

Aspect to consider	KS3	KS4
<b>Democracy</b>	<p>Peer Evaluations of Practical Outcomes.</p> <p>Students take part in anonymous Student Voice 'Pupil Survey in D&amp;T.</p> <p>Lessons and schemes of work are reviewed taking student voice into account</p> <p>Options Talks/discussions with students to provide informed choice on future participation in the subject.</p>	<p>Students identify the factors involved in consumer choice; to establish consumer preferences of target markets.</p> <p>Students will consider other people’s views (client, designer, manufacturer, user/consumer) when refining product designs; ensure that own product.</p>
<b>The Rule of Law</b>	<p>Health &amp; Safety rules discussed, formalised and enforced as required.</p> <p>Food Hygiene Rules and Regulations.</p> <p>Classroom code of conduct is enforced using the consequence system and is fair for all students.</p>	<p>Health &amp; Safety rules discussed, formalised and enforced as required.</p> <p>Food Hygiene Rules and Regulations.</p> <p>Classroom code of conduct is enforced using the consequence system and is fair for all students.</p>
<b>Individual Liberty</b>	<p>Students are taught the need to express their individuality through design and practical outcome.</p> <p>Students personal development is encouraged through a variety of after school activities to choose from.</p> <p>Students express individuality, flair and enterprise through design and make tasks.</p> <p>Students are given the responsibility to select and use appropriate materials and equipment.</p> <p>Students presented with a wide range of option choices which allow them freedom to make informed choices on their own future.</p>	<p>Develop the skills and analysis techniques to make critical judgements about the design and manufacture of products produced in school.</p> <p>Students are encouraged to be creative, innovative and adventurous in their ideas.</p> <p>Students will have the opportunity and freedom to choose a project context and brief which builds on individual strengths and interests.</p>

<p><b>Mutual Respect</b></p>	<p>Students develop mutual respect for each other through expected conduct within the workshop environment.</p> <p>Students show mutual respect to each other during guided peer assessment.</p> <p>Students learn to respect other cultures during projects which focus on the positive aspects of world cultures.</p> <p>Students work in pairs in food and nutrition promotes mutual respect.</p> <p>Behaviour for learning policy promotes mutual respect between student and teacher.</p>	<p>Recognise that safety of the individual and peers is essential.</p> <p>Take responsibility to ensure that hazards are minimised and the working environment is safe to use.</p> <p>Students work alongside each other in a collaborative environment giving informal feedback on ideas.</p> <p>Students work in pairs in food and nutrition promotes mutual respect.</p>
<p><b>Tolerance of those of Different Faiths and Beliefs</b></p>	<p>Students look at multi-cultural foods and differences before producing practical outcomes to promote diversity.</p> <p>Students study different cultures in multiple design projects at KS3.</p>	<p>Students show they understand that designing and making reflect and influence cultures and societies.</p> <p>Students are able to analyse aesthetic and functional requirements in relation to cultural diversity.</p>