as 'Of Mice and Men', 'The Kite Runner', and 'Small island', 'Pigeon English' enabling students to acquire an appreciation for and respect for their own and other cultures and a sense of social responsibility. Fairness and equality are explored within units such 'The Tempest' and 'The Hunger Games'. Here, students discuss the social and moral implications of racial, class and gender prejudices and the overall fairness of societies. Religious tolerance and respect for other world religions is explored in texts such as 'The Merchant of Venice,' 'Life of Pi' and 'Anita and Me'.

Promoting British Values in Food Technology

Students begin the course by looking at the importance of Health and safety in the kitchen and the importance of safe working practices, as a result, students respect the fact they are in a catering kitchen and understand the importance of working together to support one another and ensure each other is safe. Multicultural projects are completed in all year groups, year 7 begin with exploring the Eatwell guide and importance of a balanced and healthy lifestyle and diet, year 8 look at World cuisine and the influences that it has had on dishes eaten today and where the dishes originated. Year 9 is dedicated to enhancing skills and knowledge within Food science and nutrition feeding into GCSE topics created by the exam board, however multicultural foods are taught through KS4 regardless of the exam board brief. Students who do not eat specific foods due to religious reasons are always considered and an alternative suggestion for the recipe is provided for them. Religion is a key part of the food course and through class discussion we dispel any misconceptions that students have of other cultures or religions and their beliefs with regards to food. It is important for students to build their confidence in the kitchen, students are given the opportunity to create variations of particular dishes and experiment with flavours and textures as well as taste testing sessions. This in turn develops a passion for food in students and opens up discussion with regards to what each student has created and how it has turned out, therefore making the students evaluate and develop their knowledge within the subject. Students also consider the environmental issues that our consumption of food can have including; food miles, the amount of food we throw away, recycling, fair trade and the importance of seasonality. Looking at local businesses and what is available within the demographic.

Promoting British Values in Geography

Geography is thoroughly focused on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education and themes of British Values. In every lesson across the subject, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Students are encouraged to discuss and debate controversy outside the classroom. At times this is in a formal setting like

educational visits or classroom debates, but also we expect the study of Geography to affect positively the way students live their daily lives. We encourage young people to enquire, consider and question in lessons and beyond.

Social issues and the needs of different groups of people are also common themes that are explicitly recognized on a regular basis such as the need to create a sustainable society. In key stage 4, students research how our living spaces in urban areas need to be sustainable in the future to cope with population changes in these areas. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Within migration topics positive relationships and shared values are celebrated promoting tolerance and partnership, within local and wider communities.

Understanding the consequences of our actions is extremely important in Geography. Global warming is an issue we are being forced to recognize now with our changing atmosphere. Both Key Stage 3 and GCSE geographers study the reasons as to how humans have contributed to the issues and problems surrounding global warming and how Britain is taking an active role to help reduce this threat.

Promoting British Values in Health and Social Care

Chatham and Clarendon Grammar School is dedicated to promoting the ideals behind British Values within the curriculum and see it as an underlying force, driving the standards of expectation in all subjects. We see it as a way to develop strong sense of social and moral responsibility in our students. In Health and Social Care we underpin our content with these values to ensure we help support the development of responsible, community aware, tolerant & good citizens.

Democracy:

Health and Social Care allows the students to express themselves democratically and artistically, through voicing their opinion on performances, to analysing their own work and sharing the understanding of the needs for people and identifying what is important for caring of others. Every student develops the appreciation for genres of different age group needs and that they may not necessarily have ever been exposed to in their aspirational careers with in either the health or social care sector.

Under the current specification it is covered in units - Units 1, 2, 4

Rule of Law:

To create Health and Social Care you have to follow laws. Looking at HSC and links with common laws, practical laws, behavioural laws, policies and National bodies that protect the vulnerable and clients. Without the laws, Health and Social Care could not

happen. The very nature of Health and Social Care to the understanding of how to protect and care. The CCGS behaviour policy is displayed around the classroom and sanctions and rewards are given accordingly. Showing how laws have changed to protect individuals regardless of gender, race, religion, ability or health. Looking at health promotions or safeguarding as a way of using examples such as Stoptober or Victoria Climbe as examples.

Under the current specification it is covered in units - Units 1, 2, 3, 4, 16, 18, & 19

Individual Liberty:

Students are encouraged to be independent and creative in HSC. Self-expression is a key factor in the successful creative-archetype, and is often lost through the course of standard education. Students understand through confidentiality and Care Values that would applied both in class towards others in the room and through their writing of assignments to show understand of the needs and demands for clients and carers in the health and social industries.

Under the current specification it is covered in units - Units 1, 2, 4, 16, 18, & 19

Mutual Respect:

Students in HSC have been made aware of the needs of others and the way we can all understand each other better. This will allow our students to improve there knowledge ready to enter the work on Health and Social Care work. Having speakers in and visits to care practices will also allow students to respect others in the community. Discussing safeguarding issues from current news that show how laws have changed to support individual's needs. Being able to discuss how to complete risk assessments or care plans to suit client's needs. All students are recommended to experience some form of work experience in schools, care homes, or medical or community projects - such as Macmillan Crossroads or Beanstalk reading programme - to understand the needs of others

Under the current specification it is covered in units - Units 1, 3, 6, 7, 10, 15, 16, 18, 19, 32

Tolerance:

People can feel quite vulnerable and exposed when sharing something as personal as a issues linked to Health care and that of giving examples that are realistic. Therefore we have developed a safe environment which builds confidence in the students allowing

them to discuss current issues - safeguarding, child protection/abuse in a safe environment. That the students are given a great opportunity to experience tolerance. Tolerance of others; tolerance of genres; tolerance of patience and tolerance of criticism. Through these periods of peer evaluation and self-assessment, the students can learn that the vastness of diversity in the world can lead to beautiful outcomes and improve not only their outlook, but their perspectives and lives.

Under the current specification it is covered in units - Units 1, 2, 4, 6, 7, 16, 18, 19,

Promoting British Values in History

At CCGS the History Department supports the key values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance

Through the taught topics and class activities.

Curriculum content

Across all Key Stages the History Department supports the promotion of British values through the topics taught in the curriculum. The students have numerous opportunities to investigate the concept of **democracy** and its fundamental principles (e.g. Year 9 unit 'Causes of the Second World War', Year 10 'Cold War' unit and Year 13 'development of democracy 1780-1928) and giving the students an opportunity to compare democracy to alternative political systems and ideologies e.g. dictatorship. The students investigate concepts relating to **rule of law** in terms of examining the concept of 'who has power?' (Year 7 and 10) and examining how the legal process has developed over time and key 'milestones' related to this e.g. Magna Carta and the 'story' of Parliament. The students have the opportunity to examine public 'protest' and engage with the concept of legitimacy of these protests e.g. challenging royal authority and the actions of the NUWSS and WSPU. The concept of **individual liberty** is discussed throughout the course in discussions related to differences in political systems e.g. 'dictatorship' and 'democracy' as well as identifying reasons for increasing and decreasing 'liberty' e.g. DORA in the First and Second World Wars. In a study of dictatorship and 'the Holocaust' the consequences of a lack of **tolerance** are discussed (in the KS3 and KS4 programme).

Lessons

The learning activities and teaching approaches of the department also contribute toward British values. Within lessons students are encouraged to work in pairs and groups fostering an atmosphere and expectation of co-operation, **mutual respect** and **tolerance**. Viewpoints are discussed and, where appropriate, challenged enabling students to understand others viewpoints' and question their own. In lessons students are expected to follow the school and classroom rules fostering an understanding of the **rule of law** which can be easily transferred into a wider context.

Promoting British Values in Maths

In mathematics lessons, students are encouraged to contribute to discussions about a choice of method, to listen to others' opinions and respect and value other students' choices. At the same time, positive and constructive criticism is valued and students are encouraged not to be afraid to make mistakes but to make them into learning opportunities. Students are supported by staff and are supportive of each other to achieve highly and build their confidence in mathematics. We encourage students to engage in peer mentoring contributing to our school's community and creating supportive atmosphere within the school.

In data handling, we use real life examples from opinion polls, graphs and infographics used in media during elections and students discuss how these could be misleading or useful, empowering them to make their own informed decisions within the democratic process.

We promote respect for other cultures, groups and beliefs and through studying aspects of history of mathematics such as Rangoli patterns, women in mathematics, Fibonacci sequence, Pythagoras theorem and the advance of code breaking we foster appreciation of how various cultures contribute to what mathematics is today.

We strive to contribute to our students' development as independent, tolerant, resilient thinkers confident in their own ability to be able to solve mathematics based problems.

Promoting British Values in MFL

British Values, including those of democracy, the rule of law, individual liberty, mutual respect and tolerance of others are embedded in our MFL curriculum. Through our teaching of French and Spanish at all key stages the MFL department we promote an understanding of other cultures and countries. In every year group we take time to consider the cultures and traditions of French and Spanish speaking countries, not just France and Spain, thus helping students develop a better understanding of the world around them, mutual respect and to develop tolerance of others traditions and beliefs. In addition in everything that we study students are encouraged to develop and reflect upon their own thoughts, beliefs and reactions using the target language, again

requiring them to develop tolerance and mutual respect of others views. Within this we create a safe space for students to share these ideas with their peers.

Our overseas trips in year 7 and 10/11 also allow our students to witness first hand other faiths and cultures as well as the interaction that they have with the foreign language assistants.

Promoting British Values in Music

British Values are at the core of the music department at CCGS' curriculum and are an underlying force, driving the standards of expectation in all subjects. In Music we underpin our content with these values to ensure we help support the development of responsible, community aware, tolerant & good citizens.

Democracy:

Music allows the students to express themselves democratically and artistically, through voicing their opinion on performances, to analysing their own work and sharing their musical tastes with the class. Every student develops the appreciation for genres that they may not necessarily have ever been exposed to in their pocket of experience.

Rule of Law:

To create music you have to follow laws. Musical theoretical laws, practical laws, behavioural laws. Without the laws, music could not happen. The very nature of Music is governed by mathematical law, and this is taught to help students understand harmony, not only within their music, but within society. 'All music for all students' is a mantra used through KS3, to instil the understanding of all music, be it classical, jazz, pop or world, being taught on a level playing field. The CCGS behaviour policy is displayed around the classroom and sanctions and rewards are given accordingly.

Individual Liberty:

Students are encouraged to be independent and creative in Music. Self-expression is a key factor in the successful creative-archetype, and is often lost through the course of standard education.

'Every child is an artist, the problem is how to remain an artist when we grow up'

Pablo Picasso

Using Picasso's words as guidance, when developing curriculum, helps sustain the focus on the right to be free and individual. We encourage individuality, differences, and celebrate the 'out-of-the-ordinary' through the various genres of the world and performances of each other. Freeing up the strict guidelines of what is a good performance of a song, and concentrating on personal voice and interpretation, which is in-line with the higher achieving grades in GCSE/A-Level.

Tolerance:

People can feel quite vulnerable and exposed when sharing something as personal as a performance, or a composition. Therefore we have developed a safe environment which builds confidence in the students allowing them to perform. Performances are a great opportunity to experience tolerance. Tolerance of others; tolerance of all musical

genres; tolerance of patience and tolerance of criticism. Through these periods of peer evaluation and self-assessment, the students can learn that the vastness of diversity in the world can lead to beautiful outcomes and improve not only their outlook, but their perspectives and lives.

We have a strong music department here at CCGS and feel that the support students and staff across the department give each other is outstanding and many skills and bonds are made here that remain unbroken for life.

Promoting British Values in Physical Education

At CCGS we are dedicated to promoting values which ensure that our students develop a strong sense of social and moral responsibility. Our Physical Education and Sport provision is an integral part of this process, helping to teach, develop and embed lifelong skills conducive to becoming positive role models within society.

Our department promotes tolerance, respect, teamwork, resilience and the building of self-esteem. These core values and qualities underpin many aspects of our extensive curricular and extra-curricular provision, helping to prepare students for modern life in a contemporary society.

At CCGS, our Physical Education & Sport curriculum provision supports the key values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual respect
- Tolerance

Democracy:

In lessons, students are encouraged to discuss and offer ideas and suggestions relevant to the activity being participated in. Students are expected to be considerate towards others and to listen to and reflect upon different points of view. Often this can be seen during peer and self-analysis tasks or when students are asked to give feedback on specific observed performances.

Sometimes, students are given the opportunity to select from a range of activities or to consider adaptations to established rules and regulations relevant to the activity being performed. Students are encouraged to accept agreed changes or selections and to recognise the reasons for these choices. Students often work within small groups or teams, requiring good teamwork in order to achieve positive outcomes.

Rule of Law:

Learning about rules, sportsmanship, etiquette and fair play is an integral part of physical education and sport at CCGS. All staff are expected to promote these values at all times, whether in an educational setting such as a lesson or whilst supporting extra-curricular activities such as inter-school matches or competitions.

Students are required to abide by the rules and regulations, gaining a good understanding of the rules of each sport covered. Students are expected to accept graciously the decision of officiating staff, respecting and showing sportsmanship on and off the field of play. Students are taught about the sporting consequences of infringements to these rules including on-field sanctions such as yellow cards and penalties and off-field sanctions such as suspensions and fines. This allows students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

Individual Liberty:

Within our department, students are taught about self-discipline and that success comes through hard work and application. Students are encouraged to take part in as many different activities as possible.

Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. Leadership opportunities frequently occur within lessons, including student led warm ups, small group activities and class investigations. Form Sports Captains are also responsible for selecting and organising House sports teams to compete in our extensive Inter-House Sports Competition. School Sports Captains are responsible for disseminating relevant squad information to the rest of the student body.

Students are taught about the need to be resilient towards their learning and to accept that the process of developing their skills inevitably includes 'not succeeding' at times.

We recognise and value that all students are different in many ways and are of equal importance. As such, we actively promote all students having a positive attitude towards personal aspirations and achievement targets, irrespective of ability or interest.

Tolerance:

Within CCGS Physical Education and Sport, students are expected to respect students' different abilities as well as decisions made during lessons or in competitive situations. Students are encouraged to support each other and to understand their own place in a culturally diverse society,

Our students are taught to be socially aware of our own school community as well as society as a whole and to recognise religious, ethnic and socio-economic diversity.

Students have the opportunity to express themselves in many different ways. This includes completing performance activities such as dance where students are able to explore a range of emotions and styles.

Promoting British Values in Science

The British way of life presumes that the law of the land, its customs and its traditions are derived from its inhabitants in concert with those who govern, not arbitrarily imposed from above. Vital to this is the shared commitment to the 'living contract', which connects us with the legacy left to us by those who have gone before and with those yet to be born. This living structure is built and grows upon the mutual sense of responsibility for our shared national resources (whether material, economic, political or spiritual) and upon the on-going dialogue and mutual cooperation upon which these depend. It is our intention that our students experience the greatest possible opportunities to learn, understand, learn to value and thereby apply our shared system of mutually agreed rules, traditions, customs and moral obligations which lie at the central core of British values.

At Chatham and Clarendon Grammar School we are dedicated to promoting values that ensure that our students develop a strong sense of social and moral responsibility. In Science we prepare the students for life in Modern Britain because values such as democracy, the rule of law, individual liberty, mutual respect and tolerance are embedded within the curriculum as well as in the Academy ethos.

The Science department promotes resilience, teamwork, tolerance and the building of self-esteem during both theoretical and practical activities. These core values and qualities underpin many areas of the science curriculum to ensure we help prepare students for a life within a contemporary society.

- Democracy

Science allows the students to express themselves democratically and creatively, through voicing their opinion on matters such as where to place limestone quarries and examining issues for instance whether smoking and drinking should be made illegal. Lessons also encourage respect for democracy by investigating the right and wrongs of ethical issues pertaining to matters such as the development and deployment of nuclear weapons and the use of different energy sources for power stations.

- Rule of Law

Learning about and adhering to laws and rules and understanding how these rules are derived and applied is an integral part of science education at Chatham and Clarendon. Students appreciate that following laboratory rules is necessary for the safety of all, especially during practical work. Lessons also give pupils an insight into how the law

protects citizens by ensuring adequate safety regulations are in place as well as recognising right and wrong through a deeper understanding of drugs, alcohol, environmental issues, nuclear power and the need for legislation. The rule of law also requires that a set of rules having been agreed, it is applied uniformly, without exception or preference, fear or favour: it applies just as much to those who may disagree with it as to those who do not, regardless of their strength of opinion on the matter.

- Individual Liberty and Mutual respect

When studying science, pupils have been taught the need to take ownership for their learning. This has been developed through students building independent learning skills, experiencing getting answers wrong and learning how to formulate the correct response. Students are also encouraged to consider the consequences of their actions and how communities function when learning all three scientific disciplines. Teaching and learning enables pupils to have respect for public institutions and services, e.g. the NHS and organ transplants, IVF and Stem Cell research. It also encourages pupils to accept responsibility for their own behaviour through the human impact on the environment, particularly global warming and evaluate importance of recycling and the use of alternative fuels.

- Tolerance

The objective of the department is to create a purposeful and tolerant learning environment where pupils feel safe to share their views and ideas with their peers. This is crucial particularly when teaching topics such as evolution versus creation, genetic modification and stem cell research. Consequently pupils acquire an appreciation of their own and other viewpoints.

Promoting British Values in Computer Science

KS3

Preparing student for modern life.

Computer Science in the real world explores how technology has affected the world in which we live. How data systems are constantly being connected to provide us with ever increasing information which in turn help to develop new systems to enable us to react to things which impact our everyday lives. Everything from systems which impact the way in which we live at home, to systems which connect the way towns and cities are managed, for example utilities to transport and travel; through to many different industry led advances for example in agriculture or conservation.

Learning about artificial intelligence explores how the principles of AI are currently being embedded into applications that benefit society, and the potential problems which are debated in giving a machine the ability to think for itself.

E-Safety Curriculum at KS3

Each term we explore themes relating to e-safety. So far we cover the rule of law relating to a range of different topics, mutual respect and individual liberty.

In year 7 we explore our online values, cyberbullying and gaming and addiction.

In year 8 we explore things we see online, and their effects, sexting, and extend cyberbullying.

In year 9 we look at the importance of our online reputation, peer pressure and cyber security.

The safer internet theme changes regularly, but a week of assemblies, and activities are followed which add to helping to develop the value system of each individual student.

KS4 & 5

Rule of law & different beliefs are part of the GCSE and A Level Computer Science curriculum

Legal, ethical, cultural and environmental issues identifies computer related crime and raise the importance of legislation to protect society from a range of illegal activities aimed at the individual or a business. The importance of understanding what is right and what is wrong is further raised, and on the impact of manufacturing and the future development of technology, for example, artificial intelligence.

Promoting British Values in CCGS Design Technology

The opportunities for students to develop their self-esteem and self-confidence are richly embedded in the open ended projects given to students throughout years seven to thirteen. The projects allow students to discover themselves through encouraging creative and innovative solutions to design and make problems through individual, peer, and group design and making.

Students are taught about the moral choices facing designers & manufacturers when deciding on materials. A clear example of this is within the 'Lightspeed' project in year eight students use the six 'Rs' of sustainability to understand and apply ways of conserving the Earth's resources whilst design a solar powered drag racing car. Students have the ability to choose and have an input into the work they do both at KS3 and 4. They choose their coursework path and are encouraged to work independently along the whole of their course. Each project within all key stages provides key skills for life and the ability to create a product they are proud of.

Students develop an awareness of Health & safety for themselves and others within each work area. Students are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group. This is reinforced through team based practical activities within the SOWs at Key stage 3, students learn the value of working together for a common goal often with peers within the class they would not normally collaborate with.

Exploring how products contribute to lifestyle and consumer choices. Understanding how products evolve according to users' and designers' needs, beliefs, ethics and values. Resistant materials students study iconic British designer and Art & Design movements.

Ks3 technology students learn Principles, application, advantages/disadvantages to society and the environment of minimising waste production throughout the product life cycle using the following 6 Rs:

- Rethink about using a product/materials that are not from a sustainable source
- Repair products that break down or stop functioning rather than replacing them
- Recycle materials and products or use recycled materials
- Reuse materials and products where applicable
- Reduce materials and energy
- Refuse a product if you do not need it or it is environmentally or socially unacceptable

We use evaluating through peer and self-assessment to build foundations of mutual respect. We focus on the learning habits to build self-confidence and allow students to not be scared to fail. We carry out product analysis in all areas and give students the opportunity to maturely critique each other's work.