

| KS3 Audit - Please enter data using the following scores: | 1 = Minimal or no coverage / use in subject | | | | | |
|---|---|----------|------------------|-------------|-------|-------|
| | 2 = Occasional coverage/ use in subject | | | | | |
| | 3 = Frequent coverage / use in subject | | | | | |
| | 4 = Heavy coverage / use in subject | | | | | |
| British Values Audit 2023 | ART | BUSINESS | COMPUTER SCIENCE | DESIGN TECH | DRAMA | DANCE |
| Democracy: | | | | | | |
| Skills: | | | | | | |
| Decision making through a democratic process | 1 | | 1 | 1 | 3 | 2 |
| Respect for others | 4 | | 2 | 2 | 4 | 4 |
| Campaigning for an issue | 2 | | 1 | 1 | 2 | 1 |
| How to argue and defend points in debate | 2 | | 2 | 1 | 3 | 1 |
| Debating on topical issues (e.g. in news) | 2 | | 2 | 1 | 2 | 1 |
| Use of research methods / data to gather opinions | 4 | | 2 | 3 | 3 | 1 |
| focus | 3 | | 1 | 2 | 4 | 2 |
| Voting in the classroom | 1 | | 1 | 1 | 3 | 2 |
| Knowledge: | | | | | | |
| Role of Parliament | 1 | | 2 | 1 | 1 | 1 |
| Role of European Union / impact of Brexit | 1 | | 1 | 1 | 1 | 1 |
| Role of local and national government | 1 | | 1 | 1 | 2 | 1 |
| Role of public services and institutions | 2 | | 1 | 1 | 1 | 1 |
| Voting rights / Elections | 1 | | 1 | 1 | 1 | 1 |
| inequality | 3 | | 2 | 4 | 3 | 2 |
| Use of media in democracy | 2 | | 1 | 1 | 1 | 1 |
| forms of government | 2 | | 1 | 1 | 2 | 1 |
| Rule of Law: | | | | | | |
| Skills: | | | | | | |
| Developing classroom rules with students | 3 | | 3 | 2 | 4 | 3 |
| sports... | 3 | | 1 | 3 | 4 | 4 |
| Debating issues of law and justice | 1 | | 2 | 1 | 3 | 1 |
| Challenging laws / rules in appropriate ways | 3 | | 1 | 1 | 4 | 1 |
| Student involvement in creating department policies | 2 | | 1 | 1 | 2 | 1 |
| Knowledge: | | | | | | |
| Legal system of the UK | 1 | | 2 | 1 | 1 | 1 |
| Legal institutions e.g. police, courts, prisons | 1 | | 1 | 1 | 1 | 1 |
| How laws are made | 2 | | 1 | 1 | 1 | 1 |
| How citizens influence law | 2 | | 1 | 2 | 2 | 1 |
| Forms of punishment | 1 | | 1 | 1 | 1 | 1 |
| Extremism | 2 | | 1 | 1 | 1 | 1 |
| civil law, criminal law etc. | 1 | | 1 | 1 | 1 | 1 |
| International law | 1 | | 1 | 1 | 1 | 1 |
| Human Rights | 3 | | 1 | 1 | 2 | 1 |
| Individual Liberty and Freedom: | | | | | | |
| Skills: | | | | | | |

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| Opportunities for pupils to express themselves as individuals | 4 | | 3 | 4 | 4 | 4 |
| Critical thinking skills | 4 | | 3 | 4 | 4 | 4 |
| Building self-esteem and confidence | 4 | | 4 | 4 | 4 | 4 |
| Student-led projects | 4 | | 4 | 4 | 4 | 2 |
| Opportunities to present opinions on issues | 4 | | 2 | 3 | 4 | 4 |
| Opportunities for independent learning | 4 | | 4 | 4 | 4 | 3 |
| Develop interpersonal skills | 3 | | 3 | 3 | 4 | 3 |
| Knowledge: | | | | | | |
| LGBT+ achievements / experiences acknowledged in curriculum | 3 | | 1 | 1 | 2 | 2 |
| BAME achievements / experiences acknowledged in curriculum | 3 | | 1 | 2 | 2 | 2 |
| Awareness of citizens in countries where human rights are violated | 2 | | 1 | 1 | 1 | 1 |
| Gender issues acknowledged in the curriculum | 2 | | 2 | 1 | 2 | 1 |
| Rights and responsibilities of a UK citizen | 2 | | 2 | 1 | 1 | 1 |
| Human Rights / Equality Act - use or reference to any document that protects the rights of young people | 2 | | 2 | 1 | 2 | 1 |
| Extra-curricular activities offered - Do you provide any extra-curricular activity NOT including exam / subject support? Yes = 4 / No = 1 | 4 | | 4 | 4 | 4 | 4 |
| Mutual respect and tolerance of those of different faiths and beliefs: | | | | | | |
| Skills: | | | | | | |
| Team / Group work opportunities | 2 | | 2 | 2 | 4 | 4 |
| Listening skills | 4 | | 3 | 4 | 4 | 4 |
| Student involvement in campaigns surrounding race or faith | 2 | | 1 | 1 | 1 | 1 |
| Debating ethical issues | 2 | | 3 | 2 | 4 | 1 |
| Student involvement in celebrating religious / cultural festivals | 2 | | 1 | 2 | 2 | 2 |
| Encouraging openness to new ideas | 4 | | 1 | 4 | 4 | 4 |
| Strong evidence of peer to peer support | 4 | | 2 | 3 | 4 | 3 |
| Knowledge: | | | | | | |
| Study of faiths / beliefs | 1 | | 1 | 2 | 1 | 1 |
| Study of different cultures | 3 | | 1 | 1 | 2 | 2 |
| Challenging stereotypes / prejudice / discrimination as part of the curriculum | 4 | | 2 | 1 | 4 | 1 |
| Bullying as part of the curriculum | 1 | | 2 | 1 | 4 | 1 |
| Celebrating diversity as part of the curriculum | 4 | | 2 | 2 | 4 | 2 |
| Discussions of topical ethical issues impacting faith groups | 2 | | 1 | 3 | 1 | 1 |
| Celebration of religious / cultural festivals within subject | 3 | | 1 | 2 | 2 | 1 |
| Involvement of outside agencies with focus on faith / culture | 1 | | 1 | 1 | 1 | 1 |
| What respect looks like in practice | 3 | | 2 | 2 | 4 | 2 |

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1 = Minimal or no coverage / use in subject
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 3 = Frequent coverage / use in subject
 4 = Heavy coverage / use in subject

| ENGLISH | GEOGRAPHY | HISTORY | CLASSICS | MATHS | | MUSIC | PE | R&P | RSHE | SCIENCE | TUTOR TIME | MFL |
|---------|-----------|---------|----------|-------|--|-------|----|-----|------|---------|------------|-----|
| 2 | 1 | 3 | 2 | 1 | | 3 | | 1 | 4 | 1 | 2 | 2 |
| 4 | 4 | 4 | 4 | 2 | | 4 | | 4 | 4 | 1 | 4 | 4 |
| 2 | 2 | 2 | 2 | 1 | | 1 | | 4 | 4 | 1 | | 1 |
| 4 | 3 | 2 | 2 | 2 | | 2 | | 4 | 4 | 2 | | 3 |
| 3 | 3 | 4 | 2 | 2 | | 2 | | 3 | 4 | 2 | | 2 |
| 2 | 2 | 2 | 2 | 2 | | 2 | | 3 | 2 | 1 | | 2 |
| 2 | 1 | 2 | 2 | 1 | | 3 | | 4 | 4 | 1 | | 3 |
| 3 | 2 | 2 | 2 | 1 | | 2 | | 2 | 3 | 1 | 3 | 2 |
| 1 | 1 | 4 | 1 | 1 | | 1 | | 1 | 3 | 1 | | 1 |
| 1 | 2 | 2 | 1 | 1 | | 2 | | 1 | 2 | 1 | | 1 |
| 2 | 2 | 3 | 2 | 1 | | 1 | | 1 | 3 | 1 | | 1 |
| 2 | 1 | 3 | 2 | 1 | | 1 | | 1 | 4 | 1 | | 1 |
| 2 | 1 | 3 | 2 | 1 | | 1 | | 1 | 3 | 1 | | 1 |
| 3 | 3 | 3 | 3 | 1 | | 2 | | 4 | 4 | 1 | | 2 |
| 3 | 1 | 2 | 2 | 1 | | 2 | | 1 | 2 | 1 | | 1 |
| 2 | 1 | 4 | 4 | 1 | | 1 | | 1 | 2 | 1 | | 1 |
| 1 | 2 | 2 | 2 | 1 | | 2 | | 2 | 4 | 2 | | 3 |
| 2 | 1 | 1 | 2 | 1 | | 1 | | 1 | 4 | 1 | | 4 |
| 3 | 1 | 2 | 2 | 1 | | 1 | | 3 | 4 | 1 | | 1 |
| 3 | 1 | 2 | 2 | 1 | | 1 | | 3 | 4 | 1 | | 1 |
| 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 4 | 1 | | 1 |
| 2 | 1 | 2 | 1 | 1 | | 1 | | 1 | 2 | 1 | | 1 |
| 2 | 1 | 3 | 1 | 1 | | 1 | | 1 | 3 | 1 | | 1 |
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| 2 | 1 | 2 | 2 | 1 | | 1 | | 1 | 2 | 1 | | 1 |
| 2 | 1 | 3 | 3 | 1 | | 1 | | 1 | 3 | 1 | | 1 |
| 3 | 1 | 1 | 2 | 1 | | 1 | | 1 | 3 | 1 | | 1 |
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| 4 | 4 | 4 | 4 | 3 | | 4 | | 4 | 4 | 3 | | 4 |
| 3 | 4 | 4 | 4 | 4 | | 4 | | 4 | 4 | 3 | | 4 |
| 3 | 2 | 2 | 3 | 2 | | 2 | | 2 | 4 | 2 | | 3 |
| 4 | 4 | 4 | 4 | 1 | | 4 | | 4 | 4 | 2 | | 4 |
| 4 | 3 | 3 | 4 | 3 | | 3 | | 3 | 4 | 3 | | 4 |
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| 4 | 1 | 4 | 4 | 1 | | 2 | | 2 | 4 | 2 | | 3 |
| 2 | 1 | 3 | 2 | 1 | | 2 | | 2 | 4 | 1 | | 2 |
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| 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 4 | 1 | | 4 |
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| 3 | 2 | 3 | 4 | 2 | | 2 | | 2 | 4 | 1 | | 4 |
| 1 | 1 | 1 | 2 | 1 | | 1 | | 1 | 4 | 1 | | 1 |
| 3 | 2 | 2 | 3 | 1 | | 3 | | 2 | 4 | 1 | | 4 |
| 2 | 1 | 1 | 1 | 1 | | 1 | | 2 | 4 | 1 | | 1 |
| 1 | 1 | 1 | 2 | 1 | | 2 | | 1 | 3 | 1 | | 4 |
| 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 2 | 1 | | 1 |
| 3 | 2 | 2 | 3 | 2 | | 3 | | 2 | 4 | 2 | | 4 |

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| EAL | Problem Based | |
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| GCSE Audit - Please enter data using the following scores: | 1 = Minimal or no coverage / use in subject | | | | | | |
|--|---|--------------|---------|-----------------|-----------|----------|----------------|
| | 2 = Occasional coverage/ use in subject | | | | | | |
| | 3 = Frequent coverage / use in subject | | | | | | |
| | 4 = Heavy coverage / use in subject | | | | | | |
| | ASSEMBLIES | ART & DESIGN | BIOLOGY | BUSINESS STUDIE | CHEMISTRY | CLASSICS | COMPUTER SCIEN |
| British Values Audit 2023 | | | | | | | |
| Democracy: | | | | | | | |
| Skills: | | | | | | | |
| Decision making through a democratic process | 4 | 2 | 1 | 2 | 1 | 2 | 1 |
| Respect for others | 4 | 4 | 1 | 4 | 1 | 4 | 1 |
| Campaigning for an issue | 4 | 3 | 1 | 2 | 1 | 2 | 1 |
| How to argue and defend points in debate | 1 | 2 | 1 | 4 | 1 | 3 | 2 |
| Debating on topical issues (e.g. in news) | 4 | 2 | 2 | 4 | 2 | 2 | 2 |
| Use of research methods / data to gather opinions | 1 | 4 | 2 | 3 | 1 | 2 | 2 |
| focus | | 4 | 1 | 1 | 1 | 2 | 1 |
| Voting in the classroom | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Knowledge: | | | | | | | |
| Role of Parliament | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| Role of European Union / impact of Brexit | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| Role of local and national government | 4 | 1 | 1 | 2 | 1 | 2 | 1 |
| Role of public services and institutions | 4 | 1 | 1 | 2 | 1 | 2 | 2 |
| Voting rights / Elections | 4 | 1 | 1 | 1 | 1 | 2 | 1 |
| inequality | 4 | 3 | 1 | 2 | 1 | 3 | 2 |
| Use of media in democracy | 4 | 3 | 1 | 1 | 1 | 2 | 1 |
| forms of government | 4 | 2 | 1 | 2 | 1 | 4 | 1 |
| Rule of Law: | | | | | | | |
| Skills: | | | | | | | |
| Developing classroom rules with students | 1 | 3 | 1 | 3 | 1 | 2 | 3 |
| sports... | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| Debating issues of law and justice | 3 | 2 | 1 | 2 | 1 | 2 | 2 |
| Challenging laws / rules in appropriate ways | 3 | 2 | 1 | 1 | 1 | 2 | 1 |
| Student involvement in creating department policies | 3 | 1 | 1 | 3 | 1 | 1 | 1 |
| Knowledge: | | | | | | | |
| Legal system of the UK | 1 | 1 | 1 | 2 | 1 | 1 | 2 |
| Legal institutions e.g. police, courts, prisons | 3 | 1 | 1 | 1 | 1 | 1 | 1 |
| How laws are made | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| How citizens influence law | 3 | 3 | 1 | 1 | 1 | 2 | 1 |
| Forms of punishment | 3 | 2 | 1 | 1 | 1 | 2 | 1 |
| Extremism | 4 | 2 | 1 | 1 | 1 | 2 | 1 |
| civil law, criminal law etc. | 4 | 1 | 1 | 1 | 1 | 1 | 1 |
| International law | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| Human Rights | 4 | 3 | 1 | 1 | 1 | 3 | 1 |
| Individual Liberty and Freedom: | | | | | | | |

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|---|-----|---|---|---|---|---|---|
| Skills: | | | | | | | |
| Opportunities for pupils to express themselves as individuals | 4 | 4 | 2 | 4 | 2 | 4 | 3 |
| Critical thinking skills | 4 | 4 | 2 | 4 | 2 | 4 | 3 |
| Building self-esteem and confidence | 4 | 4 | 3 | 4 | 3 | 4 | 4 |
| Student-led projects | 4 | 4 | 2 | 3 | 2 | 2 | 4 |
| Opportunities to present opinions on issues | 4 | 4 | 2 | 3 | 2 | 4 | 2 |
| Opportunities for independent learning | 1 | 4 | 3 | 3 | 3 | 3 | 4 |
| Develop interpersonal skills | 4 | 4 | 3 | 3 | 3 | 4 | 3 |
| Knowledge: | | | | | | | |
| LGBT+ achievements / experiences acknowledged in curriculum | 3 | 3 | 1 | 1 | 1 | 2 | 1 |
| BAME achievements / experiences acknowledged in curriculum | 3 | 3 | 1 | 1 | 1 | 2 | 1 |
| Awareness of citizens in countries where human rights are violated | 3 | 2 | 1 | 2 | 1 | 3 | 1 |
| Gender issues acknowledged in the curriculum | 1 | 3 | 1 | 2 | 1 | 4 | 2 |
| Rights and responsibilities of a UK citizen | 3 | 2 | 1 | 1 | 1 | 2 | 2 |
| Human Rights / Equality Act - use or reference to any document that protects the rights of young people | 4 | 2 | 1 | 1 | 1 | 3 | 1 |
| Extra-curricular activities offered - Do you provide any extra-curricular activity NOT including exam / subject support? Yes = 4 / No = 1 | n/a | 4 | 2 | 4 | 1 | 4 | 4 |
| Mutual respect and tolerance of those of different faiths and beliefs: | | | | | | | |
| Skills: | | | | | | | |
| Team / Group work opportunities | n/a | 2 | 2 | 3 | 2 | 4 | 2 |
| Listening skills | n/a | 3 | 2 | 4 | 2 | 4 | 3 |
| Student involvement in campaigns surrounding race or faith | 4 | 3 | 1 | 1 | 1 | 1 | 1 |
| Debating ethical issues | 4 | 3 | 2 | 2 | 1 | 3 | 3 |
| Student involvement in celebrating religious / cultural festivals | 4 | 3 | 1 | 1 | 1 | 1 | 1 |
| Encouraging openness to new ideas | 4 | 4 | 1 | 4 | 1 | 4 | 1 |
| Strong evidence of peer to peer support | 4 | 4 | 2 | 3 | 2 | 2 | 2 |
| Knowledge: | | | | | | | |
| Study of faiths / beliefs | 3 | 2 | 1 | 1 | 1 | 4 | 1 |
| Study of different cultures | 4 | 3 | 1 | 2 | 1 | 4 | 1 |
| Challenging stereotypes / prejudice / discrimination as part of the curriculum | 4 | 3 | 1 | 2 | 1 | 4 | 2 |
| Bullying as part of the curriculum | 4 | 2 | 1 | 1 | 1 | 1 | 1 |
| Celebrating diversity as part of the curriculum | 4 | 3 | 1 | 3 | 1 | 3 | 1 |
| Discussions of topical ethical issues impacting faith groups | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| Celebration of religious / cultural festivals within subject | 4 | 3 | 1 | 1 | 1 | 2 | 1 |
| Involvement of outside agencies with focus on faith / culture | 4 | 1 | 1 | 1 | 1 | 1 | 1 |
| What respect looks like in practice | 4 | 3 | 1 | 2 | 1 | 3 | 1 |

1 = Minimal or no coverage / use in subject
 2 = Occasional coverage/ use in subject
 3 = Frequent coverage / use in subject
 4 = Heavy coverage / use in subject

Minimal or no coverage
 2 = Occasional coverage
 3 = Frequent coverage
 4 = Heavy coverage /

| DANCE | DRAMA | DT | ECONOMICS | ENGLISH LANG & LIT | FOOD PREPARATION & NUTRITION | FRENCH | GEOGRAPHY | GERMAN | ITALIAN | HISTORY | IT | MATHS | MANDARIN | MUSIC |
|-------|-------|----|-----------|--------------------|------------------------------|--------|-----------|--------|---------|---------|----|-------|----------|-------|
| | | | | | | | | | | | | | | |
| 3 | 4 | 1 | | 2 | | 1 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | |
| 3 | 4 | 3 | | 4 | | 3 | 4 | 3 | 3 | 4 | 1 | 2 | 3 | |
| 1 | 3 | 1 | | 2 | | 1 | 3 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 3 | 1 | | 4 | | 1 | 4 | 1 | 1 | 4 | 1 | 2 | 1 | |
| 1 | 3 | 2 | | 3 | | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | |
| 2 | 4 | 4 | | 2 | | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 1 | |
| 2 | 2 | 1 | | 2 | | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | |
| 1 | 2 | 1 | | 3 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | |
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| 1 | 1 | 1 | | 1 | | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | |
| 1 | 1 | 1 | | 1 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 2 | 2 | | 2 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 2 | 1 | | 2 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 2 | 1 | | 2 | | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | |
| 2 | 4 | 2 | | 3 | | 2 | 3 | 2 | 2 | 3 | 1 | 1 | 2 | |
| 1 | 3 | 1 | | 3 | | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | |
| 1 | 1 | 1 | | 2 | | 1 | 2 | 1 | 1 | 4 | 1 | 1 | 1 | |
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| 3 | 4 | 2 | | 1 | | 2 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | |
| 3 | 4 | 3 | | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | 3 | 1 | | 3 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 3 | 1 | | 3 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 2 | 2 | 1 | | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
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| 1 | 2 | 2 | | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | 2 | 1 | | 2 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 1 | 2 | | 1 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 1 | 1 | | 2 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 1 | 1 | | 2 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 1 | 1 | | 3 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | 2 | 1 | | 1 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 1 | 1 | 2 | | 1 | | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | |
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| 3 | | 2 | 1 | 2 | 2 | 2 | 4 | 2 | 2 | |
| 4 | | 3 | 3 | 3 | 3 | 4 | 3 | 1 | 3 | |
| 4 | | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | |
| 4 | | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | |
| 3 | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | |
| 3 | | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | |
| 2 | | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 4 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 4 | | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 1 | |
| 3 | | 2 | 2 | 2 | 2 | 3 | 4 | 3 | 2 | |
| 4 | | 4 | 4 | 4 | 4 | 4 | 3 | 3 | 4 | |
| 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 3 | | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 2 | |
| 4 | | 4 | 4 | 4 | 4 | 2 | 2 | 2 | 4 | |
| 2 | | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | |
| 3 | | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | |
| 3 | | 3 | 2 | 3 | 3 | 2 | 1 | 1 | 3 | |
| 3 | | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | |
| 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 3 | | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | |
| 2 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 3 | | 1 | 3 | 1 | 1 | 2 | 1 | 2 | 1 | |

| Coverage / use in subject | | | | | 1 = Minimal coverage / use in subject | | | | |
|---------------------------|----------------|---------|------|---------|--|-----|--|--|--|
| Coverage / use in subject | | | | | 2 = Occasional coverage / use in subject | | | | |
| Coverage / use in subject | | | | | 3 = Frequent coverage / use in subject | | | | |
| Coverage / use in subject | | | | | 4 = Heavy coverage / use in subject | | | | |
| PE | RELIGION AND P | PHYSICS | RSHE | SPANISH | TUTOR TIME | EAL | | | |
| | | | | | | | | | |
| | 1 | 1 | 3 | 1 | | | | | |
| | 4 | 4 | 4 | 3 | | | | | |
| | 3 | 1 | 2 | 1 | | | | | |
| | 4 | 2 | 4 | 1 | | | | | |
| | 4 | 2 | 4 | 2 | | | | | |
| | 3 | 4 | 3 | 1 | | | | | |
| | 1 | 2 | 4 | 2 | | | | | |
| | 1 | 1 | 4 | 1 | | | | | |
| | | | | | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 4 | 1 | 3 | 2 | | | | | |
| | 1 | 1 | 3 | 1 | | | | | |
| | 1 | 1 | 3 | 1 | | | | | |
| | | | | | | | | | |
| | 1 | 1 | 4 | 2 | | | | | |
| | 1 | 4 | 4 | 1 | | | | | |
| | 4 | 1 | 4 | 1 | | | | | |
| | 4 | 4 | 3 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | | | | | | | | | |
| | 1 | 1 | 3 | 1 | | | | | |
| | 1 | 1 | 3 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 2 | 1 | 3 | 1 | | | | | |
| | 2 | 1 | 2 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 1 | 1 | 2 | 1 | | | | | |
| | 2 | 1 | 4 | 1 | | | | | |

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| | 4 | 2 | 4 | 3 | | 4 | | | |
| | 4 | 4 | 4 | 3 | | 4 | | | |
| | 4 | 4 | 4 | 4 | | 4 | | | |
| | 2 | 3 | 4 | 2 | | 4 | | | |
| | 4 | 2 | 4 | 3 | | 4 | | | |
| | 3 | 4 | 4 | 3 | | 4 | | | |
| | 3 | 4 | 4 | 3 | | 4 | | | |
| | | | | | | | | | |
| | 1 | 2 | 4 | 1 | | 1 | | | |
| | 2 | 2 | 4 | 1 | | 2 | | | |
| | 2 | 1 | 4 | 1 | | 2 | | | |
| | 2 | 2 | 4 | 1 | | 3 | | | |
| | 2 | 1 | 4 | 1 | | 3 | | | |
| | 2 | 1 | 4 | 1 | | 1 | | | |
| | 4 | 4 | 1 | 1 | | 4 | | | |
| | | | | | | | | | |
| | 2 | 4 | 4 | 2 | | 4 | | | |
| | 4 | 4 | 4 | 4 | | 4 | | | |
| | 1 | 1 | 4 | 1 | | 1 | | | |
| | 4 | 2 | 4 | 1 | | 3 | | | |
| | 1 | 1 | 4 | 2 | | 4 | | | |
| | 4 | 4 | 4 | 4 | | 4 | | | |
| | 2 | 4 | 4 | 2 | | 4 | | | |
| | | | | | | | | | |
| | 4 | 1 | 2 | 1 | | 2 | | | |
| | 4 | 1 | 2 | 3 | | 4 | | | |
| | 2 | 2 | 4 | 1 | | 2 | | | |
| | 1 | 1 | 4 | 1 | | 1 | | | |
| | 2 | 2 | 4 | 2 | | 4 | | | |
| | 4 | 1 | 3 | 1 | | 2 | | | |
| | 1 | 1 | 2 | 1 | | 3 | | | |
| | 1 | 1 | 1 | 1 | | 1 | | | |
| | 2 | 2 | 4 | 1 | | 3 | | | |

| A Level Audit - Please enter data using the following scores: | 1 = Minimal or no coverage / use in subject | | | | | | |
|---|---|---------|-----------------|-----------|----------------|----------|-------|
| | 2 = Occasional coverage/ use in subject | | | | | | |
| | 3 = Frequent coverage / use in subject | | | | | | |
| | 4 = Heavy coverage / use in subject | | | | | | |
| British Values Audit 2023 | ART | BIOLOGY | BUSINESS STUDIE | CHEMISTRY | COMPUTER SCIEN | CLASSICS | DRAMA |
| Democracy: | | | | | | | |
| Skills: | | | | | | | |
| Decision making through a democratic process | 2 | 1 | 2 | 1 | 1 | 2 | 4 |
| Respect for others | 4 | 2 | 4 | 1 | 1 | 4 | 4 |
| Campaigning for an issue | 2 | 1 | 2 | 1 | 1 | 1 | 2 |
| How to argue and defend points in debate | 2 | 1 | 4 | 1 | 2 | 4 | 4 |
| Debating on topical issues (e.g. in news) | 2 | 1 | 4 | 1 | 2 | 2 | 4 |
| Use of research methods / data to gather opinions | 4 | 3 | 3 | 2 | 2 | 4 | 4 |
| focus | 4 | 1 | 1 | 1 | 1 | 2 | 4 |
| Voting in the classroom | 1 | 1 | 2 | 1 | 1 | 1 | 4 |
| Knowledge: | | | | | | | |
| Role of Parliament | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Role of European Union / impact of Brexit | 1 | 1 | 4 | 1 | 1 | 1 | 2 |
| Role of local and national government | 1 | 1 | 4 | 1 | 1 | 3 | 3 |
| Role of public services and institutions | 1 | 1 | 3 | 1 | 2 | 3 | 3 |
| Voting rights / Elections | 1 | 1 | 1 | 1 | 1 | 2 | 3 |
| inequality | 3 | 1 | 2 | 1 | 2 | 2 | 4 |
| Use of media in democracy | 3 | 1 | 1 | 1 | 1 | 2 | 4 |
| forms of government | 1 | 1 | 2 | 1 | 1 | 4 | 4 |
| Rule of Law: | | | | | | | |
| Skills: | | | | | | | |
| Developing classroom rules with students | 4 | 1 | 3 | 1 | 3 | 2 | 4 |
| sports... | 1 | 1 | 1 | 1 | 1 | 1 | 4 |
| Debating issues of law and justice | 2 | 1 | 2 | 1 | 2 | 3 | 4 |
| Challenging laws / rules in appropriate ways | 2 | 1 | 1 | 1 | 1 | 2 | 4 |
| Student involvement in creating department policies | 1 | 1 | 3 | 1 | 1 | 1 | 3 |
| Knowledge: | | | | | | | |
| Legal system of the UK | 1 | 1 | 2 | 1 | 2 | 2 | 2 |
| Legal institutions e.g. police, courts, prisons | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| How laws are made | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| How citizens influence law | 2 | 1 | 1 | 1 | 1 | 3 | 2 |
| Forms of punishment | 2 | 1 | 1 | 1 | 1 | 3 | 2 |
| Extremism | 3 | 1 | 1 | 1 | 1 | 2 | 1 |
| civil law, criminal law etc. | 2 | 1 | 1 | 1 | 1 | 1 | 2 |
| International law | 1 | 1 | 2 | 1 | 1 | 1 | 2 |
| Human Rights | 3 | 1 | 1 | 1 | 1 | 3 | 4 |
| Individual Liberty and Freedom: | | | | | | | |
| Skills: | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Opportunities for pupils to express themselves as individuals | 4 | 2 | 4 | 2 | 3 | 4 | 4 |
| Critical thinking skills | 4 | 4 | 4 | 3 | 3 | 4 | 4 |
| Building self-esteem and confidence | 4 | 3 | 4 | 3 | 4 | 4 | 4 |
| Student-led projects | 4 | 3 | 2 | 2 | 4 | 2 | 4 |
| Opportunities to present opinions on issues | 4 | 2 | 3 | 1 | 2 | 4 | 4 |
| Opportunities for independent learning | 4 | 4 | 3 | 4 | 4 | 4 | 4 |
| Develop interpersonal skills | 4 | 4 | 3 | 4 | 3 | 4 | 4 |
| Knowledge: | | | | | | | |
| LGBT+ achievements / experiences acknowledged in curriculum | 3 | 1 | 1 | 1 | 1 | 3 | 3 |
| BAME achievements / experiences acknowledged in curriculum | 3 | 1 | 2 | 1 | 1 | 2 | 4 |
| Awareness of citizens in countries where human rights are violated | 3 | 1 | 2 | 1 | 1 | 3 | 4 |
| Gender issues acknowledged in the curriculum | 3 | 1 | 2 | 2 | 2 | 4 | 4 |
| Rights and responsibilities of a UK citizen | 2 | 1 | 1 | 1 | 2 | 1 | 2 |
| Human Rights / Equality Act - use or reference to any document that protects the rights of young people | 2 | 1 | 1 | 1 | 1 | 2 | 2 |
| Extra-curricular activities offered - Do you provide any extra-curricular activity NOT including exam / subject support? Yes = 4 / No = 1 | 4 | 2 | 4 | 2 | 4 | 3 | 4 |
| Mutual respect and tolerance of those of different faiths and beliefs: | | | | | | | |
| Skills: | | | | | | | |
| Team / Group work opportunities | 2 | 4 | 3 | 4 | 2 | 2 | 4 |
| Listening skills | 4 | 4 | 4 | 4 | 3 | 4 | 4 |
| Student involvement in campaigns surrounding race or faith | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Debating ethical issues | 2 | 2 | 2 | 1 | 3 | 3 | 4 |
| Student involvement in celebrating religious / cultural festivals | 2 | 1 | 1 | 1 | 1 | 1 | 2 |
| Encouraging openness to new ideas | 4 | 4 | 4 | 3 | 1 | 4 | 4 |
| Strong evidence of peer to peer support | 4 | 3 | 3 | 3 | 2 | 3 | 4 |
| Knowledge: | | | | | | | |
| Study of faiths / beliefs | 2 | 1 | 1 | 1 | 1 | 4 | 2 |
| Study of different cultures | 3 | 1 | 2 | 1 | 1 | 4 | 2 |
| Challenging stereotypes / prejudice / discrimination as part of the curriculum | 3 | 1 | 2 | 1 | 2 | 4 | 3 |
| Bullying as part of the curriculum | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| Celebrating diversity as part of the curriculum | 4 | 1 | 3 | 1 | 1 | 3 | 3 |
| Discussions of topical ethical issues impacting faith groups | 2 | 2 | 1 | 1 | 1 | 1 | 4 |
| Celebration of religious / cultural festivals within subject | 3 | 1 | 1 | 1 | 1 | 1 | 2 |
| Involvement of outside agencies with focus on faith / culture | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| What respect looks like in practice | 3 | 2 | 2 | 2 | 1 | 3 | 4 |

1 = Minimal or no coverage / use in subject
 2 = Occasional coverage/ use in subject
 3 = Frequent coverage / use in subject
 4 = Heavy coverage / use in subject

1 = Minimal or no coverage / use in
 2 = Occasional coverage/ use in s
 3 = Frequent coverage / use in su
 4 = Heavy coverage / use in sub

| ECONOMICS | ENGLISH LANGUAGE | ENGLISH LITERATURE | EPQ | FRENCH | GERMAN | GEOGRAPHY | HISTORY | MATHS | MANDARIN | MUSIC | PE | RS/PHILOSOPHY | PHYSICS | RSHE |
|-----------|------------------|--------------------|-----|--------|--------|-----------|---------|-------|----------|-------|----|---------------|---------|------|
| | | | | | | | | | | | | | | |
| 2 | 2 | 2 | | 2 | 2 | 1 | 4 | 1 | 2 | | | 1 | 1 | 3 |
| 4 | 4 | 4 | | 3 | 3 | 4 | 4 | 2 | 3 | | | 4 | 2 | 4 |
| 3 | 3 | 2 | | 2 | 2 | 2 | 4 | 1 | 2 | | | 1 | 1 | 3 |
| 4 | 4 | 4 | | 2 | 2 | 4 | 4 | 2 | 2 | | | 4 | 1 | 4 |
| 4 | 3 | 3 | | 2 | 2 | 4 | 2 | 2 | 2 | | | 4 | 1 | 4 |
| 2 | 2 | 2 | | 3 | 3 | 4 | 4 | 2 | 3 | | | 4 | 4 | 4 |
| 1 | 2 | 2 | | 2 | 2 | 1 | 1 | 1 | 2 | | | 1 | 3 | 4 |
| 2 | 3 | 3 | | 2 | 2 | 1 | 1 | 1 | 2 | | | 1 | 1 | 4 |
| | | | | | | | | | | | | | | |
| 1 | 1 | 1 | | 1 | 1 | 2 | 4 | 1 | 1 | | | 1 | 1 | 2 |
| 4 | 1 | 1 | | 2 | 2 | 2 | 2 | 1 | 2 | | | 1 | 1 | 2 |
| 4 | 2 | 2 | | 2 | 2 | 2 | 4 | 1 | 2 | | | 1 | 1 | 2 |
| 4 | 2 | 2 | | 2 | 2 | 2 | 2 | 1 | 2 | | | 1 | 2 | 3 |
| 1 | 2 | 2 | | 2 | 2 | 1 | 4 | 1 | 2 | | | 1 | 1 | 2 |
| 4 | 3 | 3 | | 2 | 2 | 3 | 2 | 1 | 2 | | | 1 | 1 | 3 |
| 2 | 3 | 3 | | 2 | 2 | 1 | 2 | 1 | 2 | | | 1 | 1 | 2 |
| 3 | 2 | 2 | | 1 | 1 | 3 | 3 | 1 | 1 | | | 3 | 1 | 2 |
| | | | | | | | | | | | | | | |
| 3 | 1 | 1 | | 2 | 2 | 2 | 2 | 1 | 2 | | | 2 | 2 | 4 |
| 1 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 3 | 3 |
| 2 | 3 | 3 | | 2 | 2 | 2 | 2 | 1 | 2 | | | 2 | 1 | 4 |
| 2 | 3 | 3 | | 2 | 2 | 2 | 3 | 1 | 2 | | | 2 | 1 | 4 |
| 4 | 1 | 1 | | 2 | 2 | 1 | 1 | 1 | 2 | | | 1 | 2 | 4 |
| | | | | | | | | | | | | | | |
| 3 | 2 | 2 | | 1 | 1 | 1 | 2 | 1 | 1 | | | 1 | 1 | 3 |
| 1 | 2 | 2 | | 2 | 2 | 1 | 2 | 1 | 2 | | | 1 | 1 | 3 |
| 1 | 1 | 1 | | 2 | 2 | 1 | 4 | 1 | 2 | | | 1 | 1 | 3 |
| 1 | 2 | 2 | | 2 | 2 | 1 | 2 | 1 | 2 | | | 1 | 1 | 3 |
| 1 | 2 | 2 | | 2 | 2 | 1 | 2 | 1 | 2 | | | 1 | 1 | 3 |
| 1 | 3 | 3 | | 2 | 2 | 1 | 2 | 1 | 2 | | | 1 | 1 | 3 |
| 1 | 1 | 1 | | 2 | 2 | 1 | 1 | 1 | 2 | | | 1 | 1 | 3 |
| 3 | 1 | 1 | | 2 | 2 | 2 | 1 | 1 | 2 | | | 1 | 1 | 3 |
| 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 1 | 2 | | | 3 | 1 | 4 |

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| 4 | 4 | 4 | | 4 | 4 | 4 | 4 | 3 | 4 | | | 4 | 2 | 4 |
| 4 | 4 | 4 | | 4 | 4 | 4 | 4 | 3 | 4 | | | 4 | 4 | 4 |
| 4 | 3 | 3 | | 4 | 4 | 4 | 4 | 4 | 4 | | | 4 | 3 | 4 |
| 2 | 3 | 3 | | 4 | 4 | 3 | 2 | 2 | 4 | | | 3 | 3 | 4 |
| 4 | 4 | 4 | | 4 | 4 | 4 | 3 | 1 | 4 | | | 4 | 2 | 4 |
| 3 | 4 | 4 | | 4 | 4 | 4 | 4 | 3 | 4 | | | 4 | 4 | 4 |
| 3 | 4 | 4 | | 4 | 4 | 4 | 4 | 3 | 4 | | | 4 | 4 | 4 |
| | | | | | | | | | | | | | | |
| 1 | 3 | 3 | | 2 | 2 | 1 | 2 | 2 | 2 | | | 1 | 2 | 4 |
| 2 | 3 | 3 | | 2 | 2 | 1 | 2 | 2 | 2 | | | 1 | 2 | 4 |
| 3 | 2 | 2 | | 2 | 2 | 2 | 1 | 1 | 2 | | | 2 | 2 | 4 |
| 2 | 4 | 4 | | 2 | 2 | 2 | 2 | 1 | 2 | | | 2 | 2 | 4 |
| 1 | 2 | 2 | | 2 | 2 | 1 | 2 | 1 | | | | 2 | 1 | 4 |
| 3 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | | | | 2 | 1 | 4 |
| 4 | 4 | 4 | | 4 | 4 | 4 | 2 | 3 | | | | 1 | 2 | 1 |
| | | | | | | | | | | | | | | |
| 4 | 3 | 3 | | 3 | 3 | 2 | 2 | 3 | 3 | | | 2 | 4 | 4 |
| 4 | 4 | 4 | | 4 | 4 | 4 | 4 | 3 | 4 | | | 4 | 4 | 4 |
| 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 4 |
| 4 | 2 | 3 | | 2 | 2 | 3 | 2 | 1 | 2 | | | 4 | 1 | 4 |
| 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 2 |
| 4 | 4 | 4 | | 4 | 4 | 4 | 2 | 2 | 4 | | | 4 | 4 | 4 |
| 4 | 2 | 2 | | 3 | 3 | 3 | 1 | 3 | 3 | | | 2 | 3 | 4 |
| | | | | | | | | | | | | | | |
| 1 | 3 | 3 | | 2 | 2 | 1 | 2 | 1 | 2 | | | 4 | 1 | 2 |
| 2 | 3 | 3 | | 3 | 3 | 2 | 2 | 1 | 3 | | | 2 | 1 | 2 |
| 2 | 3 | 3 | | 3 | 3 | 2 | 2 | 2 | 3 | | | 2 | 1 | 4 |
| 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 4 |
| 3 | 3 | 3 | | 2 | 2 | 2 | 1 | 1 | 2 | | | 1 | 1 | 4 |
| 1 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 4 | 1 | 2 |
| 1 | 1 | 1 | | 2 | 2 | 1 | 1 | 1 | 2 | | | 1 | 1 | 2 |
| 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 | 1 | 1 |
| 2 | 3 | 3 | | 2 | 2 | 3 | 2 | 2 | 2 | | | 2 | 2 | 4 |

subject
 subject
 subject
 subject

1 = Minimal coverage / use in subject
 2 = Occasional coverage/ use in subject
 3 = Frequent coverage / use in subject
 4 = Heavy coverage / use in subject

| POLITICS | PRODUCT DESIGN | PSYCHOLOGY | SPANISH | EAL | | | | | | | | | |
|----------|----------------|------------|---------|-----|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | |
| 4 | 1 | 1 | 2 | 4 | | | | | | | | | |
| 4 | 3 | 4 | 3 | 3 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 3 | 2 | 4 | | | | | | | | | |
| 4 | 1 | 2 | 2 | 4 | | | | | | | | | |
| 4 | 3 | 4 | 3 | 4 | | | | | | | | | |
| 4 | 2 | 1 | 2 | 3 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 2 | | | | | | | | | |
| | | | | | | | | | | | | | |
| 4 | 1 | 1 | 1 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 2 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 2 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 3 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 1 | 1 | | | | | | | | | |
| | | | | | | | | | | | | | |
| 2 | 2 | 2 | 2 | 4 | | | | | | | | | |
| 1 | 2 | 1 | 1 | 3 | | | | | | | | | |
| 4 | 1 | 2 | 2 | 3 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 2 | | | | | | | | | |
| 1 | 1 | 1 | 2 | 2 | | | | | | | | | |
| | | | | | | | | | | | | | |
| 4 | 1 | 1 | 1 | 3 | | | | | | | | | |
| 4 | 1 | 2 | 2 | 3 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 2 | | | | | | | | | |
| 4 | 1 | 2 | 2 | 2 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 1 | | | | | | | | | |
| 4 | 1 | 1 | 2 | 3 | | | | | | | | | |
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