



Spiritual Development

Students spiritual development is shown by:

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 world around them	SMSC: use of imagination and creativity in their learning	SMSC: willingness to reflect on their experiences
English	KS3 Year 7 -Term 1 'Alter Egos': students explore the role of alter egos in literature, reflecting on their function in relation to identity -Term 2 'Wonder' explores disability, reading difficulties and group identity. Year 8 -Term 2 'A Christmas Carol': students explore the theme of altruism in the text and explore its impact on society; -Term 4 'Poetry from Different Cultures': students explore poetry from a range of cultures, exploring viewpoints and social and historical context. Year 9	KS3 Year 7 Term 1 'Alter Egos' and Term 4 'Writing the World': students explore a range of non-fiction texts about the natural world, ecology and the environment before writing their own persuasive letters to promote conservation work. Year 8 -Term 4 'Poetry from Different Cultures': students explore poetry from a range of cultures, exploring view points and social and historical context.	KS3 Year 7 Term 5 'Poetry Quests': students develop own poetry writing in response to models given; Term 6 'Spy Fiction': students study a range of spy fiction and then write their own spy narratives based around a character they have created. Year 8 -Term 3 'News Writing': students write an article about their perfect school. Term 6 'Dystopian Fiction' allows students to imagine alternative worlds and explore them through creative writing.	KS3 Year 7 Term 1 'Wonder' students reflect on their start at school and their relationships with peers. Term 4 'Writing the World': students reflect on a conservation issue that is of importance to them and their local area as the focus for their own campaign writing. Year 8 Term 1 'Writing to Explain': students write a web article about an unusual sport or hobby in which they participate. Year 9, 10 and 11 All Aspects of KS4 expect students to reflect on their own learning/experiences as this links in directly to their GCSE preparation. This takes place

	<p>-Term 1 'Romeo and Juliet': exploring attitudes to love across different cultures."</p> <p>-Term 3 'Animal Farm': students reflect on the role of democracy in shaping society.</p> <p>KS4</p> <p>'Animal Farm', 'Romeo and Juliet'</p> <p>'Frankenstein', Conflict cluster poetry in EdExcel Anthology; All English Language schemes of work (which make use of the Edexcel GCSE 9-1 Text Anthology, containing a wide range of non-fiction texts covering current affairs-style issues).</p>	<p>-Term 6 'Dystopia': students learn about a range of dystopias as portrayed in fiction before writing their own.</p> <p>Year 9,</p> <p>-Term 6 'Conflict Poetry': students explore how conflict is portrayed in a range of poetry.</p> <p>KS4</p> <p>'Animal Farm', 'Romeo and Juliet', 'Frankenstein' Conflict cluster poetry in EdExcel Anthology; Creative writing tasks throughout English Language Schemes of Work.</p>	<p>Year 9</p> <p>-Term 1 'Romeo and Juliet': students explore the play via drama techniques, participating in workshops, master classes and giving performances.</p> <p>KS4</p> <p>Opportunities to write from personal experience are embedded throughout English Language Schemes of Work.</p>	<p>particularly with the creative and transactional writing tasks.</p>
Maths	<p>Across year groups. Data used to compare different groups of people. Male / Female or different religions etc. In some aspects of work symbols / pictures from different religions are used to demonstrate Symmetry, Similarity and congruence.</p>			
Science	<p>Year 7 'Cells': what living things are made from</p> <p>Year 7 'Space': how ideas have developed over time</p> <p>Year 8 and year 11 cover Evolution where students investigate the theory of evolution and compare it to the theory of God and creation.</p>	<p>Year 7 'Particles': How can the particles theory explain other phenomena</p> <p>Year 7 'Space and Beyond'</p> <p>Year 7 'ecological relationships'</p> <p>Year 7 'What is respiration'</p> <p>Year 7 and Year 10 Variation and genetics. Students learn about the</p>	<p>Year 7- 11 Covered in chemistry, physics and Biology. Students use imagination to describe what can't be seen, e.g. cells, atoms, electromagnetic waves.</p> <p>Year 10 Physics Unit 1 – the universe. Be able to explain how 'red-shift'</p>	<p>Year 8 'fit and healthy' – improving quality of living; consequences of smoking</p> <p>Year 10 Biology Unit 1 'Control of the human body' – give some changes that occur at puberty and link with secretion of hormones</p>

	Year 10 cover fertility and the use of contraceptives and IVF.	differences and how these are controlled by genes and the environment.	provides evidence that the universe is expanding. Know that the 'Big Bang' theory indicates that the universe began from a very small initial point.	
History	Year 7 'Rome and Christianity' Examining different perspectives on how Christianity was viewed by Romans whilst comparing Roman religion to Christianity. Year 9 'Slave Trade' looking at different perspectives on how civilised Africa was before the slave trade and comparing different African religions to Christianity. Year 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 7 'Roman invasion of Britain' creating fascination and enjoyment through acting as Roman spies in Britain. Year 8 – 'Henry VIII' Fascination at the personal character of Henry VIII Year 9 – 'African civilisations' Enjoyment comparing western culture to African culture. Year 10 & 11 – Fascination at how America became a superpower and how South Africa fought against apartheid.	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 9 – '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.
PB	Y7 Ultimate Questions. Origins of religion. Who was Jesus? Truth claims, Islam, Sikhism. Y8 Journey of life. Life after death, Special Places, Buddhism.	Y7 Ultimate Questions. Origins of religion. Islam. Who was Jesus? Truth claims, Sikhism. Y8 Journey of life. Life after death. Special places, Buddhism.	Y7 Ultimate Questions. Truth claims. Y8 Journey of life. Life after death. Special places. Y9 Inspirational people. Y10 Good and Evil, Religion and Science.	Y7 Ultimate Questions. Origins of religion. Truth claims Y8 Journey of life. Special places. Y9 Inspirational people. Y10 Wealth and Poverty, Good and Evil.

	Y9 Prejudice and Discrimination, Inspirational people, Suffering and evil. Y10 Medical Ethics, Wealth and Poverty, Good and Evil, Religion and Science. Y11 End of life, Nature of God, Equality, Peace and justice.	Y9 Prejudice and Discrimination, Inspirational people, Suffering and evil. Y10 Wealth and Poverty. Medical Ethics. Religion and Science, Good and Evil. Y11 End of life. Nature of God. Equality, Peace and justice.	Y11 End of life, Nature of God.	Y11 End of life. Equality.
Geography	Year 9 - Global Cultures Unit Year 13 – Influence of religious ideology within Colonialism	Year 7 – Units on MSN, Somerset and the UK, Impossible Places Year 8 – Africa, Ecosystems Year 9 - Global Cultures, Asia	Year 7 – Designing the perfect city Year 8 – Ecosystems Assessment; design an animal	Year 9 DME – reflecting on work covered throughout KS3.
MFL	Analysis of Spanish and French cultures. Comparison to British culture. Mexican day of the day Different types of religious festivals/holidays	KS3-KS4 through learning info about other countries and the way that they live. Learning a skill for life that they can take with them when they leave school and use in another country. Communicating with students from a Spanish school via e-mail.	All key stages: use of websites/poster design/booklets/PowerPoint/poems/songs Creative language development Communication from students of the same age in a different country via e-mail. Using their imagination to write about all sorts of topics.	All key stages reflect on their learning by responding to feedback given All key stages are regularly encourage to self-assess their learning each lesson and over a period of time.
Art	Reflect different cultures and understanding Mexican Day of the Dead – Year 8 Aboriginal Art – Year 9	Study of multicultural art and learning about techniques used.	All Art lessons demonstrate this. Personalising creative outcomes.	Students are able to self-reflect and assess own work and that of others. All students complete self-assessment tasks and review

	Shepard Fairey "Hope" image of Barack Obama – Yr 9 Peace Icons – group work to celebrate important figures in world history who have strived for peace.	Taking pride in having their work exhibited around the school Entering work for competitions. Artist of the month award.	Working independently within a creative environment.	of learning to support them to achieve their potential.
Music	Year 7 Caribbean Music, European Music, American Musicals, Christmas Music Year 8 – Blues, Ragtime, Baroque Year 9 – Classical music, fusion music, My Music (GCSE intro), Film music, Dance Music KS4 & 5 – Music from North and South America, African, Asian Music and Palestine Music from around the world.	Year 7 Caribbean Music, European Music, American Musicals, Christmas Music Year 8 – Blues, Ragtime Year 9 – Classical music, fusion music, My Music (GCSE intro), Film music, Dance Music KS4 & 5 – Music from North and South America, African Music and its derivatives, Asian music etc. Learning Music notation Instrumental Lessons – 1:1 tuition	Year 7 Caribbean Music, European Music, American Musicals, Christmas Music Year 8 – Blues, Ragtime Year 9 – Classical music, fusion music, My Music (GCSE intro), Film music, Dance Music KS3, 4 & 5 – 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	Year 7 Caribbean Music, European Music, American Musicals, Christmas Music Year 8 – Blues, Ragtime Year 9 – Classical music, fusion music, My Music (GCSE intro), Film music, Dance Music KS3, 4 & 5 – 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
Computing/ICT	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 a mobile phone app on Britishness. This looks at what it means to be British. It is aimed at people wishing to move or visit Britain. The project aims to	Students explore creativity and imagination in the design and construction of digital products Yr 8 - Students develop computer games. They are initially all asked to complete the same game in order to acquire certain skills. They are then tasked	Throughout all units, students reflect on their learning. They have test buddies who give them feedback and comment on WWW and EBI. Yr 9 - At the end of each section of the music festival project, students need to feedback to their test buddy and accept criticism.

		<p>get students to think about what is great about Great Britain.</p> <p>Yr 9 - Students are encouraged to reflect and learn from reflection from the position of a particular audience view point as they create a number of promotional products.</p> <p>Yr 9 - Students plan a music festival for the local area. They must research possible areas for the venue.</p>	<p>with coming up with their own creative game.</p> <p>Yr 9 - Throughout the music festival students need to be very creative. They need to design flyers, tablet apps, TV ads, radio ads and a logo for their own music festival.</p>	
Business	<p>Spiritual development within Business Studies involves students being encouraged to explore sexism, racism and discrimination in the workplace through the discussion of employment laws. Students also explore their own feelings and meaning and reflect upon topics such as ethics. Students are encouraged to explore these concepts and challenge the actions that businesses should take. This also helps to develop student's empathy and compassion skills and allows them to take into consideration other people</p>	<p>"Big Pitch Challenge" – students have to create their own product or service to sell to the school population and general public</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>

	aims, values, principles and beliefs.			
Media	Creative film and radio projects at Level 2 and 3. L2: Students create their own TV adverts. L3: Students produce TV advertisements (Yr.12) , a community film project or a radio show for local community radio (Yr.13)	Develop awareness and understanding of the development of culture and technology. Learn visual skills in photography and camerawork. Learn appreciation of the use of lighting, camera angles and framing to create visual emphasis in their film work. Interview skills in radio work listening to and understanding others.	Yr.10 and 12: Script, storyboard and create a film working collaboratively to realise a shared vision. Yr.11 and 13: Create a concept for a radio show or feature and record it for broadcast on SomerValley FM.	Evaluation of the production process including students' critical self-evaluation of their role in the process and their ability to work with others at both L2 and L3.
PE	Teamwork and sportsmanship developed through game play.	Motor skill and sensory development at KS3 – students develop skills and enjoy experimenting with new shapes their bodies can create – gymnastics / trampolining	Creative assessment strand at KS3 for Trampolining/Gym/Dance. KS4 – gameplay situations and team building unit of work. KS4 students designing their own fitness programmes.	Reflective practice – at KS3 though both self and peer assessment – on-going all year KS4 – analysis of performance and personal exercise program during GCSE PE
DT	All Years. Understanding of client/consumer requirements. Catering/Food all Years. Taught different dietary choices and reasons for these. All Years. Research including questionnaires/surveys to ascertain peoples' views.	To have an awareness of the world around them in general. Take an interest in inspirational materials and design. All Year groups.	Designing and making projects. KS3 and Graphics/Textiles GCSE. All Year groups. Encouraged to adapt recipes and own designs.	Evaluations in all DT projects, self and peer assessments, learning logs, interim assessments and evaluations. All Year groups

	Social, Moral, Ethical and environmental issues within design. To consider this in their own designing.			
Social Skills	Social skills work on Anti Bullying accepting others differences. Self Esteem work enables students to be reflective about their belief about themselves and others. This is further enhanced by work on Conflict Resolution and Friendship and relationship skills that give students the opportunity to be reflective about what they believe in and also have some understanding that others may believe in different concepts to them.	Appreciating differences, work on discrimination and accepting others. Students are given the opportunity to learn about themselves and others in the world, this is achieved through discussion and topic work. Students also learn and enjoy others in their communities.	During social skills sessions students are often required to use their imagination and empathy in engaging fully with the topics that are discussed. Students are encouraged to use creativity in work such as using computers and filming scenarios etc.	Students are encouraged at all times with the subject matter to reflect on their learning and experiences in Social skills sessions. This is achieved through written and verbal feedback in the sessions.
PSHE	KS3 Year 7: Term 5 'Communities and identities' Year 8: Term 1 'Community' and Term 5 'Identity' Year 9: Term 1 'Liberty and freedom' KS4 Theme days/ tutorial programme- British values, laws and identity; Living in the wider world	KS3 Year 7: Term 4 'Relationships/ SRE' AND Term 5 'Communities and identities' Year 8: Term 1 'Community' and Term 5 'Identity' Year 9: Term 1 'Liberty and freedom', Term 5 'Emotional wellbeing' and Term 6 'SRE' KS4 Theme days/ tutorial programme- British values,	KS3- use of role play through various topics and scenarios Year 7: Term 1 'Risk and safety', Term 3 'Healthy lifestyles' and Term 5 'Communities and identities' Year 8: Term 3 'Laws and the justice system', Term 4 'Drugs', Term 5 'Identity' and Term 6 'Managing money'	KS3- discussions and written anecdotes of their own personal experiences. Comparison with others' experiences. Year 7: Term 1 'Risk and safety', Term 3 'Healthy lifestyles' and Term 4 'Relationships and SRE' Year 8: Term 1 'Community', Term 2 'Risk', Term 3 'Laws and the justice system' and Term 4 'Drugs'

		laws and identity; Living in the wider world	Year 9: Term 1 'Liberty and freedom' and Term 2 'Planning for the future' KS4 Theme days- Health and well-being, Citizenship, Life after school	Year 9: Term 1 'Liberty and freedom', Term 5 'Emotional wellbeing' and Term 6 'SRE' KS4 - All students will have opportunities to share their own personal experiences in a variety of contexts. Theme days- Health and well-being, Citizenship, Life after school
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Moral Development

Students 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 on these issues.
English	KS3 Year 7: In Term 5 'Poetry Quests' explores how the theme of morality is presented in a range of poetry; Term 3: the 'Macbeth' SoL examines the morality of Macbeth's ambition to become king. Term 6 'Spy Fiction': students explore depictions of villains and discuss how villainy is depicted in literature before writing their own descriptions of archetypal villains. Year 8 Term 2 'Dickens': students explore notions of justice in relation to wealth distribution and examine altruistic acts.	KS3 Year 7 Term 5, 'Poetry Quests' explores how the theme of morality is presented in a range of poetry and, as such, looks at the consequences of actions; Term 3: the 'Macbeth' SoL examines the morality of Macbeth's ambition to become king and explores the consequences of his actions. Year 8 Term 2 'A Christmas Carol': students explore notions of justice in relation to wealth distribution and examine altruistic acts, looking at the outcomes of Scrooge's actions.	KS3 All SoL which assess reading skills offer multiple opportunities for doing this. KS4 The study of all core texts offers students the opportunity to do this, particularly through the study of social, historical and cultural context.

	<p>Year 9 Term 1: The 'Romeo and Juliet' SoL explores how violence is presented across the play as a whole, encouraging students to examine notions of right and wrong.</p> <p>KS4 'Animal Farm', 'Romeo and Juliet', 'Frankenstein' Conflict cluster poetry in EdExcel Anthology; All English Language schemes of work (which make use of the Edexcel GCSE 9-1 Text Anthology, containing a wide range of non-fiction texts covering current affairs subjects).</p>	<p>Year 9 In Term 6, 'War Poetry' explores the impact of war on both individuals and society.</p> <p>KS4 'Animal Farm' includes study of the impact of Communism on the Soviet Union. 'Romeo and Juliet' provides multiple opportunities to explore the impact of the protagonists' choices upon their own (and others') lives. 'Frankenstein' explores the impact of Frankenstein's decision to create his monster and the consequences for the lives of others. Conflict cluster poetry in EdExcel Anthology, continuing work done on war poetry in Year 9.</p>	
Maths			Students work together, discussing methods and decisions needed in order to solve Mathematical problems.
Science	<p>Year 7-11 – global warming debate, looking at the use, formation and of fossil fuels and the effect on the environment.</p> <p>Year 10 – quarrying debate looking at the benefits and drawbacks of quarrying for limestone.</p> <p>Year 7 'energy use of fuels; 'consequence of burning fuels to the environment'; 'reproduction – moral aspects'</p>	<p>Year 10 – quarrying debate, cloning debate. Global warming. Year 11 – physics, speeding and stopping distances.</p> <p>Year 7 'energy use of fuels – wind farms', 'impact of humans on environment', 'reproduction – fertilisation', 'food and digestion – balanced diets'.</p> <p>Year 8 'heat energy – reducing heat loss', 'environmental chemistry – water pollution', 'fit and</p>	<p>Year 8 'plants for food – use of fertilisers and pest control', 'microbes – vaccinations', 'energy and electricity – using energy responsibly.</p> <p>Year 10 Biology 'Diet and exercise', 'Adaptations'</p> <p>Year 10 Chemistry 'Metals', 'Hydrocarbon fuels – burning fuels, global warming, acid rain, global dimming, harmful emissions, alternative fuels, biodegradable products, crude oil, limited resources', 'Earth's</p>

	<p>Year 8 'chemical reactions – issues with making new products'</p> <p>Year 9 'chemical reactions – combustion, energy'</p> <p>Year 10 Biology Unit 1 'The use and abuse of drugs': explain why drugs we need to be tested before they can be prescribed, describe the uses and problems associated with thalidomide, evaluated impact of smoking and alcohol on health, evaluate why some people use illegal drugs for recreation. Describe effects of cannabis on the body, consider the possible progression from recreational to hard drugs, effects of heroin/cocaine addiction and withdrawal symptoms. Evaluate the use of drugs to enhance performance in sport, ethical issues of performance enhancing drugs, effects and risks of these drugs.</p> <p>Year 10 Biology Unit 1 'Reproduction'. 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. Explain advantages and disadvantages of genetic engineering.</p>	<p>healthy – improving quality of living; consequences of smoking'</p> <p>Year 10 Biology 'Diet and exercise', 'How our bodies defend themselves against infectious diseases', 'Control in the human body'</p> <p>Year 8 – Crime Unit (including drugs trade and it's impacts)</p>	<p>atmosphere – human activity and its impacts'</p> <p>Year 10 Physics 'Infrared radiation – insulation, U-factors and economic factors, efficiency and cost effectiveness', 'transferring electrical energy – solar energy,, effects on environment and wildlife, rapidly evolving technology, building methods'</p> <p>Year 11 Chemistry 'Speeding up – catalysts and reducing costs'.</p> <p>Year 11 Biology 'Energy flows issues concerning factory farming', 'Inheritance – ethical issues concerning stem cell research and embryos'.</p> <p>Year 11 Physics Nuclear energy issues.</p>
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History	<p>all key stages e.g. making moral judgements, forming opinions, right and wrong</p> <p>Year 7 – Norman’s treatment of the Saxons after conquering them</p> <p>Year 8 – The Tudors treatment of the Catholics, †</p> <p>Year 9 – European treatment of African enslaved</p> <p>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 – act as Roman leaders and given consequences of the decisions they make helps students understand the difficulties of ruling.</p> <p>Year 8 – Identifying consequences of Henry VIII decisions and understanding the impact of Henry VIII changes to the church.</p> <p>Year 9 – Understanding the consequences of punishing Germany after World War 1.</p>	<p>Year 7 – students consider problems of oppressing conquered nations</p> <p>Year 8 – students consider the consequences of changing the country’s main religion to protestant examining different viewpoints on the changes to religion.</p> <p>Year 9 – 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.</p> <p>Year 10 & 11 – students investigate the moral and ethical whilst examining different viewpoints. al implications of the Holocaust,</p>
PB	<p>Y7 Truth claims</p> <p>Y8 Journey of life. The Shoah.</p> <p>Y9 Suffering and evil.</p> <p>Rwandan genocide</p> <p>Y10 Good and Evil. Peace and justice.</p> <p>Y11 Equality</p>	<p>Y7 Truth claims</p> <p>Y8 Life after death. The Shoah.</p> <p>Y9 Suffering and evil.</p> <p>Rwandan genocide</p> <p>Y10 Medical Ethics. Good and Evil. Peace and justice.</p> <p>Y11 Equality.</p>	<p>Y7 Truth claims</p> <p>Y8 Life after death. The Shoah.</p> <p>Y9 Suffering and evil.</p> <p>Rwandan genocide</p> <p>Y10 Medical Ethics. Wealth and Poverty. Good and Evil. Peace and justice.</p> <p>Y11 End of life. Equality.</p>
Geography	<p>Year 8 – Crime Unit</p> <p>Year 9 – Development Unit</p> <p>Year 12/13 – Unit on the impacts of Globalisation</p>	<p>Year 8 – Problem Planet unit, looking at consequences of human activity</p> <p>Year 9 – Units on Globalisation and development</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 10/11 – Lessons on multicultural societies, poverty, migration</p>
MFL	<p>KS3-KS4</p> <p>Respect for other cultures and each other</p>	<p>KS3-KS4</p> <p>High expectations and clear and strong behaviour management</p>	<p>KS3-KS4</p> <p>Contentious issues in Spanish speaking or French speaking countries (i.e.: Bull Fighting)</p>

Art	Yr 8 – Graffiti project looking at the difference between creativity and vandalism.	Behaviour and safety in the Art rooms and use of equipment, especially when using ceramics.	Yr 9 –Shepard Fairey project looking at issue based artwork. Yr 8 – Graffiti project looking at the difference between creativity and vandalism.
Music	Blues slavery, Caribbean music – its politics, Rastafarian beliefs, poverty, steel pan instruments, Reggae, Indian Classical Music – religion, Latin American music – the fusion of African and European styles, Western Music – societal divides, music for royalty, celebration music, ceremonial music, Emotions in music.	Yamaha Music School – keyboard technique, Suzuki method Positive behaviour management in lessons, no damage to equipment, high standards in lessons, including taking shoes off when entering department ability to develop practice routine & instrumental lessons	Research for My Music topic, looking at instrument background, development and investigation, Year 7 Caribbean Music, American music, Year 8 Blues, Ragtime and Film Music from a variety of genres, Year 9 Music Enquiry and GCSE Music.
Computing/ICT	Students encouraged to respect other people's views and opinions, especially during the controversial website project. Yr 8 - Students do a unit on cybercrime. This includes looking at the law revolving hacking, copyright, computer misuse, and eSafety. Yr 10 - Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products.	Students encouraged to respect the computer room and the equipment they use and how this affects others. Students encouraged to have good etiquette when using digital technology including mobile devices and with due regard to e-safety. Yr 7 - Students learn that collaborations are facilitated through the availability of online work spaces and that the growth of social networking has potential risks as well as benefits. Yr 9 - Students do a lesson on sexting which involves some hard hitting real life case studies.	Students explore moral issues around the use of digital technology -For example, copyright and plagiarism. Yr 7 - Students develop an interactive website about a controversial issue. The unit look at bias, fact, and opinion. Students need to think of their own topic and express multiple viewpoints. Yr 9 - Students consider accessibility issues when evaluating and developing digital products. Yr 10 - Students investigate ways in which ICT can be used to monitor individuals' movements and communications.
Business	Moral development within Business Studies involves students being	Students looking at the moral issues associated with business promotion	Students also draw upon their own knowledge to distinguish between what is

	<p>required to evaluate, comment upon and discuss various moral issues relating to business practices. They will do this through the use of observations, gathering of information and studying given case studies to support this. Students are given the opportunity to consider a variety of information relating to real life business scenarios in order to make valid judgements. Students looking at the moral issues associated with business promotion and advertising and considering what the "correct" conduct is for a business to undertake</p>	<p>and advertising and considering what the "correct" conduct is for a business to undertake Students spend a large proportion of the course investigating the impact of a business's action upon society and the local community in which they operate. For example, students consider the political, social, environmental and technological issues arising as a result of a business decision.</p>	<p>right and wrong. As part of BTEC Business Studies, students have a willingness to express their views on ethical issues.</p>
Media	<p>Learning about intellectual property rights and copyright. Understanding of the process of gaining copyright to use someone else's work. Study of representations of groups in society and the responsibility of media producers to present fair and balanced representations of others.</p>	<p>Responsibility to make a contribution to the group in practical production work. Responsible use of equipment and to treat others with respect when filming or recording them. Health and safety risk assessments as part of pre-production for practical coursework. Yr.10 work on the impact of the media on audience behaviour and responsible media consumption.</p>	<p>Yr.12 Creative Media Production. Students create TV advertisements to promote a positive health message to teenagers. Investigation of ethical and legal codes used in Media production at both L2 and L3. Consideration of issues of personal responsibility in choosing and consuming Media products.</p>
PE	<p>Sportsmanship – evidence across all lessons and key stages. Strong links with PE department's lesson morals and beliefs. Social assessment criteria.</p>	<p>Sanctions – at KS3 through small sided games, basic implementation of rules KS4 – officiating and full game situations. JSLA teacher how to put in place sanctions for others (younger students)</p>	<p>KS4 / 5 – discussion with examination groups regards moral issues of the week, e.g. drugs in sports and gamesmanship</p>

DT	<p>Graphics/Textiles. Design and product copyright. KS4 food labelling laws and Health and Hygiene legislation.</p>	<p>Behaviour and safety in workshops/specialist rooms and use of equipment.</p>	<p>Graphics – Year 10 envirophone project – discussions on locally sourced versus Far East factory. Social, Moral and Environmental aspects of design Year 10 and 11. Textiles – Year 11 coursework project and in designing their reusable bag. Social, Moral and Environmental aspects of design Year 10 and 11. Food – morals and ethics associated with choice of diet, e.g. vegetarianism and religious diets.</p>
Social Skills	<p>Friendship and relationship, anger management and conflict resolution work centres around how we understand different types of relationships and how we need to value those on a moral level. Students debate and discuss consequences of their actions in regards to the law.</p>	<p>Anger Management and conflict resolution work very much focuses on the understanding that our actions have consequences and those consequences are identified and discussed.</p>	<p>Appreciating difference and discrimination work enables students to explore moral and ethical issues and start to understand that there are different viewpoints to their own</p>
PSHE	<p>KS3 Year 7: Term 2 'Rights and responsibilities' and Term 4 'Relationships' Year 8: Term 2 'Risk', Term 3 'Laws and the justice system' and Term 4 'Drugs' Year 9: Term 2 'Planning for the future' and Term 6 'SRE' KS4 Theme days/ tutorial programme- British values, laws and identity; Living in the wider world</p>	<p>KS3 Year 7: Term 1 'Risk and safety' and Term 2 'Rights and responsibilities' Year 8: Term 2 'Risk', Term 3 'Laws and the justice system' and Term 4 'Drugs' Year 9: Term 2 'Planning for the future' and Term 6 'SRE' KS4 Theme days/ tutorial programme- British values, laws and identity; Living in the wider world All students will have the opportunity to reflect on their own</p>	<p>KS3 Year 7: Term 2 'Rights and responsibilities' and Term 5 'Communities and identities' Year 8: Term 3 'Laws and the justice system' Year 9: Term 1 'Liberty and freedom' KS4 Theme days/ tutorial programme- British values, laws and identity; Living in the wider world; Citizenship-communities</p>

		experience and understand the consequences of their actions through a variety of topics including 'Drugs and the law', 'SRE', 'Healthy body, healthy mind', 'Relationships'	
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Social Development			
Students social development is shown by:			
Subject	SMSC: use of a range of social skills in different contexts, including working and socialising with students 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 students develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
English	KS3 All SOL allow for S&L opportunities including drama or empathy tasks that can focus on a specific character and their experiences.	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	KS3 Year 7 Term 1 'Wonder' SoL offers opportunities to explore issues surrounding cultural tolerance and mutual respect. '

	<p>KS4 S&L through discussion, presentation and role-play as issues are directly linked to SOL, including those which will impact on their understanding of cultures and the acceptable use of language within that environment</p>	<p>require them to consider and sympathise or empathise with other citizens.</p>	<p>Year 8 Term 4 'Poetry from Different Cultures': students focus throughout the unit on the key question 'how is the theme of tolerance presented across the poems?'</p> <p>Year 9 – All 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 Shakespeare texts , Conflict Poetry , Animal Farm</p>
Maths	<p>Across all years. Data used to compare different groups of people. Male / Female or different religions etc.</p>	<p>Students work together, discussing methods and decisions needed in order to solve Mathematical problems.</p>	
Science	<p>Group work completed in every year. Year 10 – students attend the youth climate summit where they work with students from other schools and backgrounds on the climate change debate. Year 12&13 A level biology students attend the Oxford international Biomedical Centre symposium on topical Biological debates with schools from all over the South West</p>	<p>Year's 7-13 group work continually completed where students will debate current scientific issues.</p>	<p>Year 10 – look at the laws on cloning and in particular cloning humans. Year 11 – debate and investigate the use of stem cells and the laws surrounding their use.</p>
History	<p>Students in all Key Stages work with students from different ethnic and socio-economic backgrounds during paired and group work. Students are also given information</p>	<p>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</p>	<p>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</p>

	that helps them appreciate diverse cultures and experiences.	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 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.
PB	Y7 Ultimate Questions. Origins of religion. Denominations. Islam. Who was Jesus? Y8 Journey of life. Special places. Sikhism. Y9 Buddhism. Inspirational people. Suffering and evil. Rwandan genocide Y10 Wealth and Poverty. Y11 Nature of God. Equality. Peace and Justice	Y7 Origins of religion. Denominations. Islam. Y8 Journey of life. Y9 Buddhism. Inspirational people. Suffering and evil. Rwandan genocide Y10 Wealth and Poverty. Medical Ethics Y11 Equality. Peace and justice.	Y7 Origins of religion. Denominations. Islam. Y8 Journey of life. Sikhism. Y9 Prejudice and Discrimination (Gandhi & MLK). Buddhism. Inspirational people. Rwandan genocide Y10 Medical Ethics. Y11 Equality. Wealth and Poverty. Peace and Justice.
Geography	Group work included at all levels and within most units	Year 9 – Development Unit (including the trading game)	Year 8 – Crime Unit Year 10 – Lessons on multicultural societies
MFL	KS3-KS4 Pair/group work/speaking in front of the class	KS3-KS4 Short role plays/videoing work/TALK strategies/presentations	KS3-KS4 Francophone and Hispanohablante countries/video clips and compare them to British values etc...
Art	Trips to Art galleries in London/Oxford etc. Working with visiting Artists and participating in workshops.	Group work – Creative Studies groups Peer Assessment – giving positive feedback to others about their artwork.	Students are introduced to a range of artists to expand their knowledge of the wider world of art and creativity.

		Midsomer Norton Arts trail – Art work exhibited within the community in collaboration with Norton Hill School Art department. Norton Radstock Rotary Club Art exhibition	
Music	World music taught across all Key Stages, religious music, such as Christmas, different genres from Classical to Dance music	Caribbean Music, European Music, Christmas music and instruments of the orchestra – Year 7; Blues, improvisation, scat singing, ragtime, notation of music – year 8; classical music and understanding different venues and occasions of music, fusion, reggae, Bhangra, samba, tango, 'my music' topic, film music – music for motion films, silent movies, soundtracks, dance music – music for social venues, 1970s disco – Year 9; dance music, Bhangra, tango, American line dance, disco, Viennese waltz, African music, classical music, baroque music – KS4 World Music study, Sacred and Secular music, Classical – Popular	Caribbean Music, European Music, Christmas music and instruments of the orchestra – Year 7; Blues, improvisation, scat singing, ragtime, notation of music – year 8; classical music and understanding different venues and occasions of music, fusion, reggae, Bhangra, samba, tango, 'my music' topic, film music – music for motion films, silent movies, soundtracks, dance music – music for social venues, 1970s disco – Year 9; dance music, Bhangra, tango, American line dance, disco, Viennese waltz, African music, classical music, baroque music – KS4
Computing/ICT	Students are encouraged to assist one another in problem solving. Students are encouraged to develop good practice and respect in the use of social networking. Yr 8 - Students look at security risks to data and how to reduce or contain them	Students are encouraged to behave appropriately in different social settings in the classroom including listening whilst others are talking and generally interacting as caring a community. Yr 10 - Students develop and understanding of the causes and	Students are encouraged to reflect on modern British society and how they personally have a role to play. Yr 7 - Students create a mobile phone app on Britishness. This looks at what it means to be 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.

	Yr 10 - Students investigate the impact of the use of digital devices on the way organisations operate.	implications of unequal access to ICT	Yr 10 - Students study the sustainability issues and ways of minimising the environmental impact of ICT whilst considering the impact of ICT on working practices
Business	Throughout the curriculum, students are given the opportunity to exercise their leadership skills. Students often work collaboratively to understand new concepts and share information researched, thus giving the students responsibility over their work.	Students also have the opportunity to look at how organisations work by visiting businesses. Social development within Business Studies involves students being encouraged to develop their team working skills through collaborative work and research. The students also explore the concept of teams and the roles that individuals have to play and how this can impact a business.	Unit 8 – Recruitment Selection & Employment Learn about diversity in the workplace
Media	Mixed gender and SV/ NH groups in Media classes. Group work in practical tasks. Working with staff from SomerValley FM.	Collaborative group work in film and radio production projects at L.2 and L.3. Working with one group over an extended period of time to produce a media product.	British values as reflected through Media representations of diversity and different groups in society. Respect for intellectual property rights and copyright.
PE	Varied teams and ever changing groups with students working together at KS3 and KS4.	Social strand of KS3 assessment includes work to develop students' ability to interact with others through sport and resolve conflict situation.	Shaking of hands and congratulating the opposition common practice after matches.
DT	Graphics – KS4. Discussion on designing for different cultures and/or religions. Catering & Textiles Trips to Tesco's and Clothes Show . Use of cultural influences in designing products – Textiles GCSE.	Theory and practical lessons; all Years.	

Social Skills	<p>Friendship and relationship skills Anti-Bullying strategies Self Esteem Anger management Conflict Resolution Drugs Awareness</p> <p>In all the groups students are working with students from lots of different backgrounds. The group work nature of the sessions allow students an opportunity to develop the social skills needed to use in different settings</p>	<p>Self Esteem work, building confidence in their skills. More specific work with ASD students who because of their diagnosis would find this difficult at times.</p>	<p>Throughout the whole social skills programme we are encouraging students to have tolerance for others and often challenge comments and attitudes that do not support this.</p>
PSHE	<p>All years: Students will work in groups for a variety tasks and topics Students will take part in role play and discussions in a variety of topics</p> <p>Students will experience Theme Days and will work in groups and people from outside of the school environment</p>	<p>All years: Students will work in groups on tasks based around different scenarios for a variety of topics</p> <p>Students will be involved in discussion and problem-solving tasks Students will experience Theme Days and will work in mixed groups in a variety of settings</p>	<p>KS3 Year 7: Term 2 'Rights and responsibilities' and Term 5 'Communities and identities' Year 8: Term 3 'Laws and the justice system' Year 9: Term 1 'Liberty and freedom' and Terms 3 & 4 'Parliamentary democracy'</p> <p>KS4 Theme days- Health and well-being, Citizenship, Life after school</p>

Cultural Development

Students cultural development is shown by:

Subjects	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 socio-economic 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. The poetry SoL cover this aspect particularly efficiently in each year of KS3.	This is touched upon in KS4 with the contextual research conducted at the start of the 'Animal Farm' SoL.	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. As a department, our support for national initiatives such as National Poetry Day, World Book Day, and Shakespeare Day etc. enables students to participate in	KS3 Year 7 Term 1 'Alter Egos': students explore the role of alter egos in literature, reflecting on their function in relation to identity. Term 2 'Wonder' explores disability, reading difficulties and group identity. Year 8 -Term 2 'Dickens': students explore the theme of altruism in the text and explore its impact on society; -Term 3 'Poetry from Different Cultures': students explore poetry from a range of cultures, exploring viewpoints and social and historical context. Year 9

				<p>enrichment activities aimed at encouraging artistic and cultural engagement on a wider level.</p> <p>Many companies come to visit the school to perform plays, poetry etc.</p>	<p>-Term 1 'Romeo and Juliet': exploring attitudes to love across different cultures."</p> <p>-Term 3 'Animal Farm': students reflect on the role of democracy in shaping society.</p> <p>KS4</p> <p>'Animal Farm', 'Romeo and Juliet'</p> <p>'Frankenstein'</p> <p>Conflict cluster poetry in EdExcel Anthology;</p> <p>All English Language schemes of work (which make use of the Edexcel GCSE 9-1 Text Anthology, containing a wide range of non-fiction texts covering current affairs-style issues).</p>
Maths		<p>Across all years. Data used to compare different groups of people. Male / Female or different religions etc.</p>	<p>Across all years. Statistics uses politics as an example of how data can be manipulated. Proportional representation also mentioned....what does proportion actually mean etc?</p>		
Science	<p>Year 10 – evolution. Year 8 'light – how ideas have changed with time',</p>	<p>Within year 10 and 11 we cover topics that use data to compare different groups and cultures.</p>	<p>Year 10 and 11 – stem cell research and funding</p>	<p>Year 7 – 11 creative tasks completed throughout e.g. models of cells,</p>	

	'inheritance – genetic information'	In these year groups we also look at discoveries and their acceptance within different cultures.		microbes, atoms, skeletons, organs. Year 8 'fit and healthy' students complete sporting tasks to test fitness.	
History	Year 7 look at cultural influences of the Romans 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. King John and the magna carter is examined as 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 9 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.
PB	Y7 Origins of religion. Denominations. Who was Jesus? Truth claims Y8 Journey of life. Life after death. Y9 Inspirational people. P&D (MLK) Y10 Good and Evil. Religion and Science. Y11 Nature of God.	Y7 Origins of religion. Denominations. Who was Jesus? Sikhism. Islam. Y8 Journey of life. Life after death. The Shoah. Buddhism. Y9 Inspirational people. P&D (MLK). Y10 Good and Evil. Religion and Science. Y11 Nature	Y7 Origins of religion. Denominations. Y8 Journey of life. Y9 Inspirational people. P&D (MLK) Y10 Religion and Science. Y11 Peace and Justice.	Y7 Origins of religion. Y8 Journey of life Y9 Inspirational people. P&D Y10 Medical Ethics. Religion and Science. Y11 End of life. Equality	Y7 Origins of religion. Denominations. Who was Jesus? Islam. Sikhism. Y8 Buddhism. The Shoah. Y9 Rwandan genocide. Y10 Religion and Science. Y11 Nature of God. Peace and Justice. Equality.

		of God. Peace and Justice			
Geography	Year 9 – Global Cultures Year 10 – Lessons on multicultural societies	Year 9 – Global Cultures Year 10 – Lessons on multicultural societies		Year 9 – Global Cultures	Year 9 – Global Cultures Year 10 – Lessons on multicultural societies
MFL	KS3-KS4 Comparisons with different types of countries, sports, school life, food, festivals	KS3-KS4 Comparisons with different types of countries, sports, school life, food, festivals		KS3 Trips: Spanish play	KS3-KS4 Opportunities to look at French and Spanish speaking countries.
Art	Visits from local artists to work with students Portrait of the Queen for the Jubilee Olympic Icons KS3 visit to galleries in the local area (Bristol)	Project – Icons of Peace and Equality focusing on global figures through a group art project		All Art lessons Creative Studies lessons	Study of multi-cultural art in KS3 Self Portraits in Year 7
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.	Caribbean music, European Music, American Musicals, Christmas Music, Blues, Ragtime, Baroque Music, development of keyboard instruments, Classical	Students have numerous opportunities to participate and perform in school and their local community, from Year 7 to Year 13.	Caribbean music, European Music, American Musicals, Christmas Music, Blues, Ragtime, Baroque Music, development of keyboard instruments, Classical Music, Fusion Music, Reggae, Bhangra, Indian Classical Music, Tango, Samba, My Music, Film Music, Dance

			Music, Fusion Music, Reggae, Bhangra, Indian Classical Music, Tango, Samba, My Music, Film Music, Dance Music, Western Popular Music from 1900s.		Music, Western Popular Music from 1900s.
Computing/ICT	<p>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</p> <p>Yr 8 - Students use video editing software to create a promotional video about the local area. The video must focus on the heritage and history of Midsomer Norton as well as what things there are to do now.</p> <p>Yr 10 - Students look at the impact of age, gender and</p>	<p>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</p> <p>Yr 10 - Students consider the impact on lifestyles and behaviour of the availability of goods and services online</p>		<p>Students are continually encouraged to participate in events which happen in the department, such as the Game Design competition and Mobile Phone App competition.</p>	<p>Yr 10 - Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products</p>

	disability on individuals' choice/use of digital devices				
Business	Cultural development within Business Studies involves students being given the chance to see how the functions of a business operate. Students look at the changes within society and how they may impact on businesses.	In year 11 students look at the topic of the EU and how this impacts upon business trade. Students are encouraged to explore the wealth of different countries and how developed they are. Students benefit from visits to school by business people, to enhance their knowledge and skills.	Students learn about UK corporate, tax and employment law.		
Media	Research and analysis of a range of TV, Film, and radio programmes from British and world culture			Yr.13 Creative Media Production. Social Action and Community Media Unit. Research into community media productions, including interviewing volunteer from SomerValley FM about the impact of	

				Community radio on his life. Yr.11 and Yr.13 produce a community Radio programmer for broadcast on Somer Valley FM	
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. KS4 – Development of skills, techniques and rules.		Numerous opportunities offered for students to be involved in extra-curricular clubs and show a thirst for sport.	Sports taught from other nations – kabadi, aussie rules football, American football and basketball
DT	Graphics & Textiles use of technical/new/smart materials at KS4; cultured cushion project in Year 10; Year 9 international cuisine project All Year groups; taught to have an awareness of where designs come from, how design and manufacture of products can affect the environment	Modern Britain – Food lessons. Cultural diversity of foods and their origins but also the need to eat healthily and to sustain a healthy lifestyle. Year 7 and Year 11 more so but all years.			Catering study of different diets and staple foods eaten around the world and the influence this has on all our lives Global production of Food and food products. Catering Year 10 and 11. Impact of Air miles.

	and the people in it. Inc. Second World countries. Year 9/10 Tex Historical references to design – Year 8 Textiles and Year 8 RM project. WW1 and 2 influences on Food rationing and other products				
Social Skills	Appreciating difference and work on discrimination.		Anti-Bullying work on rights and responsibilities. Discussion about the role of Law and general discussion around democracy		
PSHE	KS3 Year 7: Term 5 'Communities and identities' Year 8: Term 1 'Community', Term 3 'Laws and the justice system' and Term 5 'Identity' Year 9: Term 1 'Liberty and freedom' and Terms 3 & 4 'Parliamentary democracy' KS4	KS3 Year 7: Term 2 'Rights and responsibilities' and Term 5 'Communities and identities' Year 8: Term 1 'Community' and Term 5 'Identity' Year 9: Term 1 'Liberty and freedom' and Terms 3 & 4 'Parliamentary democracy' KS4	KS3 Year 7: Term 2 'Rights and responsibilities' Year 8: Term 3 'Laws and the justice system' and Term 5 'Identity' Year 9: Term 1 'Liberty and freedom' and Terms 3 & 4 'Parliamentary democracy' KS4 Theme days- Health and well-being, Life after school	All years: Students will work on group tasks covering a variety of topics, including role plays, discussions and team challenges- research and posters KS4 Theme days- Health and well-being, Citizenship, Life after school	KS3 Year 7: Term 2 'Rights and responsibilities' and Term 5 'Communities and identities' Year 8: Term 1 'Community' and Term 5 'Identity' Year 9: Term 1 'Liberty and freedom' and Terms 3 & 4 'Parliamentary democracy' All students will experience role plays and discussion topics, covering a variety of scenarios. KS4 Theme days- Health and well-being, Citizenship, Life after school

	Theme days- Health and well-being, Citizenship, Life after school	Theme days- Health and well-being, Citizenship, Life after school	Citizenship- electoral process/ mock elections		
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PSHCE	
Students should be taught:	
Health and Wellbeing	
How to manage transition	<p>English: This is done at KS3 when students are preparing for the demands of KS4</p> <p>Science: Year 7-13 – use of evidence to back theories</p> <p>History: Year 8 transition from monarchy to democracy.</p> <p>PB – Y7 Ultimate Questions - Self reflections</p> <p>Social Skills: Detailed discussion with year 9 and 11 students particularly on next steps</p> <p>PSHE: Year 7: Term 1 'Risk and safety', Year 9: Term 2 'Planning for the future'. KS4- Living in the wider world</p>
How to maintain physical, mental and emotional health and wellbeing including sexual health	<p>Science: Year 7 – reproduction; Year 10 – hormones and the menstrual cycle.</p> <p>Music: attending extra-curricular activities to maintain physical and mental wellbeing.</p> <p>PE: Health Related Exercise units in Years 7, 8, 9, 10, 11.</p> <p>D&T: Plate of Good Health underpins teaching in Food lessons.</p> <p>Social Skills: Self-esteem work is focussed on how we can help ourselves feel good.</p> <p>PSHE: Year 7: Term 3 'Healthy lifestyles' and Term 4 'Relationships/ SRE', Year 8: Term 2 'Risk' and Term 4 'Drugs', Year 9: 'Term 5 'Emotional wellbeing' and Term 6 'SRE'. KS4- Healthy body, healthy mind; SRE; Relationships</p>
About parenthood and the consequences of teenage pregnancy	<p>Science: Year 7 – reproduction. Year 10 – controlling fertility, contraceptive pill, fertility drugs and IVF.</p> <p>History: Year 8 Henry 8 as a poor parent.</p> <p>PB: Y8 Journey of life - Marriage, Parenthood; Y10 Medical Ethics – abortion, fertility treatment.</p> <p>Social Skills: Drugs awareness sessions will go into this area of responsibility.</p> <p>PSHE: Year 7: Term 4 'Relationships/ SRE', Year 8: Term 2 'Risk', Year 9: 'Term 5 'Emotional wellbeing' and Term 6 'SRE'. KS4- Relationships, SRE</p>
How to assess and manage risks to health and to stay, and keep others, safe	<p>Art: students to become familiar with how to work safely in a practical environment. Health and Safety risks when using clay and lino cutting tools. Training given in using craft knives and scissors safely and sensibly.</p> <p>Science: Year 7-13 – completion of practical work following safety rules and responding effectively when there are chemical spills or breakages.</p>

	<p>History: Year 7-8 diet and life style.</p> <p>PB: Y8 Journey of life – dealing with death</p> <p>PE: Consideration of importance of warm-up/cool-down and use of equipment; GCSE – Risk assessments.</p> <p>D&T: Safety in workshop and specialist DT rooms.</p> <p>Social Skills: Drugs awareness topic</p> <p>PSHE: Year 7: Term 1 'Risk and safety', Term 3 'Healthy lifestyles' and Term 4 'Relationships/ SRE', Year 8: Term 2 'Risk' and Term 4 'Drugs', Year 9: 'Term 5 'Emotional wellbeing' and Term 6 'SRE'. KS4- Theme days- Health and well-being (First aid)</p>
How to identify and access help, advice and support around health and wellbeing	<p>Science: Year 11 BTEC – completion of assignment on NHS and healthy lifestyles.</p> <p>PB: Y10 Medical Ethics – Suicide, Hospices. Y11 Equality</p> <p>Social Skills: Discussion and signposting to school nurse</p> <p>PSHE: Year 7: Term 1 'Risk and safety', Term 3 'Healthy lifestyles' and Term 4 'Relationships/ SRE', Year 8: Term 2 'Risk' and Term 4 'Drugs', Year 9: 'Term 5 'Emotional wellbeing' and Term 6 'SRE'. KS4- Tutorial programme/Theme days- Health and well-being; SRE, relationships, Drugs and the law</p>
How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco	<p>PB: Y8 Journey of life. Life after death; Y9 Suffering and Evil; Y10 Medical Ethics. Good and Evil. Peace and justice; Y11 Equality. End of life.</p> <p>MFL: KS4 Healthy Eating/sport/drugs/alcohol</p> <p>PE: Healthy active lifestyle section during 'About Me' super learning day. KS3 – All years cover Health Related Exercise each year. GCSE – Theory content relating to healthy active lifestyles.</p> <p>D&T: To have an awareness of health choices within their choice of ingredients. Nutritional awareness from Year 7. Balanced diet all Years. Nutritional analysis of Food products that they make. KS4 Catering.</p> <p>Social Skills: All materials and discussion is around being aware of how health and wellbeing are affected by drugs, alcohol and smoking. There is also a discussion around keeping safe with a reference to sexual health in year 9.</p> <p>PSHE – Year 7: Term 3 'healthy lifestyles', Year 8: Term 4 'Drugs', Year 9: Term 5/6 'Emotional wellbeing/ SRE'. KS4- Theme days- Health and well-being, Drugs and the law</p>
How to respond in an emergency including administering first aid	<p>Science: Year 7-13 – completion of practical work following safety rules and responding effectively when there are chemical spills or breakages.</p> <p>D&T: Safety in workshop and specialist DT rooms.</p> <p>Social Skills: Self-esteem work Drugs awareness.</p> <p>PSHE: Theme days with a session focussed on First Aid and emergency</p>
The role and influence of the media on lifestyle	<p>English: This is particularly relevant at KS3 as there is a unit for Year 8 students on "Media and Advertising". This SOL takes into account the use of the media and the ways in which this has evolved. This is also evident at KS4</p>

	<p>with the “Spoken Word” CA where students will need to explore the way that the media presents to the general public attitudes on certain sections of society.</p> <p>Science: Year 7-13 – use of media articles used throughout especially on current affairs e.g. disease, cloning, stem cells.</p> <p>History: Year 10- Nazi propaganda and its impact and the WW1 propaganda.</p> <p>Social Skills: Self-esteem work on image</p> <p>PSHE: Year 7: Term 3 ‘Healthy lifestyles’, Year 8: Term 4 ‘Drugs’, Year 9: ‘Term 5 ‘Emotional wellbeing’ and Term 6 ‘SRE’. KS4- Tutorial programme/ Theme days, healthy body, healthy mind, Living in the wider world.</p>
Relationships	
<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>Science: Year 7-13 group work and debates.</p> <p>History: Year 8 interaction between Europe and Africa.</p> <p>PB: Y8 Journey of life - Self reflections; Y9 Prejudice and Discrimination; Y10 Medical Ethics</p> <p>Social Skills: Friendships and relationships skills; Drugs awareness and Self Esteem work</p> <p>PSHE: Year 7: Term 1 ‘Risk and safety’, Term 3 ‘Healthy lifestyles’ and Term 4 ‘Relationships/ SRE’, Year 8: Term 2 ‘Risk’ and Term 4 ‘Drugs’, Year 9: Term 2 ‘Planning for the future’, ‘Term 5 ‘Emotional wellbeing’ and Term 6 ‘SRE’. KS4- Tutorial programme/ Theme days- relationships, living in the wider world, SRE</p>
<p>How to recognise and manage emotions within a range of relationships</p>	<p>History: Group work, debates focusing on PLTS</p> <p>PB: Y7 Ultimate Questions; Y8 Journey of life</p> <p>Social Skills: Friendships and relationships topics.</p> <p>PSHE: Year 7: Term 3 ‘Healthy lifestyles’ and Term 4 ‘Relationships/ SRE’, Year 8: Term 2 ‘Risk’ and Term 4 ‘Drugs’, Year 9: Term 2 ‘Planning for the future’, ‘Term 5 ‘Emotional wellbeing’ and Term 6 ‘SRE’. KS4- Tutorial programme/ Theme days- health and wellbeing, SRE.</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>PB: Y9 P&D – whole unit; Y11 Peace and Justice, Equality.</p> <p>Social Skills: Self-esteem, drug awareness , anti-bullying and friendship and relationship skills topics</p> <p>PSHE: Year 7: Term 1 ‘Risk and safety’, Term 3 ‘Healthy lifestyles’ and Term 4 ‘Relationships/ SRE’, Year 8: Term 2 ‘Risk’ and Term 4 ‘Drugs’, Year 9: Term 2 ‘Planning for the future’, ‘Term 5 ‘Emotional wellbeing’ and Term 6 ‘SRE’. KS4- Tutorial programme/ Theme days- Health and wellbeing, Relationships, SRE.</p>

About the concept of consent in a variety of contexts (including in sexual relationships)	<p>History: Year 10 Nazi Germany consent to participate in holocaust.</p> <p>PSHE –Year 7: Term 4 'Relationships/ SRE', Year 9: Terms 5/6 'Emotional well-being/ SRE'. KS4- Tutorial programme/ Theme days- Health and wellbeing, Relationships, SRE, Living in the wider world.</p>
About managing loss including bereavement, separation and divorce	<p>PB: Y8 Journey of life – dealing with divorce, dealing with death. Y10 Medical Ethics – Suicide, Hospices, Euthanasia,</p> <p>Social Skills: Self-esteem topic</p> <p>PSHE: Year 7: Term 1 'Risk and safety', Term 3 'Healthy lifestyles' and Term 4 'Relationships/ SRE', Year 8: Term 2 'Risk' , Year 9: Term 2 'Planning for the future', 'Term 5 'Emotional wellbeing' and Term 6 'SRE'. KS4- Tutorial programme- Healthy body, healthy mind, Living in the wider world.</p>
To respect equality and be a productive member of a diverse community	<p>English: This is evident in the cultural SOL that we explore at both KS3 and KS4</p> <p>History: Year 8 Slave trade, Year 10 Nazi Germany and South Africa teach about the importance of equality.</p> <p>PB: Y9 P&D; Y11 Equality, Peace and Justice</p> <p>Social Skills: Anti bullying and appreciating difference topics</p> <p>PSHE: Year 7: Term 5 'Communities and identities', Year 8: Term 1 'Community' and Term 5 'Identity', Year 9: Term 1 'Liberty and freedom'. KS4- Tutorial programme- Healthy body, healthy mind, Living in the wider world.</p>
How to identify and access appropriate advice and support for relationships	<p>PB: Y8 journey of life</p> <p>Social Skills: Friendships and relationships topics – signposting to off the record etc.</p> <p>PSHE: Year 7: Term 3 'Healthy lifestyles' and Term 4 'Relationships/ SRE', Year 8: Term 2 'Risk' , Year 9: Term 2 'Planning for the future', 'Term 5 'Emotional wellbeing' and Term 6 'SRE'. KS4- Tutorial programme- Healthy body, healthy mind, Living in the wider world.</p>
Living in the Wider World	
About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	<p>History: Year 9- Rulers responsibility to protect the rights of their subjects. Year 12-13 Economic impacts of different jobs.</p> <p>PB: Y8 Journey of life; Y9 P&D Inspirational people; Y10 Wealth and Poverty. Medical Ethics; Y11 Equality. Peace and justice.</p> <p>Geography: Year 9 – Development Unit</p> <p>Music: Students learn to develop skills of responsibility and contributing within their community.</p> <p>Business: Big Pitch Enterprise activity. All units look at how students can be entrepreneurs in the local and national economy.</p>

	<p>Social Skills: Conflict resolution and Anger Management concepts are based around the need to be able to function as society expects and to make sure they are able to contribute economically to society in general. There are very definite conversations around personal and societal rights and responsibilities in general</p> <p>PSHE – Year 7: Term 5 ‘Communities and identities’, Year 8: Term 1 ‘Community’ and Term 6 ‘Managing money’, Year 9: Term 1 ‘Liberty and freedom’ and Term 2 ‘Planning for the future’. KS4- Theme days/ Tutorial programme- Healthy body, healthy mind, Living in the wider world.</p>
How to make informed choices and be enterprising and ambitious	<p>Science: Year 8 horticulture, growing and selling plants.</p> <p>History: Group work and dilemma based learning helps students to make choices.</p> <p>Social Skills: Decision making topic</p> <p>PSHE: Year 7: Term 6 ‘Enterprise’, Year 8: Term 6 ‘Managing money’, Year 9: Term 2 ‘Planning for the future’. KS4- Theme days/ Tutorial programme- Living in the wider world (finance)</p>
How to develop employability, team working and leadership skills and develop flexibility and resilience.	<p>History: Students across the key stage develop PLTS and are assessed on their ability to work as leaders and team workers.</p> <p>PB: Y7 Ultimate Questions. Origins of religion; Y8 Journey of life; Y9 Inspirational people. Suffering and evil; Y10 Religion and Science; Y11 Equality. Peace and Justice.</p> <p>Geography: Defined roles given in frequent group work activities, with reference to PLTS.</p> <p>MFL: Learning a language allows you develop flexibility, resilience, team work, mutual respect</p> <p>Music: Developing communication skills, working in pairs, as a team and contributing; Developing leadership skills to perform to others, direct groups and appraise work. Having patience and resilience.</p> <p>Business: People in work unit, including how to apply and develop skills for employment.</p> <p>PE: JSLA Leaders award offered to Y10 students as a credible qualification</p> <p>D&T: Controlled assessments; flexibility and resilience. KS4, but also in all practical lessons. The role they play in keeping a safe environment and team ethic in working towards a goal.</p> <p>Social Skills: In groups we ensure that students are aware of the different skills that are needed to work cooperatively with others and overtly point out that the skills they learn here in small group sessions, needs to be transferred to other lessons and into the wider world.</p> <p>PSHE – Year 7: Term 6 ‘Enterprise’, Year 8 ‘Managing money’, Year 9 ‘Planning or the future’. KS4 - Theme days/ Tutorial programme- Living in the wider world (finance)</p>
About the economic and business environment	<p>All Business Units: Investigating the Business Environment (including starting a new business), Business Finance, Promoting a product, Job Roles and Functions in Business (includes application process).</p> <p>PSHE: Year 7: Term 6 ‘Enterprise’, Year 8: Term 6 ‘Managing money’, Year 9: Term 2 ‘Planning for the future’. KS4- Theme days/ Tutorial programme- Living in the wider world (finance)</p>

How personal financial choices can affect oneself and others and about rights and responsibilities as consumers	PSHE: Year 7: Term 2 'Rights and responsibilities' and Term 6 'Enterprise', Year 8: Term 3 'Laws and the justice system' and Term 6 'Managing money', Year 9: Term 2 'Planning for the future'. KS4- Theme days/ Tutorial programme- Living in the wider world (finance)
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Citizenship	
<i>Students should be taught about:</i>	
Key Stage 3	
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-Year 8 Changing nature of government and the increasing power and influence of parliament. PB: Y8 Journey of life. Y9 Inspirational people. P&D (MLK) PSHE – Year 8: Term 3 'Laws and the justice system', Year 9: Terms 3&4 'Parliamentary democracy'.
The operation of Parliament including voting and elections and the role of political parties	History: Year 7-Year 8 Changing nature of government and the increasing power and influence of parliament. PB: Y8 Journey of life; Y9 Inspirational people. P&D (MLK) PSHE - Year 8: Term 3 'Laws and the justice system', Year 9: Terms 3&4 'Parliamentary democracy'.
The precious liberties enjoyed by the citizens of the United Kingdom	History: Year 7 Crime and punishment compares rights and liberties to modern day citizens; Year 8 Crown vs. church shows the impact of different legal systems. PB: Y8 Journey of life; Y9 Prejudice and Discrimination (Gandhi & MLK). D&T: awareness of others in a practical setting. Social Skills: Work on discrimination of others is based around how we experience lift here in the United Kingdom and that others elsewhere do not have those kinds of liberties.

	<p>When working on consequences to actions discussions are held around the law and what constitutes justice and why it matters.</p> <p>PSHE – Year 7: Term 2 'Rights and responsibilities', Year 8: Term 3 'Laws and the justice system', Year 9: Terms 3&4 'Parliamentary democracy'.</p>
The nature of rules and laws and the justice system, including the role of the police, the operation of courts and tribunals	<p>History: Year 7 Crime and punishment compares rights and liberties to modern day citizens; Year 8 Crown vs. church shows the impact of different legal systems.</p> <p>PB: Y8 Journey of life; Y9 Prejudice and Discrimination (Gandhi & MLK).</p> <p>Social Skills: Work on discrimination of others is based around how we experience life here in the United Kingdom and that others elsewhere do not have those kinds of liberties.</p> <p>When working on consequences to actions discussions are held around the law and what constitutes justice and why it matters.</p> <p>PSHE - Year 7: Term 2 'Rights and responsibilities', Year 8: Term 3 'Laws and the justice system', Year 9: Terms 3&4 'Parliamentary democracy'.</p>
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 participate in school-based activities	<p>PSHE - Year 7: Term 2 'Rights and responsibilities', Year 8: Term 1 'Community', Term 3 'Laws and the justice system', Year 9: Terms 3&4 'Parliamentary democracy'.</p>
The functions and uses of money, the importance of personal budgeting, and managing risk	<p>Science: Year 8 – use of alternative fuels and financial implications.</p> <p>History: Year 8 civil war links with poor running of the economy.</p> <p>D&T: Choosing materials wisely to suit a budget. All DT and all year groups.</p> <p>PSHE: Year 7: Term 6 'Enterprise', Year 8: Term 6 'Managing money', Year 9: Term 2 'Planning for the future'</p>
the need for mutual respect and understanding	<p>History: Year 7 Normans- respect of Saxon culture; Year 8 respect for different religious beliefs (Catholics/protestants)</p> <p>PB: Y 7 Truth claims; Y8 Journey of life; Y9 Suffering and evil. P&D MLK; Rwandan genocide</p> <p>MFL: High expectations and strong classroom behaviour management; Encouraged to listen to each other and support one another without ridicule;</p> <p>PE: Fixture code of behaviour consistently adhered to and taught as a way to respect others and represent the school.</p> <p>Social Skills: Relationship Skills and Anti Bullying work also work on discrimination inform this area of citizenship</p> <p>PSHE – Year 7: Term 5 'Communities and identities', Year 8 'Identity', Year 9 'Liberty and freedom'</p>

Key Stage 4	
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	PB: Y11 Peace and Justice. Equality. PSHE –Tutorial programme/ Theme days- Health and well-being, Life after school, Citizenship- electoral process/ mock elections
The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	Science: Year 10 – quarrying debate in the Yorkshire dales, students represent different viewpoints. PB: Y11 Equality. Peace and Justice. PSHE – Tutorial programme/ Theme days- Health and well-being, Citizenship, Life after school, Citizenship- electoral process/ mock elections
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	History: Year 10: South African democracy during and after apartheid. PSHE – Tutorial programme/ Theme days- Health and well-being, Life after school, Citizenship- electoral process/ mock elections
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	Science: Year 11 – varying laws in different countries on stem cell research. PB: Y11 Equality. Peace and Justice. PSHE – Tutorial programme/ Theme days- Health and well-being, Life after school, Living in the wider world, Citizenship- electoral process/ mock elections
Human rights and international law	PSHE - Tutorial programme/ Theme days- Health and well-being, Citizenship, Life after school, Living in the wider world
The legal system in the UK, different sources of law and how the law helps society deal with complex problems	PSHE - Tutorial programme/ Theme days- Health and well-being, Citizenship, Life after school, Living in the wider world
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	PB: Y10 Wealth & Poverty; Y11 Equality. D&T: The impact of packaging and air miles on the environment. All Years Graphics and Food. Sourcing locally grown food and made products PSHE - Tutorial programme/ Theme days- Health and well-being, Citizenship, Life after school, Living in the wider world
The different ways in which a citizen can contribute to the improvement of his or her	PB: Y10 Wealth and Poverty; Medical Ethics. Y11 Equality. Peace and justice. MFL: How to protect the environment; Anti-bullying; Improving school; Healthy life choices

<p>community, to include the opportunity to participate actively in community volunteering as well as others form of responsible activity</p>	<p>PE: JSLA leaders award preparing students to lead in and outside of school. PSHE - Tutorial programme/ Theme days- Health and well-being, Citizenship, Life after school, Living in the wider world</p>
<p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p>	<p>Business: Unit 2 Business Finance Maths: Students calculate Tax, overtime and use interest rates as examples of % in everyday use. Also some students will use index prices as a measure of growth etc. Talk about risk /Probability etc with reference to probability. PSHE - Tutorial programme/ Theme days- Health and well-being, Life after school (finance), Living in the wider world</p>