

2019-20

SMSC AUDIT

C.Kendall

St Dunstan's

Spiritual Development				
Subject	SMSC: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	SMSC: sense of enjoyment and fascination in learning about themselves, others and the wider world	SMSC: use of imagination and creativity in their learning	SMSC: willingness to reflect on their experiences
English	<p>Study of various texts including of Mice and Men, Stone Cold, A Christmas Carol encourages students to consider the feelings of others.</p> <p>Discussion tasks focus on how people are treated in different times and contexts. Students are encouraged to contextualise their own perspectives within literature and to use the examples in literature to inform their own perspective.</p>	<p>Study of a range of fiction and non-fiction texts informs students' understanding of the world and their place within it.</p> <p>Non-fiction texts focus on current events, Shakespeare texts inform understanding of cultural traditions e.g. Macbeth links to James I and the Gunpowder Plot.</p> <p>War Poetry links to Armistice Day and understanding of why we remember.</p>	<p>In each key stage there is the opportunity to undertake different types of creative writing. For example in Year 9 students undertake a "transformative writing" unit whereby different types of texts are studied and then used as a stimulus for transforming into a different type of text e.g. details from a poem may be transformed into a character's diary entry/entries</p>	<p>Speaking and Listening projects such as the Campaign Project in year 8 allow students to research areas of interest and to present their ideas to others explaining why it is important to them. Questioning by peers encourages reflection on topic in hand.</p> <p>KS4 Spoken Language Presentation allows students to explore and reflect upon areas of interest/experience.</p>
Maths	Teachers promote an evidence based strategy for drawing conclusions. Our schemes of learning includes teaching students to interpret data.	Students are always praised for positive contributions. Tick lists are deployed to encourage universal engagement. Open questions are frequently used to help promote fascination, under privileged students are regularly	Students are encouraged to think creatively to solve problems. Problem solving is a key focus of the department. TVA and RCO are booked to go on to problem solving CPD course in February 2020. 'Q+' problem solving questions	Students regularly reflect on their learning in class. It is built in to our marking procedure and students respond to their mistakes in green pen on home works which are set on a fortnightly basis. This green

		targeted with these open questions. This is monitored during lesson observations.	are included on each homework and there is a problem solving poster included in the classrooms.	pen reflection is monitored in fortnightly book audits.
Science	<p>Year 7 'Cells': what living things are made from and stem cell research.</p> <p>Year 7 'Space': how ideas have developed over time</p> <p>Year 8 and year 11 cover Evolution where pupils investigate the theory of evolution and compare it to the theory of God and creation.</p> <p>Year 10 cover fertility, the use of contraceptives, IVF and stem cells.</p>	<p>Year 7 'Particles': How can the particles theory explain other phenomena</p> <p>Year 7 'Space'</p> <p>Year 8 'Ecosystem Processes'</p> <p>Year 8 'Respiration'</p> <p>Year 10 Variation and genetics. Pupils learn about the differences and how these are controlled by genes and the environment.</p> <p>Year 8 'Keeping Healthy' pupils learn about how pathogens make them ill and the effects of a healthy balanced diet and exercise.</p>	<p>Year 7- 11 Covered in Chemistry, Physics and Biology. Pupils use imagination to describe what can't be seen, e.g. cells, atoms, electromagnetic waves.</p> <p>Year 9 use play-doh to model chromosomes in cells and show the process of mitosis and meiosis</p> <p>Year 9 model atoms and create their own molecules using molymods</p>	<p>Year 8 'Keeping healthy' – improving quality of living; consequences of smoking</p> <p>Year 10 Biology Unit 5 'Homeostasis & response– give some changes that occur at puberty and link with secretion of hormones</p> <p>All years are encouraged to reflect on their practical work, identifying areas of difficulty and suggesting how to overcome these and improve.</p>
Media	Students consider the social, cultural and political context of media products studies and how this affects communication to audience.	Students select their own controlled assessment task for assignment 3 according to their preferred learning style and what they have learned about their media preferences throughout the course.	All controlled assessments carry planning and production tasks.	Students evaluate their work and where it would sit in the current market against similar products. This includes considerations of institutional aspects of the product.
Computing	Students promote self esteem through the presentation of their work to others	Students explore how ideas in computing have inspired others Yr 7 - Students create an interactive game on Britishness. This looks at what it means to be	Students explore creativity and imagination in the design and construction of digital products Yr 8 - Students develop apps.	Throughout all units, students reflect on their learning. They will evaluate their own work and decide on their own WWW and EBI.

		British. It is aimed at people wishing to move or visit Britain. The project aims to get students to think about what is great about Great Britain.		
Geography	In Geography, we encourage spiritual development through providing opportunities for students to reflect upon the landscapes and environments we study within lessons.	<p>A sense of the scale of different locations is constantly referred to in Geography lessons but also when on site during fieldwork. It is covered in all KS4 topics - Human and Physical topics.</p> <p>Year 7 – mapping the local area, Impossible Places</p> <p>Year 8 – Africa, Ecosystems</p>	<p>Year 7 – Designing the perfect city</p> <p>Year 8 – Ecosystems Assessment; design an animal</p>	Throughout all units, students reflect on their learning. They will evaluate their own work and decide on their own WWW and EBI
History	Year 8 ‘Slave Trade’ looking at different perspectives on how civilised Africa was before the slave trade and comparing different African religions to Christianity. Year 9, 10&11 ‘Hitler and the Holocaust’ examining different perspectives on the Holocaust	all Key Stages e.g. world wars, learning about different countries and cultures through time. Year 8 – ‘Henry VIII’ Fascination at the personal character of Henry VIII. Year 9 – ‘African civilisations’ Enjoyment comparing western culture to African culture. Year 9, 10 & 11 – Fascination at how America became a superpower.	all key stages, e.g. dilemma history, comparing actions and morals through presentations and debates requiring students to take a creative and imaginative response to dilemma History Year 7 – ‘Creating and designing castles, shield making’ requiring creativity and imagination Year 8 – ‘Creating portraits of Elizabeth I’ Year 8 – ‘Designing and creating Slave abolitionist memorials’ requiring creativity and imagination	All Key Stages required to reflect on their learning and respond to feedback by setting their own targets etc.

MFL	Studying the culture of France;; making comparisons to British culture. Discussing the different types of religious festivals and or holidays	In both Key Stages (KS3-KS4) learning about other countries and the way that people/residents live. Learning communication skills that they can use in another country / with people from different countries.	In both Key Stages (KS3-KS4) use of websites, poster design, booklets, PowerPoint, poems and songs to develop their linguistic skills and develop imaginative writing	In both Key Stages (KS3-KS4) students reflect on their own feedback about how they are learning and progressing. Students are responding to feedback given and encouraged to assess their own learning and progress over time.
Music	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS4 – My Music, Music from India, Eastern Mediterranean, Africa, Central and South America etc.	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS4 – My Music, Music from India, Eastern Mediterranean, Africa, Central and South America etc. Learning Music notation Instrumental Lessons – 1:1 tuition	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS3, 4 Performance/ composition work, including writing own compositions and developing performance skills, writing arrangements, composing and performing cover versions using a variety of ways to notate	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS3, 4 Performance/ composition work, including writing own compositions and developing performance skills, writing arrangements, composing and performing cover versions using a variety of ways to notate music from traditional to graphic notation
Drama	Exploration of awareness of spirituality in other cultures through texts and drama based songs e.g. “Your Grandma and My Grandma”	Mantle of the Expert – Students adopt the language for a particular character e.g. the Science Professor talking about atoms etc	All aspects of drama cover this aspect e.g. improvisation, devised drama, script writing and technical skills	Each performance is self-assessed and peer assessed verbally. Written reflection is recorded in working records.

DT and Art	<p>All year groups: Understanding of the needs and requirements of the client/consumer research including surveys, interviews, questionnaires to find out other people's point of view</p> <p>KS3 Design and make a sustainable speaker</p> <p>KS3 & 4 Investigate Fairtrade, sustainability, organic and 6Rs, Food waste</p> <p>KS4 Investigate how different cultures, religious views and morals affect food choices</p>	<p>Study of multicultural Art- learning about symbols, techniques and images.</p> <p>Having a sense of pride with their work being displayed around the school and locally</p> <p>Entering work for competitions (The Lions Peace poster, christmas card competition, creating christmas decorations for tree festival in local church)</p> <p>Artist of the month Award</p> <p>Understanding and appreciation of differences and learning to be more accepting.</p> <p>Students are given the opportunity to learn about themselves and others by sharing ideas and values</p>	<p>All Art lessons demonstrate this</p> <p>Use of empathy in role play situations</p> <p>Use of imagination to engage fully in subjects that they are not familiar with</p> <p>Creativity is seen in handouts, poster, class displays, information sheets that the students have to create.</p> <p>Imaginative work is seen most lessons in Art- Students have to use imagination when creating their work</p> <p>students are able to choose artists to study so it appeals to their sense of creativity</p> <p>KS3 Design and make projects</p>	<p>Self-assessment and peer assessment in all year groups</p> <p>All students are actively encouraged to be reflective on their learning and experiences both at home and in school. This is achieved through written and verbal feedback.</p>
PE	<p>Teamwork and sportsmanship developed through game play.</p>	<p>Motor skill and sensory development at KS3 – pupils develop skills and enjoy experimenting with new shapes their bodies can</p>	<p>Creative assessment strand at KS3 for Trampolining/Gym/Dance. KS4 – gameplay situations and team building unit of</p>	<p>Reflective practice – at KS3 through both self and peer assessment – ongoing all year KS4 – analysis of performance and personal</p>

		create – gymnastics / trampolining	work. KS4 students designing their own fitness programmes	exercise program during GCSE PE.
Philosophy and Belief	<p>Y 7 Ultimate Questions. Origins of religion. Who was Jesus? Truth claims, Islam, Sikhism.</p> <p>Y8 Journey of life. Life after death, Special Places, Buddhism, Inspirational people.</p> <p>Y9 Prejudice and Discrimination, Holocaust, Terrorism, arguments for and against the existence of God, the problem of evil and suffering.</p> <p>GCSE: Christian beliefs and Muslim beliefs – Nature of God, Salvation, Life of Jesus, Good and Evil, Religion and Science, End of life, Issues of Equality, Attitudes to Marriage and the family, Peace and justice, Forgiveness and reconciliation, rituals and practices in living faiths.</p>	<p>Y 7 Ultimate Questions. Origins of religion. Islam. Who was Jesus? Truth claims, Sikhism.</p> <p>Y8 Journey of life. Life after death. Special places, Buddhism.</p> <p>Y9 Prejudice and Discrimination, Inspirational people, Suffering and evil.</p> <p>GCSE: Explore a wide range of concepts including Family Life and Crime and Punishment in detail and the diversity of views surrounding these.</p>	<p>Y 7 Ultimate Questions. Truth claims. Design homework.</p> <p>Y8 Journey of life. Life after death. Special places. Design homework.</p> <p>Y9 Inspirational people - presentation homework.</p> <p>GCSE: Explore creativity as a powerful tool for revision. Use of drawing and role play in lessons.</p>	<p>All units include the requirement to self-reflect and evaluate beliefs and values throughout.</p> <p>Y 7 Ultimate Questions. Origins of religion. Truth claims.</p> <p>Y8 Journey of life. Special places. Y9 Inspirational people.</p> <p>D-part questions require evaluation in all units of the short course GCSE: Christian beliefs. Marriage and the family. Muslim beliefs. Crime and punishment.</p>

Business	<p>Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and other forms of discrimination in the workplace through the discussion of employment laws.</p> <p>Students also explore their own feelings and meaning and reflect upon topics of ethics.</p> <p>Students are encouraged to explore these concepts and challenge the actions that businesses should take.</p> <p>This also helps to develop student's empathy and compassion skills.</p>	<p>Students have to design their own start up business and come up with ideas for innovation within their chosen area</p>	<p>Student have to create their own business ideas and brands</p>	<p>Students are encouraged to express their own opinion and explore different examples.</p>
PSHE	<p>Overarching themes for reflection and comparison: Identity, relationships, a healthy and balanced lifestyle, diversity and equality, rights, change and resilience, power and careers. Assemblies and tutor time sessions on key themes too e.g. Black History Month</p>	<p>Objectives covered in tutor programme, assembly schedule and curriculum time to provide a range of opportunities to explore and discuss issues developing fascination and engagement beyond the classroom.</p>	<p>Opportunities provided in all units at KS3/4 for a range of activities including drawing, presentations and role play.</p> <p>Performers invited into school to educate on particular issues e.g. Mr Alcohol.</p>	<p>Self-reflection is a critical skill being developed in PSHE. Students will learn about and from the various topics explored.</p> <p>Assessments at the end of each unit focus on progress in their awareness and responses to issues.</p>

Moral Development			
Pupils moral development is shown by:			
Subject	SMSC: ability to recognise the difference between right and wrong , readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	SMSC: understanding consequences of their actions	SMSC: interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others
English	<p>Novels allow discussion of why characters act as they do, who is right or wrong, moral and ethical decisions. E.g. Yr 9 Of Mice and Men – is George right to kill Lennie</p> <p>Yr 7 War Horse – ethics of war</p> <p>Campaign project in year 8 allows students to consider issues that affect them and others and to campaign</p> <p>KS4 An Inspector Calls and Macbeth examine how characters are treated and how actions that flout the law lead to serious consequences.</p>	<p>Texts such as Macbeth, Jekyll and Hyde, A Christmas Carol explore the consequences of actions and the effect on others. Students discuss how they would behave in a similar situation and what repercussions may be caused.</p>	<p>KS3 Year 7, Literary Heritage extracts that explores themes linked to morals e.g. A Christmas Carol, War Horse, Private Peaceful</p> <p>Year 8 ethical issues and viewpoints explored through, term 1 theme of homelessness through the novel Stone Cold term 2, War Literature and term 3 “Marketing and Advertising” all allow exploration of moral and ethical issues</p> <p>Year 9, Of Mice and Men, Conflict poetry, study of a Shakespeare play e.g. Macbeth or “Romeo and Juliet” exploring moral and ethical issues such as loyalty, friendship and betrayal</p> <p>KS4 An Inspector Calls, exploring the perspectives of characters of different social and financial status, social duty and responsibility</p>

<p>Maths</p>	<p>All students' opinions are valued in the classroom. Pupils are reminded of the rights of individuals to an opinion even when it differs from their own.</p>	<p>Teachers deploy praise and sanction in accordance with the school's behaviour policy.</p> <p>Compound interest is included in our schemes of learning. Teachers explain the nature of APR and how interest can increase an amount by more and more each year.</p>	<p>Students are encouraged to share ideas and these are discussed openly. All viewpoints are considered and valued.</p>
<p>Science</p>	<p>Year 7-11 – global warming debate, looking at the use of fossil fuels and the effect on the environment. Year 7 'combustion; 'consequence of burning fuels to the environment'; 'reproduction – moral aspects' Year 8 'chemical reactions – issues with formation of genetically modified crops and the impact they have on the environment and on people in poorer countries. Year 10 Biology B3 'Infection and Immune Response': explain why drugs we need to be tested before they can be prescribed. Evaluate the use of drugs to treat illnesses and the resistances that can occur. In addition in Biology B6 'Inheritance, Variation & Evolution'. Make informed judgements about the economic social and ethical issues concerning cloning. Explain advantages and disadvantages of cloning techniques. Make informed judgements about the economic, social and ethical issues concerning genetic engineering.</p>	<p>Year 10 – Global warming. Year 11 – physics, speeding and stopping distances. Year 7 - 'Reproduction' - fertilization & pregnancy. Year 7 'Body systems' / Year 8 - 'Keeping Healthy 'food and digestion – balanced diets'. Year 8 'Energy' – reducing heat loss, renewable energy. Year 8 'Keeping healthy' – improving quality of living; consequences of smoking & drug use. Year 10 Biology B3 'infection and immune response', 'How our bodies defend themselves against infectious diseases', 'Control in the human body', 'Antibiotics' how misuse can lead to resistance.</p>	<p>Year 7 'Cells' Discussing organ transplants and deciding who should receive one. Is the use of embryonic stem cells to treat disease ok? Year 9 - GM crops & vaccination, 'Energy' – using energy responsibly. Year 10 Physics P1 'Energy' Infrared radiation – insulation efficiency and cost effectiveness, renewable energy – solar energy, effects on the environment and wildlife. Year 11 Chemistry C9 'Atmosphere' – burning fuels, global warming, acid rain, global dimming, harmful emissions, alternative fuels, biodegradable products. Year 11 Chemistry C6 -Rates & Extent of chemical change – catalysts and reducing costs in industry</p>

Media	Consideration of products and their suitability for specific audiences. In depth study of BBFC and copyright.	Understanding of copyright and regulatory bodies in the media industry.	Discussion regularly about current media debates.
Computing	<p>Students encouraged to respect other people’s views and opinions during all group and whole class discussions.</p> <p>Yr 8 – E Safety Unit: Cyber Security. (hacking, copyright, computer misuse, and eSafety)</p> <p>Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products.</p>	<p>Students encouraged to respect the computer room and the equipment they use and how this affects others.</p> <p>Students encouraged to have good etiquette when using digital technology including mobile devices and with due regard to e-safety.</p> <p>Yr 7 – E Safety: Risk and benefit of social networking</p> <p>Yr 8 - Students do a lesson on sexting which involves some hard hitting real life case studies.</p>	<p>Students explore moral issues around the around the use of digital technology –For example, copyright and plagiarism.</p> <p>Yr 7 students examine the impact that their own digital footprint can have on their futures</p> <p>Yr 8 - Students consider accessibility issues when evaluating and developing digital products.</p> <p>Yr 10 - Students investigate ways in which ICT can be used to monitor individuals’ movements and communications.</p>
Geography	Year 8 – Crime Unit	<p>Moral questions are present in the majority of topics that we study in Geography. They help to form a key part of Geographical Issues that are present within the world today.</p> <p>In Geography we see it as important that students understand the issues faced by people in different parts of the world and develop an opinion towards them.</p> <p>In Year 10 students investigate physical topics such as rivers, flooding and coasts. Consideration is given to how much these issues that arise are man-made and is because of exploitation.</p>	<p>Year 9 – Work on the impacts of the One Child Policy in China</p> <p>Year 11 – Units on population change including birth control policies and the impacts of migration</p> <p>Year 11 – Lessons on multicultural societies, poverty, migration</p>

		<p>Similarly, in the development topics (Year 11), debate centres on the role of humans and how ethical our actions are.</p> <p>Year 8 – Problem Planet unit, looking at the consequences of human activity</p>	
History	<p>all key stages e.g. making moral judgements, forming opinions, right and wrong Year 7 – Norman’s treatment of the Saxons after conquering them Year 8 – The Tudors treatment of the Catholics, t Year 8 – European treatment of African enslaved. year 9 - discrimination of African Americans and Native American and women in 1920s USA. Year 10 & 11 – Hitler and his treatment of minority groups showing the dangers when civil law does not protect minority groups.</p>	<p>Year 7 – elect a king in 1066 - understand the difficulties of ruling. Year 8 – Identifying consequences of Henry VIII decisions and understanding the impact of Henry VIII changes to the church. Year 9 – Understanding the consequences of punishing Germany after World War 1. Years 10 and 11 - understand the impact of religion on law and order</p>	<p>Year 7 – students consider problems of oppressing conquered nations Year 8 – students consider the consequences of changing the country’s main religion to protestant examining different viewpoints on the changes to religion. Year 8 – students consider the moral and ethical implications of treating people as objects during slavery. Students are required to study evidence and create a reasoned view for who is blame for the slave trade and who helped end the slave trade, whilst examining different viewpoints. Year 9, 10 & 11 – students investigate the moral and ethic whilst examining different viewpoints. al implications of the Holocaust,</p>
MFL	<p>In both Key Stages (KS3-KS4) students are encouraged to respect each other and also respect different cultures.</p>	<p>In both Key Stages (KS3-KS4) staff have high expectations and are clear and strong in their behaviour management. Students are held accountable for their own actions and therefore respect rules given.</p>	<p>In both Key Stages (KS3-KS4) students discuss popular themes in French speaking countries and are able to participate in a class discussion based on mutual respect and understanding.</p>
Music	<p>Blues, slavery, segregation Rock ‘n’ Roll – young white Americans Reggae, Rastafarian beliefs, poverty, developing nation.</p>	<p>Positive behaviour management in lessons, no damage to equipment, high standards in lessons, practice routine & instrumental lessons</p>	<p>Research for My Music topic, looking at instrument background, development and investigation</p>

	Western Music – societal divides music for royalty, celebration music, ceremonial music, Emotions in music		KS3 Blues, Reggae
Drama	Exploration of conflict and resolution questioning relative to ethics linked to practitioners at GCSE through Forum theatre (Kst3 and Community performances (Kst4)	Texts such as DNA and Blood Brothers explore Actions and consequences Rules and regulations relative to behaviour and student evaluation	All units incorporate explorative
Art	Students are encouraged to respect other people’s views and opinions during all group and whole class discussions. Graffiti artist (discuss the rights and wrongs of Graffiti- when is it vandalism and when is it Art?)	Behaviour in the classroom. Health and Safety rules followed Careful use of equipment (scalpels and clay tools) High expectations of behaviour, respecting their work and others.	Year 11 Dan Ericson- sign artist / graffiti Year 8- Damien Hirst- use of animals and insects in art work
DT	Year 9 Moral and ethical issues within the food industry KS3 The 6Rs and the design process KS4 The 3Rs in relation to making informed food choices	Classroom led work to investigate the moral and ethics within the design and food industry	Year 8 Factors affecting food choice assessment Year 9 Moral and ethical issues within the food industry assessment Year 10 Food provenance topic Year 8 Sustainable speaker project
PE	Varied teams and ever changing groups with students working together at KS3 and KS4.	Social strand of KS3 assessment includes work to develop pupils’ ability to interact with others through sport and resolve conflict situation.	Shaking of hands and congratulating the opposition common practice after matches.
Philosophy and Belief	Y7 Ultimate questions.	Y7 Ultimate Questions.	All units at every Key Stage.

	<p>Y8 Journey of life. Right and Wrong. Inspirational people.</p> <p>Y9 Prejudice and discrimination. Suffering and evil. Holocaust. Terrorism.</p> <p>GCSE: Good and Evil. Issues of Equality. Crime and Punishment. Attitudes to relationships.</p>	<p>Y8 Journey of life. Right and Wrong. Inspirational people.</p> <p>Y9 Prejudice and discrimination. Suffering and evil. Holocaust. Terrorism</p> <p>GCSE: Good and Evil. Issues of Equality. Crime and Punishment. Attitudes to relationships.</p>	
Business	Students are encouraged to explore these concepts and challenge the actions that businesses should take.	Students are encouraged to explore these concepts and challenge the actions that businesses should take.	Students are encouraged to explore these concepts and challenge the actions that businesses should take.
PSHE	<p>Reflection on right and wrong in all topics, often in the form of healthy or not.</p> <p>Legal system directly discussed as part of units across both Key Stages on: drugs, crime and punishment, consent in relationships, employees' rights and being a good citizen.</p> <p>Also see Assembly Programme and tutor theme programme.</p>	<p>Key skill being developed throughout all PSHE lessons.</p> <p>Also see Assembly Programme and tutor theme programme.</p>	<p>Key skill being developed throughout all PSHE lessons.</p> <p>Also see Assembly Programme and tutor theme programme.</p>

Social Development			
Pupils moral development is shown by:			
Subject	SMSC: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	SMSC: willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	SMSC: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
English	<p>KS3</p> <p>All SOL allow for S&L opportunities including drama or empathy tasks that can focus on a specific character and their experiences.</p> <p>KS4</p> <p>S&L through discussing, presenting and role-play as issues are directly linked to SOL, and ones which will impact on their understanding of cultures and the acceptable use of language</p>	<p>All SOL at KS3/KS4 cover this element, as there is Speaking and Listening throughout. This is also demonstrated when students investigate global topics that will require them to consider and sympathise or empathise with other citizens. Students from diverse backgrounds encouraged to share their views and perspectives.</p>	<p>KS3 Year 7, Literary Heritage extracts that explore themes linked to these values e.g. A Christmas Carol, War Horse, Private Peaceful, poetry of WW1</p> <p>Year 8, term 1 respect for others through novel Stone Cold term 2, War Literature exploring attitudes to individual liberty and mutual respect; linked to Armistice Day and discussions around respect for different attitudes, faiths and beliefs</p> <p>Year 9, Of Mice and Men, Conflict poetry, study of a Shakespeare play e.g. Macbeth or “Romeo and Juliet”,</p> <p>KS4 An Inspector Calls, exploring the perspectives of characters of different social and financial status; Year 9 – All</p>

			<p>SOL require students to have an understanding of modern Britain as well as being able to investigate the differences within society as time has changed, including the ways in which language has evolved</p> <p>KS4</p> <p>Shakespeare texts, An Inspector Calls, Conflict Poetry which explore society and community.</p>
Maths	<p>Pupils complete questions which are from diverse religious, ethnic and socio-economic standpoints. Pupils from all races/genders/socio-economic backgrounds work together in pairs/teams within lessons, sharing ideas and developing their social skills.</p>	<p>In pairs and group work students of all races/genders/socio-economic backgrounds work together and cooperate to solve problems. Differences/conflicts have to be resolved.</p>	<p>Our new text-books also ensure that modern attitudes are reflected in the content.</p>
Science	<p>Group work completed in every year.</p> <p>Lab partners used in different lessons so students work with different members of their class to complete work and investigations.</p>	<p>Years 7-11 group work continually completed where pupils will debate current scientific issues.</p> <p>Years 7-11 Work on group presentations collaborating and organising themselves, then presenting it to others.</p>	<p>Year 10 B3 'Infection and Response' the laws that govern the development of drugs and their distribution to patients. In addition, B1 'Cell biology' debate and investigate the use of stem cells and the laws surrounding their use.</p> <p>Year 11 B6 'Inheritance, variation and evolution' - look at the laws on cloning and in particular cloning humans.</p>
Media	<p>Variety of opportunities for students to participate in group-work with students from all backgrounds within the school.</p>	<p>Group work and resilience in media is encouraged (3 before me, 'The Pit').</p>	<p>Constant consideration of rule of law through regulatory bodies work. Mutual respect and tolerance is explored through work on</p>

			demographics and targeting audiences.
Computing		Buddy seating arrangement allows students to work with all/any student within the group. Participation for all means that all students learn that they are expected to participate and work with all/any students within the class group	
Geography	Group work included at all levels and within most units Pair/group work/speaking in front of the class.	Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis, such as the need to create a sustainable society. Students will work in groups on tasks based around different scenarios for a variety of topics.	Year 8 - Crime unit Year 11 – Lessons on multicultural societies
History	Students in all Key Stages work with students from different ethnic and socioeconomic backgrounds during paired and group work. Students are also given information that helps them appreciate diverse cultures and experiences	Group work in all key stages incorporate a level of debate in which students have to resolve conflicting viewpoints in a calm and respectful manner. Questioning techniques encourage students to participate in lessons. Group work success criteria encourages students to co-operate during lessons and assess how successfully they were able to do this.	Year 7 study the feudal system and compare it to how a school is run Year 8 look at how Kings and Queens run their countries and consider how this is different to how society is run now Year 9 look at how government make decisions such as going to war and draw comparisons to how decisions were made to go to recent wars Year 10 & 11 see how proportional representation can have difficulties and strengths and consider if our parliament would benefit from such a system. All these studies draw comparisons to democracy where the

			need to respect individual liberty, mutual respect of differing viewpoints is encouraged. Systems from the past are assessed by drawing comparisons to the strengths of democracy.
MFL	In both Key Stages (KS3-KS4) students participate frequently in pair and group work and are asked to speak in front of the class.	In both Key Stages (KS3-KS4) students create short role-plays which are then performed for the class *sometimes these might be recorded to watch back at a later time. Students present their work regularly and are able to offer constructive feedback to each other about What Went Well and areas for improvement.	In both Key Stages (KS3-KS4) students watch video clips about how things are done in French speaking countries and make comparisons to how we experience things in Britain.
Music	World music taught across all Key Stages, religious music such as Christmas, different genres from Classical to Dance music Concerts in Care Home, local Primary Schools.	Western Classical Tradition, Sacred and Secular music. Christmas music. Ensemble work in groups Performances in assemblies.	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS4 – My Music, Music from India, Eastern Mediterranean, Africa, Central and South America etc. World music taught across all Key Stages, religious music such as Christmas, different genres from Classical to Dance music Western Music – societal divides music for royalty, celebration music, ceremonial music, Emotions in music. Concerts in Care Home, local Primary Schools.
Drama	Group work for performance, differentiated with specific reference to	All drama performance and rehearsal work addresses this element	British values embedded throughout all schemes of work because texts

	cultural needs e.g. considering religious beliefs when exploring texts		cover multiple aspects of life in modern Britain and beyond
Art	Trips organised to Museum and Hauser and Wirth- Bruton Working with artists (clay workshop) PP and or G and T Develop links with Strode College - Sixth Form and Bridgewater College- Millfield school	Group activities- Year 8 Insect Swarm Year 7- Monet inspired Tor piece The Lions club- Peace poster Year 7/8 Year 11 Art display in local gallery christmas card competition- Year 10	Students are introduced to a range of artists from around the world, with a large variety of techniques and themes used. This helps to develop and expand their knowledge of the wider world and their creativity.
DT	Students in all Key Stages work with students from different ethnic and socioeconomic backgrounds during paired and group work. Students are also given information that helps them appreciate diverse cultures and experiences - cultural food choices, religion and food choices.	KS3 & 4 Group work continually completed where pupils will debate current issues within the food industry. Years 7-11 Work on group presentations collaborating and organising themselves, then presenting it to others.	Students investigate into socioeconomic background, religion and culture
PE	Varied teams and ever changing groups with students working together at KS3 and KS4.	Social strand of KS3 assessment includes work to develop pupils' ability to interact with others through sport and resolve conflict situation.	Shaking of hands and congratulating the opposition common practice after matches.
Philosophy and Belief	Students in all Key Stages work with students from different backgrounds from within the school during paired and group work. Students also explicitly study topics that helps them appreciate diverse cultures and experiences. (Trips/visitors TBA)	Most lessons at all key stages incorporate a level of debate/discussion in which students must resolve conflicting viewpoints in a calm and respectful manner. Questioning techniques encourage students to participate in lessons and encourage them to give their views and justify them whilst considering opposing viewpoints.	Origins of religion. Denominations. Islam. Journey of life. Inspirational people. Sikhism. Prejudice and Discrimination. Buddhism. Genocide. Life after death. Relationships. Equality. Peace and Justice. Religion and science. Crime and Punishment.

Business		Buddy seating arrangement allows students to work with all/any student within the group. Participation for all means that all students learn that they are expected to participate and work with all/any students within the class group	
PSHE	Essential skills and attributes to be developed in PSHE include interpersonal and social effectiveness e.g. respect for others. Direct links drawn with skills for employability to highlight importance/relevance for students.	Mixed teaching groups. Developing essential skills of personal effectiveness and interpersonal and social effectiveness throughout the KS3&4 programme.	All students will be introduced to the four key British values through the tutor programme, assemblies, and cross-curricular links. Democracy is explicitly addressed in lessons in all year groups. Other British Values are implicit throughout units. KS4 - Medical Ethics as no longer covered in short course PB GCSE.

Cultural development					
Pupils cultural development is shown by:					
Subject	SMSC: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	SMSC: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain	SMSC: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	SMSC: willingness to participate in and respond positively to artistic, sporting and cultural opportunities	SMSC: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity , and the extent to which they understand, accept, respect and celebrate diversity , as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.
English	All SOL at KS3/KS4 cover this element – cultural aspects as well as social/historical features run throughout due to the nature of the texts being studied	All SOL covers this, again through S&L. However, there are cross curricular links which offer opportunities for pupils to consider technology (communication and how it has changed e.g. 19th century novel communication relies on telegrams and letters; discussion of	KS3 study of literary heritage extracts e.g. from Dickens allows discussion of social reform and links to history with the education act etc. KS4 An Inspector Calls, Macbeth and the 19th century novel include elements of how democracy has developed in this country and how	All SOL at KS3/KS4 cover this element, as there is Speaking and Listening throughout. This is demonstrated through the investigation of culture and the Literary Heritage of our country	KS3 Year 8, term 2 “War”, term 3 “Marketing and Advertising” – exploring changes in society over time Term 4 Literary Heritage – Shakespeare or Chaucer and influence on language/culture Year 9, all SOL studying poetry from different cultures KS4 conflict poetry includes poems from different cultures

		how things are different now) as well as musical (pupils consider music that would fit a character's personality or a theme being studied) artistic – students study different book covers from different time periods and discuss different attitudes and views suggested then design their own.	things are still evolving. E.g. Macbeth – links to gunpowder plot, AIC, social justice and welfare system, 19th century novel, laws and attitudes.		
Maths	Questions and images have been adapted on schemes of learning to include different cultures, faiths and socio-economic groups to ensure all groups are represented.	Questions and images have been adapted on schemes of learning to include different cultures, faiths and socio-economic groups to ensure all groups are included during the learning process as the 'norm'.	Where possible, questions and images are used have been adapted on schemes of learning to to ensure all groups are included..	Team activities and competitions encourage participation at all levels of ability.	Questions and images have been adapted on schemes of learning to include different cultures, faiths and socio-economic groups to ensure all groups are included during the learning process as the 'norm'.
Science	Year 11 B7 ' Evolution – discussion of the theories used to describe our evolution Year 7 'Atoms' - how scientific ideas of the atoms have changed over time Year 8 'Materials', how through the ages, man has learnt to extract materials and use them.	Within year 10 and 11 we cover topics that use data to compare different groups and cultures. In these year groups we also look at discoveries and their acceptance within different cultures.	Year 10 B1 'Cell Biology' – stem cell research and funding. Year 8 'Keeping Healthy' - Discussions of how guidelines regarding what are healthy foods change over time	Years 7 – 11 creative tasks completed throughout e.g. models of cells, microbes, atoms, skeletons, organs. Year 8 'fit and healthy' pupils complete sporting tasks to test fitness. Year 10 B4 'Bioenergetics' -	Year 7 'Atoms' - how scientific ideas of the atoms have changed over time Year 10 P4 Atomic structure - How ideas of atom changed and were influenced by limited understanding Year 11 B7 'Ecology' How the theory of evolution was derived and not

				Students carry out an investigation to look at metabolic rate and what factors affect it	accepted as truth due to religious objections
Media	KS4 Explores the impact of a variety of media on cultural development in society				
Computing	Students are encouraged in the sensible use of digital technology in the classroom and homework situations given that they are currently living in a digitally cultural environment Yr 10 - Students look at the impact of age, gender and disability on individuals' choice/use of digital devices	At the start of each unit students are told what the 'big picture' is of the lesson and how this relates to the world around them. Students encouraged to have an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology		Students are continually encouraged to participate in events which happen in the department, such as the Game Design competition and Mobile Phone App competition.	Yr 10 - Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products
Geography	Year 11 – Lessons on multicultural societies	Year 11 – Lessons on multicultural societies		Year 11 – Lessons on multicultural societies	Understanding different cultures is a key part of Geography. In GCSE Geography, students explore the concept of migration. Lessons are spent discovering why people migrate and why this is necessary for refugees. The topics help to give students a greater awareness of such a current issue.

					Year 11 – Lessons on multicultural societies
History	Year 7 look at cultural influences of the Anglo-Saxons. Year 8 look at cultural influence of the Tudors. Year 9 look at the cultural influence of famous inventors Year 10 & 11 look at how the fight against fascism shaped many of Britain's principles, aims and cultures.	Year 8 British slave trade, examining the different African cultures.	Year 8 Civil war looking at the developing role of parliament and democratic principles. The English Civil war - a founding tool for democracy.	Year 7 and 8 creative tasks such as castle, shield and abolitionist memorials. This allows students to be artistic.	Year 8 Africa before the slave trade examining how advanced each civilisation was and how they contributed a lot to European development Year 10 & 11 Hitler's Germany highlights the danger of intolerance. The teaching of the slave trade encourages respect for different cultures. The Holocaust unit teaches the importance of tolerance.
MFL	In both Key Stages (KS3-KS4) students make comparisons of how different countries operate in a variety of ways (festivals, sports, social time, food, school life, youth culture).	In both Key Stages (KS3-KS4) students make comparisons of how different countries operate in a variety of ways (festivals, sports, social time, food, school life, youth culture).	If relevant at time – political agendas in France discussed.	European day of languages competitions.	In both Key Stages (KS3-KS4) there are opportunities for students to experience and discuss the different cultures of French speaking countries.
Music	Influences of different genres of music from world music, sacred, secular, and classical to dance Music.	Students from each year group study a range of genres from cultures and around the World		Pupils have numerous opportunities to participate and perform in school and their local community	Students from each year group study a range of genres from cultures and around the World

Drama	Wide range of texts studied particularly at GCSE that cover factors that have shaped British heritage as well as developed links with other cultures e.g Blood Brothers by Willie Russell and extracts from songs/poems from other cultures at GCSE	Scheme of work addressing acceptance of other cultures into the local area linked to Glastonbury Festival	Forum theatre exploring voting system	“What went well, even better if, next time I will” in every lesson	Wide range of texts studied particularly at GCSE that cover factors that have shaped British heritage as well as developed links with other cultures
Art	Use of local artists to work with students visit to and Hauser and Wirth	Peace Poster- The Lions club (year 7 and 8) Year 10 christmas card competition(inclusivity)		All Art Lessons this is encouraged	Multicultural Art (Year 7) Wide range of artists from different cultures, religions, backgrounds, faiths and diversity investigated in all years but particularly in year 10/11
DT	SOL includes culture, identity, historical and social aspect and religious values and how these influence families and children	Develop an understanding of how families are different depending on background - socioeconomic, culture, religion etc..		Students are encouraged to participate in a wide range of activities both inside and outside school	Students are made aware of different faiths and cultures and how this may affect how these are linked to food choices. Linked to morals, choice, understanding and tolerance.
PE	GCSE and A Level PE looking at the history of sport and physical activity	Introduction at KS3 – introduced to a variety of new sports where new skills, techniques and understanding of rules are implemented.		Numerous opportunities offered for students to be involved in extracurricular clubs and show a thirst for sport.	Sports taught from other nations – kabadi, aussie rules football, American football and basketball

		KS4 – Development of skills, techniques and rules.			
Philosophy and belief	All SOWs: Reflection on ultimate questions, personal views and how these were formulated. Discussions of misconceptions, stereotypes and changes in attitudes over time.	All SOWs: Learn about and from a range of perspectives from different cultures and religions including humanist views, which are compared with their own.	Yr7: Ultimate Qs. Yr8: Right and wrong. Inspirational people. Yr9: prejudice and discrimination. Genocide. Terrorism. Peace and Justice. KS4: Crime and punishment.	All lessons provide opportunities to debate and discuss, allowing students to consider views and influences that are different from their own. Choice in some class and homework tasks allow students to present their work in several creative formats eg. Yr7 Creation accounts Trips TBA.	A key aim of the subject and this department is to encourage interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and celebrate diversity towards different religious, ethnic and socioeconomic groups in the local, national and global communities.
PSHE	Key element of developing self-reflection and developing their own opinions on all topics. Cultural influences directly addressed on topics such as body image, attitudes to alcohol and drugs and careers. See assembly and tutor theme programmes.	See assembly and tutor theme programmes. All units consider these criteria and the ROCK principles directly address this as a necessary condition of the classroom.	Democracy unit taught in years 7-10.	See assembly and tutor theme programmes. Activities week in the summer term.	Diversity of backgrounds and influences considered in discussions. Living in the wider world unit in KS4 considers implication of world issues including War, poverty and FGM. See also assembly and tutor theme programmes.

PSHE	
<i>Pupils should be taught</i>	
Health And Wellbeing	
How to manage transition	<p>Year 6 students are given an opportunity to visit the maths department and have a maths lesson which enables them to feel more relaxed when coming to the school. Work is also provided by the primary school to show what their best work is like.</p> <p>Year 6 students attend two transitions days in the summer term before starting in September. All have the opportunity to meet with their student leader buddy who will be there to support them on their first day.</p> <p>Science lessons for part of the Y6 induction day where students familiarise themselves with working in a lab and using some scientific equipment.</p> <p>English progression project between year 6 and 7 to aid smooth transition and maintain progress.</p> <p>Students who are experiencing changes in any circumstances are supported by tutors, Learning Mentors, Pastoral Leaders and teachers wherever possible and encouraged to share their experiences with others.</p> <p>Media unit taught in year 9 to ease transition to GCSE Media.</p> <p><u>Careers:</u></p> <p>Work experience week for all of Yr10 in summer term.</p> <p>All KS4 students receive a careers meeting with an independent Careers advisor to support their decision making and application process.</p> <p>Colleges provide assemblies to inform students of their options available and offer support with the application process.</p> <p>Year 11 all attend at least one College Taster Day to inform post-16 options.</p> <p>All of year 11 are supported in completing their college application forms.</p> <p>Head of KS4 attends Somerset transition panels throughout the year with key post-16 staff.</p> <p><u>Year 9 Options:</u> Students and parents/carers are supported in choosing the best options for each student. Options information evening prior to receiving options forms. Learning pathways have been created to ensure that students are not limiting their future opportunities by choosing a narrow range of options. Year 9 Careers and KS4 options are covered in PSHE lessons and with guidance from staff. Independent careers advisor available for appointment on request.</p>
How to maintain physical, mental and emotional	<p>History: Year 8 transition from monarchy to democracy.</p> <p>PB: KS4 – Marriage and the Family Unit.</p>

<p>health and wellbeing including sexual health</p>	<p>Science – Reproduction topic in Y7, Menstrual cycle and Fertility during KS4, Y11 Alcohol and Drug awareness during CE day. Technology: Healthy attitudes to food and nutrition. Art: healthy attitudes explored using creativity, discussion on artist’s mental health and why they painted what they did PE: Healthy attitudes to exercise, food and nutrition. Links between mental health and fitness. PSHE units that relate or cover this theme: Yr7 - puberty, drugs. Yr8 - Drugs, SRE. Yr9 - Drugs, SRE, Mental Health. Yr10&11 - Stepping up to GCSEs, Health and wellbeing, SRE and finance. Mental Health Awareness Assembly delivered to whole school. Mental Health Month as part of May tutor programme. Thrive programme delivered by Pastoral Staff to specific individuals.</p>
<p>About parenthood and the consequences of teenage pregnancy</p>	<p>History - domestic violence examined in Crime and Punishment unit year 10 PB: Yr8 – Journey of Life. Yr9 – prejudice and discrimination. KS4 – Marriage and the family unit. English – the novel Junk is sometimes used with year 9 to explore issues related to this theme. Science – Y7 reproduction topic, KS4 – Fertility treatments, contraceptive pill and IVF PSHE: Yr10 - parenting, attitudes to abortion. Yr11 - Contraception.</p>
<p>How to assess and manage risks to health and to stay, and keep others safe</p>	<p>History: Year 7-8 diet and lifestyle. Maths: During lessons and within the school, students are reminded of the risks where health and safety are in jeopardy and risk assessments are completed where necessary. Students who act inappropriately/unsafely are educated on the need for a safe environment are reprimanded accordingly should they fail to adhere to the safety procedures within the school. Staff are around the site at busy times to ensure students are kept safe (e.g. break and lunch-time supervision). BBFC study – risk of children viewing 18 certificate films etc. Science 7-11 – Management of risks during practical tasks. Safety rules adhered to in classroom practice. PSHE: Yr7 - citizenship, puberty, drugs and safety. Yr8 - Citizenship, environment, drugs, SRE. Yr9 - Drugs, SRE, Mental health. KS4 - Health and wellbeing, SRE, Finance, FGM, Extremism, gambling.</p>
<p>How to identify and access help, advice and support around health and wellbeing</p>	<p>PSHE lessons contain links to support services. Tutor Theme sessions also signpost to support services. Inclusion room, Pastoral Office and Learning Mentor offices all provide support and guidance information on a range of issues for health and wellbeing. All students have a Time to Talk Card with important numbers and websites.</p>
<p>How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco</p>	<p>History - Year 10 crime and punishment unit MFL: KS4 Healthy Eating / Sports / Drugs / Alcohol (Youth topic). English – the novel Junk is sometimes used with year 9 to explore issues. PSHE - Health and wellbeing units in every year group; drugs, alcohol and tobacco explored in depth with yr7,8&9.</p>
<p>How to respond in an emergency including administering first aid</p>	<p>Yr7 - safety unit in PSHE. Yr9, 10, 11 - alcohol lessons. Yr10 - FGM. Guidance in Science and Fire drills for whole school. Assemblies (e.g. bonfire night, water safety in summer etc.) PSHE used to provide First Aid basic training.</p>

<p>The role and influence of the media on lifestyle</p>	<p>History - Year 10 crime and punishment unit, year 10&11 the role of propaganda in the Nazi state, and in WW1 PB: Yr7: Islam. Yr8: Inspirational people. Yr9: prejudice and discrimination, genocide, terrorism. Consideration of moral panics and of the impact the media can have on events. Study of representation of groups, individuals etc Science 7-11: The use of articles and scientific evidence on public opinion, e.g. Cloning, use of stem cells, MMR vaccine. PSHE: Yr7-11 reflect on media influence in determining attitudes and opinions towards all topics e.g. celebrities and environmental campaigns or alcohol marketing.</p>
<p>How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills</p>	<p>History: Year 8 interaction between Europe and Africa. PB: KS4 – Marriage and the Family. Science – Y7 reproduction topic Assemblies e.g. Black History Month and Acts of Kindness.</p>
<p>How to recognise and manage emotions within a range of relationships</p>	<p>PSHE: Emotional well-being- where to get help and support. SRE delivered throughout all year groups. PB: KS4 – Marriage and the Family. Science – Y7 reproduction topic Art: colour, emotions, music and relationships discussed in Art lessons</p>
<p>How to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters</p>	<p>PSHE: self-esteem and emotional well-being - integral part of course. Drugs, alcohol and nicotine awareness. Acceptable forms of behaviour. History: Year 9 and 10 Nazi Germany consent to participate in holocaust PB: Yr9 - Prejudice and Discrimination unit. KS4 – Marriage and the Family. Equality. Art- year 9 Art Propaganda IT: Year 7 and 8 Term 1, Internet Safety.</p>
<p>About the concept of consent in a variety of contexts (including in sexual relationships)</p>	<p>PSHE: Yr7 - puberty and safety units. Yr8 - SRE unit. Yr9 - SRE unit. Yr10 - SRE unit. Yr11 - Healthy relationships. History: Year 9 and 10 Nazi Germany consent to participate in holocaust Maths: During the British Values day, LGBT was the subject and students were able to discuss and learn about LGBT relationships PB: KS4 – Marriage and the Family Whole School Assemblies.</p>
<p>About managing loss including bereavement, separation and divorce</p>	<p>PB: Yr7 – ultimate Qs. Yr8 – Journey of Life. Life after death. KS4 – Marriage and the family. Christian, Muslim and non-religious beliefs about Life after death explored. PSHE: Yr7 - coping with difficult emotions. Yr8 – bereavement.</p>

<p>To respect equality and be a productive member of a diverse community</p>	<p>History: Year 8 Slave trade, Year 10 Nazi Germany and year 11 USA in the 1920s- about the importance of equality</p> <p>English: stereotyping in An Inspector Calls - students look at language used about women who are "that sort". In poetry at GCSE, they explore different cultures through poetry; several poems deal with cultural identity and the attitude of others towards those who are different to them. At KS3, students read A Monster Calls which explores bullying and they look at "who is a victim" and "who is a bully"; Stone Cold covers homelessness and attitudes towards the homeless (stereotyping as lazy/skivers/scroungers and exploring the reality). Of Mice and Men explores attitudes towards the poor, women black people and the "intellectually challenged" and how these groups are stereotyped and discriminated against. A video called "Blue Eyes" is used which sets up an experiment where white people with blue eyes are stereotyped and treated in the same way that ethnic minorities have been.</p> <p>Art: valuing the creative arts in all aspects of life, culture, country and religion. What makes us different and the same, valuing diversity by showing a very wide range of artists, techniques, subject matter and cultures</p> <p>Careers: Multicultural imagery that challenges stereotypes is used in visual aids used in careers documentation/teaching resources. Direct sessions addressing stereotypes in the workplace. Women in STEM event advertised for KS4 girls.</p> <p>Computing: Use of resources that challenge stereotypes about programmers in industry; All imagery used is checked to ensure that it is representative of the diverse British society</p> <p>Anti Discrimination Assembly to coincide with the International Day against Homophobia, Transphobia and Biphobia</p> <p>PE: - display boards in the PE corridor which focus on stereotypes, discrimination and gender equality in sport.</p> <ul style="list-style-type: none"> - The KS4 breadth of study contains a unit addressing stereotypes, discrimination and prejudice in sport. In this block students have played Paralympic sports and sports designed for gender equality such as; korfbal. - We have booked a trip to take 15 students to watch the Women's Cricket World Cup in June. <p>CAW: KS3 Paralympic Sports day</p> <p>Geography: LIC/HIC countries - there are well off areas in LICs and poor areas and homelessness etc in HICs. Images - female farmers when doing primary industries etc. Multicultural images from around the world shown in all years.</p> <p>In history: we include as much diversity as possible that reflects the true historical context.</p> <p>Year 7 - examines the life of different social groups - peasants/Lords and rural/urban</p> <p>Year 8 - examines different religious groups (Tudors)</p> <ul style="list-style-type: none"> examines the role of women (Tudors) examines the experiences of different racial groups (slavery) examines the experience of different social groups - working class/middle class (Industrial revolution, and the Titanic) examines the experience of children (Industrial revolution and the Titanic) examines the changing role of women (Titanic, and Women's Suffrage) <p>Year 9 - examines the different experiences of men and women in war (WW1, WW2)</p> <ul style="list-style-type: none"> examines the experiences of pacifists (C.Os in WW1 and WW2)
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	<p>examines the different experiences of diverse groups in 1920s USA - women, African Americans, farmers, working class, Catholics</p> <p>examines the emergence of the new women the 'flapper'</p> <p>Year 10</p> <p>examines the changing experience of different religious groups (Crime and Punishment)</p> <p>examines the treatment of women by the law by looking at; Roman law, witchcraft, domestic abuse (Crime and Punishment)</p> <p>examines the experiences of pacifists (Crime and Punishment - WW1 and WW2)</p> <p>examines different social groups - working/middle classes (Whitechapel)</p> <p>examines the experiences of minorities in 19th Century London - Jews, East Europeans, Irish (Whitechapel)</p> <p>examines the changing treatment of homosexuals in Weimar and Nazi Germany (Germany 1919-39)</p> <p>examines the treatment of minorities by the Nazis - Jews, Gypsies, Slavs, homosexuals, disabled (Germany 1919-39)</p> <p>examines the changing role of women in Weimar and Nazi Germany (1919-39)</p> <p>Year 11</p> <p>content for new GCSE not taught yet, but will cover the following;</p> <p>examine different political beliefs - Communism and Capitalism (Cold War)</p> <p>examine the role of women in Tudor England - Queen Elizabeth, Bess of Hardwick, Mary Queen of Scots (Elizabeth)</p> <p>PB and PSHE - all SOWs.</p> <p>Art: all work valued both from a student's perspective and artist point of view. All styles, genres, mediums, techniques, cultures, historical and subject matter considered.</p>
<p>How to identify and access appropriate advice and support for relationships</p>	<p>Learning Mentor & Pastoral Leader offices and inclusion room contain signposting to key services.</p> <p>PB - Yr10 - Marriage and the Family lessons.</p> <p>PSHE: All SOWs</p> <p>Assemblies.</p> <p>quality displays around the school- sign post for information</p>
<p>Living In The Wider World</p>	
<p>About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</p>	<p>Geography: Year 11 - Development Unit</p> <p>History: Year 7,8,9,10, 11- Rulers responsibility to protect the rights of their subjects</p> <p>Maths: Citizenship in maths – problem solving opportunities provided throughout the year which look at maths in a global/local scenario.</p> <p>PB: What is PB? Islam, Journey of life; Right and wrong; P&D; Inspirational people; Crime and punishment.</p> <p>Computing/IT: Rights and responsibilities as a media user. Cyber safety etc.</p> <p>PSHE: Yr7&8 - citizenship units. Yr7,8,9 - democracy and politics units.</p>
<p>How to make informed choices and be enterprising and ambitious</p>	<p>PSHE: Yr8, 9, 10& 11 - Finance units.</p> <p>Business: Investor challenge – in teams, students spend several months in a game where they have to trade on an imaginary stock market and can win prizes including a trip to New York. This encourages and motivates students who</p>

	become ambitious about winning. Assignment 3 involves a large amount of research into specific audience preferences and this is used to make informed decisions about the product they make.
How to develop employability, team working and leadership skills and develop flexibility and resilience.	History: Group work and dilemma based learning helps students to make choices. MFL: Learning a language allows you develop flexibility, resilience, teamwork and mutual respect for others. Maths: Regular team activities within mathematics develops students' team working and leadership skills. PB: inspirational people, responses to P&D PSHE: Careers units Work Experience programme for all of Yr10 Science 7-11: The expectation of working sensibly and effectively in Science practicals. Student leadership programme KS4. Peer mentors Yr9+. Tutor representatives and house councils. School Council. Art: collaborating with ideas, development and final pieces, shared responsibility, team work, strengths and weaknesses.
About the economic and business environment	Maths: Financial capability using NatWest Bank Moneysense resources - an opportunity to learn about budgeting and finance decisions in a real-life scenario Business Studies (Year 11): Production, Finance and the External Business Environment Science: The economics of industrial processes in Biology (e.g. Selection Breeding & Fruit Farming), Chemistry (Haber process & Combustion of fuels) Physics (Housing Insulation & Energy usages) PSHE: Yr8, 9, 10 & 11 - Finance units.
How personal financial choices can affect oneself and others and about rights and responsibilities as consumers	PSHE: Yr8, 9, 10 & 11 - Finance units. Yr11 - gambling lesson. Geography - FairTrade. To be developed in Maths 2019.

Citizenship <i>Pupils should be taught</i>	
KS3	
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament. PB: responses to P&D. Science 7-11: The role of government organisations in monitoring scientific practice around ethical procedures. PSHE units: Yr7 - Local government. Yr8 - Democracy. Yr9 - Politics. YR10 - Living in the Wider World. Tutorial Programme – tutor theme based on British Values and current affairs programme. Elections held for tutor reps and house leaders. School council active.
The operation of Parliament including voting and elections and the role of political parties	History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament. Tutorial Programme - democratically elected House Leaders and tutor reps. School Council organisation. PSHE units: Yr7 - Local government. Yr8 - Democracy. Yr9 - Politics. YR10 - Living in the Wider World.
The precious liberties enjoyed by the citizens of the United Kingdom	History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament. PB: Yr9/KS4 - Responses to P&D and inspirational people (e.g. MLK, Gandhi, Malala) Whole School Assembly. English – texts studied such as Stone Cold, An Inspector Calls, allow discussion of the rights of citizens. Also allows discussion of changes in liberties such as female suffrage, the poor law, the education act etc. PSHE units: Yr7 - Local government. Yr8 - Democracy. Yr9 - Politics. YR10 - Living in the Wider World.
The nature of rules and laws and the justice system, including the role of the police, the operation of courts and tribunals	History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament. Year 10 Crime and punishment GCSE unit PB: Yr8 - Right and Wrong. Yr9/KS4 - Responses to P&D (e.g. MLK, Gandhi, Malala), Crime and punishment KS4. English – texts studied including An Inspector Calls, Jekyll and Hyde, Sherlock Holmes cover aspects of the justice system and lead to discussions about the need for rules and laws as well as the importance of institutions such as the police and the courts. PSHE units: Yr7 - Local government. Yr8 - Democracy. Yr9 - Politics. YR10 - Living in the Wider World.
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to	History: Year 10 Crime and punishment GCSE unit PB: Yr9/KS4 - Responses to P&D and inspirational people (e.g. MLK, Gandhi, Malala) Student Leadership, including: Prefects, School Council, Peer Mentors, Student Leaders English – An Inspector Calls and A Christmas Carol explore opportunities (or lack thereof) and how social situations in the past have led to volunteers affecting public institutions to improve opportunities for citizens. School Council Activities Whole School Assembly House Charity Work

participate in school-based activities	PSHE units: Yr7 - Local government. Yr8 - Democracy. Yr9 - Politics. YR10 - Living in the Wider World. Tutor Themes e.g. October = Black History Month. February = LGBT History Month. Tutorial Programme - Current Affairs.
The functions and uses of money, the importance of personal budgeting, and managing risk	D and T- budgeting for materials- choosing wisely- all year groups Maths: Year 9 students of all abilities are completing the student investor challenge which involves trading on a simulated stock market to win a trip to New York. To be developed 2019/20. Science: The economics of industrial processes in Biology (e.g. Selection Breeding & Fruit Farming), Chemistry (Haber process & Combustion of fuels) Physics (Housing Insulation & Energy usages) PSHE: Yr8 - careers, Yr9 - Finance, Yr10 - Finance and Yr11 - Finance and gambling.
the need for mutual respect and understanding	MFL: High expectations and strong classroom behaviour management; Encouraged to listen to each other and support one another without ridicule. PSHE: ROCK Principles covered explicitly with students to ensure a safe and inclusive learning environment. English – texts studied such as An Inspector Calls, Stone Cold, Jane Eyre allow exploration of treatment of others and need for respect and understanding. Science: 7-11 Debates within class discussing ethical issues in Science, e.g. Cloning, stem cell research & MMR vaccine. Art: looking after equipment and materials. making students responsible and aware of budgeting
Ks4	
Parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	History: Year 7 Normans- respect of Saxon culture; Year 8 respect for different religious beliefs (Catholics/Protestants) Tutorial Programme English – texts studied allow some exploration of power of government e.g. Macbeth allow discussion of Parliament, the gunpowder plot. Can also lead to discussion of Magna Carta, the jury system and subsequent laws and privileges. PSHE - Yr10 - Living in the Wider World Unit.
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to	Tutorial Programme PSHE - YR10 - Living in the Wider World Unit. PB - responses to Prejudice and Discrimination: non-violent protest (Gandhi, US Civil Rights).

influence decisions locally, nationally and beyond	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	History – year 9, 10, 11 – Nazi Germany Tutorial Programme PSHE - YR10 - Living in the Wider World Unit.
Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	Tutorial Programme - current affairs. PSHE - YR10 - Living in the Wider World Unit.
Human rights and international law	PB: Yr9 - P&D unit. KS4 - Crime and Punishment. Whole School Assembly. PSHE - YR10 - Living in the Wider World Unit.
The legal system in the UK, different sources of law and how the law helps society deal with complex problems	Tutorial Programme PSHE - YR10 - Living in the Wider World Unit.
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	Maths: Team projects completed half-termly and activities encourage mutual respect and understanding. Teams are made up from students of all regional, religious and ethnic identities. PB: instilled through key aims and values of the department Tutorial Programme Assemblies Art: Peace Poster
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to	MFL: How to protect the environment; Anti-bullying; Improving school; Healthy life choices PB: Right and wrong, responses to P&D and inspirational people, KS4: Peace and justice. (e.g. MLK, Gandhi, Malala) School Council Activities. House Charity Events. Student Leadership, including; Prefects, School Council, Wellbeing Champions, Student Leaders Prefect Passports include community participation activities which have to be completed by all student leaders before becoming prefects.

participate actively in community volunteering as well as others form of responsible activity	<p>School Council Community projects.</p> <p>Whole School Assemblies.</p> <p>Duke of Edinburgh Award.</p> <p>Art: improving the appearance of the school by having quality artwork, where all key stage 3 and taken part and exhibited work. Whole school ethos getting involved in Competitions (Lions and Rotary, christmas tree (st Johns), Peace poster, christmas card competitions.</p>
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent	<p>Maths: Throughout the year, profit and loss, VAT, financial management, interest and depreciation, to mention just a few are topics which are covered by students of all years and ages within their mathematics lessons as they form part of the mathematics curriculum functional mathematics element.</p> <p>KS4 PSHE – money matters.</p>