

St Dunstan's School SMSC Audit
November 2025

Descriptor	English: (Year Group, Term: Unit name in Curriculum Booklet (aspect covered)	Maths: (Year Group, Term: Unit name in Curriculum Booklet (aspect covered)	Science: (Year Group, Term: Unit name in Curriculum Booklet (aspect covered)	Geography: (Year Group, Term: Unit name in Curriculum Booklet (aspect covered)	History: (Year Group, Term: Unit name in Curriculum Booklet (aspect covered)	French: (Year Group, Term: Unit name in Curriculum Booklet (aspect covered)	Other KS3 Subjects: (Subject Year Group, Term: Unit name in Curriculum Booklet (aspect covered)
The spiritual development of pupils is shown by their:							
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	Year 7 Term 2 Myths and Legends - Myths and legends often deal with universal human themes — good and evil, life and death, courage, fate, justice, creation, and meaning. Term 3 October, October - invites pupils to reflect on who they are and where they belong. October's journey — from living in the woods with her father to navigating life in the city.	Year 7, Spring Term: Patterns and Proportion (aspect covered: recognising logic, fairness, and order in mathematical reasoning, helping pupils consider their own approach to problem-solving and decision-making)	Year 9, Summer Term: The Universe and Our Place Within It (aspect covered: investigating scientific concepts about life, the universe, and human impact, prompting reflection on personal beliefs and ethical responsibilities)	Year 8, Autumn term: Global issues: studying human-environment interactions and global challenges, encouraging pupils to consider their own values and responsibilities in society)	All KS3 and 4 Pupils give their views on what they value as most important or the main reason for something happening and justify why using their beliefs.	Year 7, Summer Term: My World and Culture (aspect covered: learning to express personal ideas and understanding other cultures, helping pupils reflect on their own identity and cultural assumptions) KS3 and KS4 Students discuss the importance of learning languages and are reflective in its use	Art – Year 8, Autumn Term: Identity and Expression (aspect covered: using visual creativity to explore personal beliefs, emotions, and perspectives on the world) Music – Year 7, Autumn Term: Elements: Learning The World Peace Day song to be reflective on their own lives and exploring human experiences through song

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	<p>Year 8_Crime Writing - raises questions about what is right and what is wrong and allows reflection on moral beliefs.</p> <p>Year 9 Term 4: Voices of Identity – Poetry and Perspective (aspect covered: exploring personal beliefs, moral dilemmas, and cultural perspectives through poetry and prose, encouraging pupils to reflect on their own values and worldview)</p> <p>Year 10 and 11: Across both Language and Literature, students</p>						

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	encounter texts that explore life's moral, emotional, and spiritual questions , such as: What is good and evil? (<i>Macbeth</i>) What gives life meaning? (<i>A Christmas Carol, An Inspector Calls</i>) How should people treat others? (<i>An Inspector Calls, Poetry Anthology</i>) How do we respond to guilt, forgiveness, or change?						
knowledge of, and respect for, different people's faiths, feelings and values	Year 7 Term 1 - Roots of English Language: Considering the origins of our language from Anglo-Saxon, Norse,	Year 7, Spring Term: Patterns and Proportion (group problem-solving and exploring fairness in reasoning fosters	Year 9, Summer Term: The Universe and Our Place Within It (discussions on ethical issues build	Year 8, Autumn Term/Summer Term: Global Issues (learning about global communities and environmental	Year 9: Term 1 - Nazi Germany. Looking at why intolerance of others faiths is unacceptable	Year 7, Summer Term: My World and Culture (exposure to French-speaking cultures and customs promotes	Art - Year 8, Autumn Term: Identity and Expression (examining global art traditions teaches respect for

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	<p>Latin, Greek, Arabic, French, Hindi, and many more. By studying word origins, pupils see how different cultures, religions, and societies have shaped modern English.</p> <p>Year 8 and 9 Term 6 - Shakespeare units: Concepts such as sin, confession, marriage, and fate reflect the Christian moral framework of Shakespeare's time. This is compared with beliefs of modern secular or multi-faith perspectives, building awareness of how values evolve</p>	respect for differing approaches)	awareness of others' values)	challenges develops empathy for different societies) and Tribes		<p>appreciation of diversity)</p> <p>KS3 and KS4 Students discuss the importance of learning languages and how the cultures differ</p>	<p>cultural expression)</p> <p>Music - Year 9, Autumn Term: World Rhythms(exploring world music encourages recognition of cultural values and emotions)</p>

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	Year 10 and 11: How faith and morality shape characters and societies — developing respect for how belief systems influence behaviour and culture. A Christmas Carol - Christianity; Sin, fate and Conscience - Macbeth.						
sense of enjoyment and fascination in learning about themselves, others and the world around them	All Key stage 3 classes throughout the year - Library lessons: nurtures a lifelong love of reading by immersing pupils in stories, plays, and poetry from different times, cultures, and	Year 7, Spring Term: Patterns and Proportion (investigating patterns, logic, and problem-solving generates excitement and intellectual curiosity)	Year 9, Summer Term: The Universe and Our Place Within It (hands-on experiments and exploration of natural phenomena encourage wonder)	Year 8, Spring Term: Global Issues - sustainability and sustainable settlements	All KS3 lessons, learning about actions in the past and reflecting if they feel they were acceptable or not based on their own beliefs.	Year 7, Summer Term: My World and Culture (learning language and culture sparks enjoyment of global diversity) KS3 and KS4 Students discuss the importance of	Art - Year 8, Autumn Term: Identity and Expression (creative projects cultivate curiosity about self-expression and others’ perspectives)

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	<p>voices. Focus on choice and reading for pleasure.</p> <p>Developed also in: Year 7 October October, Lark Year 8 The Gothic, Year 9 Lord of the Flies and Animal Farm, Year 10 and 11 A Christmas Carol, An Inspector Calls, Macbeth, Poetry Anthology</p>					<p>learning languages and are reflective in its use</p>	<p>Music - Throughout all KS3 units students find a sense of enjoyment through expression in performing and being creative in composition work.</p> <p>Drama: Students are involved in the exploration of the cultural context of the Pantomime creating their own versions of a pantomime. This scheme has Commedia links</p>

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							(but British tradition) with links to Greek Myths and Legends for LA groups
use of imagination and creativity in their learning	In each key stage there is the opportunity to undertake different types of creative writing. For example: Year 7 - Myths and Legends, Non Fiction Your Planet Needs You Year 8 - The Gothic, Non Fiction Crime Writing Year 9 - Futuristic Fiction, Non Fiction The Art of Rhetoric, Year 10 and 11	Students are encouraged to think creatively to solve problems. Problem solving is a key focus of the department. 'Q+' problem solving questions are included on each homework and there is a problem solving poster included in the main maths classrooms.	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. Year 9 use play-doh to model chromosomes in cells and show the process of mitosis and meiosis Year 9 model atoms and create	Year 8 – Designing the perfect city Year 7 – design a polar animal	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 requiring creativity and imagination	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	Media - All controlled assessments carry planning and production tasks. Computing - Students explore creativity and imagination in the design and construction of digital products Y7 - Students design a video advert using different techniques such as

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	Creative Writing narrative, description and non fiction speech, letter, article writing		their own molecules using molymods				storyboarding, scripting and use of camera angles. Freedom is allowed so that the advert can cover an area of their choice. Y7 - Game design - Students design their own game and are given the opportunity to design levels in 3D, as well as writing a story and creating objectives for the game. Y8 - Web design - Students design a website for a topic of their choice Y8 - Plan an event - Students plan an

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							event to promote a local cause of importance to them
willingness to reflect on their experiences	Speaking and Listening projects in KS3 and 4 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. KS3 - Etymology, The Art of Rhetoric and Noughts and Crosses KS4 Spoken Language	Students regularly reflect on their learning in class. It is built into our marking procedure and students respond to their mistakes in green pen on home works which are set on a fortnightly basis. This green pen reflection is monitored in fortnightly book audits.	Year 8 'Keeping healthy' – improving quality of living; consequences of smoking Year 10 Biology Unit 5 'Homeostasis & response– give some changes that occur at puberty and link with secretion of hormones All years are encouraged to reflect on their practical work, identifying areas of difficulty and suggesting how to	Throughout all units, students reflect on their learning. They will evaluate their own work and decide on their own WWW and EBI	All Key Stages required to reflect on their learning and respond to feedback by setting their own targets etc. They reflect on what they have done well and what they need to work on to continue to improve.	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.	Media - 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 - Throughout all units, students reflect on their learning. They will evaluate their own work using peer reviews, self evaluation and

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	Presentation allows students to explore and reflect upon areas of interest/experience		overcome these and improve.				responding to teacher feedback.
The moral development of pupils is shown by their:							
ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	<p>Novels allow discussion of why characters act as they do, who is right or wrong, moral and ethical decisions. E.g. Yr 9 Lord of the Flies Good v Evil, Are humans inherently good, evil or a mixture of both?</p> <p>Yr 9 War Poetry – ethics of war</p> <p>Environment project in year 7</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>Year 8 and 11 – global warming debate, looking at the use of fossil fuels and the effect on the environment.</p> <p>Year 7 'combustion; 'consequence of burning fuels to the environment'; 'reproduction – moral aspects'</p> <p>Year 9 issues with formation of genetically modified crops and the impact</p>	<p>Year 8 Crime Unit: Spatial Patterns of Crime – Explore how and why crime rates vary between different areas (urban vs rural, local hotspots, land use patterns). Introduce choropleth maps and crime mapping using GIS tools.</p> <p>Causes and Factors Influencing Crime – Examine</p>	<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, t</p> <p>Year 8 – European treatment of African enslaved.</p> <p>year 9 - Holocaust and the dangers to minority groups</p>	<p>In both Key Stages (KS3-KS4) students are encouraged to respect each other and also respect different cultures.</p>	<p>Media: Consideration of products and their suitability for specific audiences. In depth study of BBFC and copyright.</p> <p>Computing: Students encouraged to respect other people's views and opinions during all group and whole class discussions. Y7 – E Safety Unit: Cyber Security.</p>

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	<p>allows students to consider issues that affect them and others and to campaign about it.</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>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</p>	<p>social, economic, and environmental factors (e.g. poverty, unemployment, urban design, lighting, CCTV coverage).</p> <p>Perception of Crime and Fear of Crime – Discuss how perceptions differ by age, gender, and location. Include fieldwork or surveys on how safe students feel in their local area.</p> <p>Preventing and Managing Crime – Study how communities, planners, and governments</p>	<p>without law protection.</p>		<p>(hacking, copyright, computer misuse, and eSafety)</p> <p>Y9 ICT and Y10-11 iMedia Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products.</p>

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			advantages and disadvantages of cloning techniques. Make informed judgements about the economic, social and ethical issues concerning genetic engineering.	reduce crime through urban design (e.g. “defensible space”, community policing, regeneration projects).			
understanding of the consequences of their behaviour and actions	Texts such as Macbeth, A Christmas Carol and An Inspector Calls, 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.	Teachers deploy praise and sanction in accordance with the school’s behaviour policy. Compound interest is included in our schemes of learning. Teachers explain the nature of APR and how interest can	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’.	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.	Year 7 – elect a king in 1066 - understand the difficulties of ruling. Year 7 – Identifying consequences of Henry VIII decisions and understanding the impact of Henry VIII changes to the church. Year 9 – Understanding the consequences of	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.	Computing: 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

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	<p>Year 7 - Your Planet Needs You examines effect of environmental issues</p> <p>Year 8 - Crime Writing looks at the prison system, journalism and reliability of articles on Jack the Ripper</p> <p>Year 9 - Lord of the Flies - how a society gradually changes as a result of actions or inaction</p>	<p>increase an amount by more and more each year.</p>	<p>Year 7 'Energy' – reducing heat loss, renewable energy.</p> <p>Year 8 'Keeping healthy' – improving quality of living; consequences of smoking & drug use.</p> <p>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>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 flooding along coasts and rivers. Consideration is given to how much these issues that arise are man-made and are</p>	<p>punishing Germany after World War 1.</p>		<p>including mobile devices and with due regard to e-safety.</p> <p>Y7 – E Safety: Risk and benefit of social networking</p> <p>Y8 - Students do a lesson on sexting which involves some hard hitting real life case studies.</p>

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				because of exploitation. Similarly, in the development topics (Year 11), debate centres on the role of humans and how ethical our actions are. Year 8 –Global Issues - looking at the consequences of human activity			
interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	KS3 Year 7, Literary Heritage extracts that explores themes linked to morals e.g.October October, Lark, Your Planet Needs You Year 8 issues and viewpoints	Students are encouraged to share ideas and these are discussed openly. All viewpoints are considered and valued.	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,	Year 11 – Units on population change including birth control policies and the impacts of migration Year 11 – Lessons on multicultural societies, poverty, migration	Year 7 – students consider problems of oppressing conquered nations Year 7 – students consider the consequences of changing the country’s main religion to protestant	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.	Media: Discussion regularly about current media debates. Computing: Students explore moral issues around the use of digital technology –For example,

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	<p>explored through poetry unit including challenging of stereotypes War Literature .</p> <p>Year 9, Lord of the Flies, Animal Farm, Identity Poetry, study of a Shakespeare play e.g. "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,</p>		<p>'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.</p> <p>Year 11 Chemistry C9 'Atmosphere' – burning fuels, global warming, acid rain, global dimming, harmful emissions, alternative fuels, biodegradable products.</p> <p>Year 11 Chemistry C6 -Rates & Extent of chemical change</p>		<p>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, – students investigate the moral and ethic whilst examining</p>		<p>copyright and plagiarism.</p> <p>Computing: Yr 7 students examine the impact that their own digital footprint can have on their futures Yr 8 - Students consider accessibility issues when evaluating and developing digital products. Yr 10 Computer Science - Students investigate ways in which ICT can be used to monitor individuals' movements and communications.</p>

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	social duty and responsibility		– catalysts and reducing costs in industry		different viewpoints and implications of the Holocaust.		
The social development of pupils is shown by their:							
use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	KS3 All SOL allow for S&L opportunities including drama or empathy tasks that can focus on a specific character and their experiences. KS4 S&L through discussing, presenting and role-play as issues are directly linked to SOL, and ones which will impact on their	Examples and questions include names from diverse ethnic and socio-economic standpoints. Pupils from all races/genders/soci o-economic backgrounds work together in pairs/teams within lessons, sharing ideas and developing their social skills.	Group work completed in every year; Lab partners used in different lessons so students work with different members of their class to complete work and investigations.	Pair/group work/speaking in front of the class	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	In both Key Stages (KS3-KS4) students participate frequently in pair and group work and are asked to speak in front of the class.	Drama: Group work for performance, differentiated with specific reference to cultural needs e.g. considering religious beliefs when exploring texts Art: Trips organised to Museum and Hauser and Wirth- Bruton Working with artists (clay

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	understanding of cultures and the acceptable use of language						workshop) PP and or G and T Develop links with Strode College - Sixth Form and Bridgewater College- Millfield school
willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively	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	In pairs and group work students of all races/genders/soci o-economic backgrounds work together and cooperate to solve problems. Differences/conflic ts have to be resolved.	Years 7-11 group work continually completed where pupils will debate current scientific issues. Years 7-11 Work on group presentations collaborating and organising themselves, then presenting it to others.	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	Group work in all key stages incorporates 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	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	DT: 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.

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	encouraged to share their views and perspectives. Paired and group collaborations in classroom settings, peer assessment.			for a variety of topics.	criteria encourages students to co-operate during lessons and assess how successfully they were able to do this.	Went Well and areas for improvement.	PE: Social strand of KS3 assessment includes work to develop pupils' ability to interact with others through sport and resolve conflict situation. Music: At KS3 most units of work are completed in groups or pairs. Music trips include singing carols, interacting with people in our community and visiting The Royal Albert Hall.

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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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	<p>KS3 Year 7, Literary Heritage extracts that explore themes linked to these values e.g. October October. Lark</p> <p>Year 8, term 3 and 4 respect for others through War Literature also exploring attitudes to individual liberty and mutual respect; linked to Armistice Day and discussions around respect for different attitudes, faiths and beliefs Also Crime Writing.</p> <p>Year 9, Lord of the Flies and Animal Farm, study of a Shakespeare play</p>	<p>Our MNSP Trust resources, text books, and online Sparx homework also ensure that modern attitudes are reflected in the content.</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>	<p>Year 8 - Crime unit</p> <p>Year 11 – Lessons on multicultural societies</p>	<p>Year 7 study the feudal system and compare it to how a school is run Year 7 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</p>	<p>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.</p>	<p>Drama: British values embedded throughout all schemes of work because texts cover multiple aspects of life in modern Britain and beyond</p> <p>Art: 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.</p> <p>DT:</p>

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	<p>e.g. "Romeo and Juliet",</p> <p>KS4 An Inspector Calls, exploring the perspectives of characters of different social and financial status;</p> <p>Year 9 The Art of Rhetoric - Speeches from a range of powerful orators such as Martin Luther King and Emma Watson.</p> <p>KS4 Shakespeare texts, An Inspector Calls, Conflict Poetry which explore society and community.</p>				<p>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.</p>		<p>Students investigate into socioeconomic background, religion and culture</p> <p>PE: Shaking of hands and congratulating the opposition common practice after Matches.</p> <p>Music: Mutual respect for others when performing. Respectful audience demonstrated and round of applause for performers.</p>
The cultural development of pupils is shown by their:							

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understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others	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 e.g. Poetry Anthology	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.	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. ‘Space’ How people long ago thought the constellations were Gods and told stories about them.	Year 11 – Lessons on multicultural societies	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.	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).	Media: KS4 Explores the impact of a variety of media on cultural development in society Music, Spring Term: The Blues. Exploring the history of music and how this has shaped the music we listen to today.
understanding and appreciation of the range of different	All SOL covers this, again through S&L. However,	Questions and images have been adapted on	Within year 10 and 11	Year 11 – Lessons on	Year 8 British slave trade, examining	In both Key Stages (KS3-KS4) students make comparisons	Media: Consideration of representation of a

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cultures in the school and further afield as an essential element of their preparation for life in modern Britain	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 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	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'.	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.	multicultural societies	the different African cultures.	of how different countries operate in a variety of ways (festivals, sports, social time, food, school life, youth culture).	range of cultures / social groups. Theories to analyse it.

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	periods and discuss different attitudes and views suggested then design their own. Year 9 - Small Island considers the impact and treatment of the Windrush Generation						
ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	All literature texts expose students to literature that focus on themes common to all humans, such as: Love, friendship, and family Ambition, guilt, and moral choice Grief, fear, and courage						
knowledge of Britain's democratic	KS3 study of literary heritage extracts	Where possible, questions and	Year 10 B1 'Cell Biology' – stem		Year 8 Civil war looking at the	If relevant at time – political agendas	Political bias of newspapers

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parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain	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 things are still evolving. E.g. Macbeth – links to gunpowder plot, AIC, social justice and welfare system, 19th century novel, laws and attitudes.	images are used to ensure all groups are included.	cell research and funding. Year 8 ‘Keeping Healthy’ - Discussions of how guidelines regarding what are healthy foods change over time		developing role of parliament and democratic principles. The English Civil war - a founding tool for democracy.	in France discussed. Comparisons drawn between the WW1 soldiers’ uniforms of France and UK.	explored and students reflect upon their own values and beliefs - Term 3 Year 10
willingness to participate in and respond positively to artistic, musical,	All SOL at KS3/KS4 cover this element, as there is	Team activities and competitions encourage	Years 7 – 11 creative tasks completed	Year 11 – Lessons on	Year 7 and 8 creative tasks such as castle, shield and abolitionist	European day of languages competitions.	Media: Competitions and opportunities to participate in

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sporting and cultural opportunities	Speaking and Listening throughout. This is demonstrated through the investigation of culture and the Literary Heritage of our country	participation at all levels of ability.	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' - Students carry out an investigation to look at metabolic rate and what factors affect it	multicultural societies	memorials. This allows students to be artistic.	Use of authentic resources. In y8 students read the poetry of Prevert and Apollinaire. They watch music videos from Belgian, French and Canadian artists. Students also look at a range of Book Covers from French children's authors and discuss the use of fear in French literature.	creative production tasks for the NEA in May - June of Year 10
interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect	KS3 Year 8 term 3 War Poetry, Year 7 term 5 Your Planet Needs You – exploring changes in society over time.	Questions and images have been adapted on schemes of learning to include different cultures, faiths and socio-economic groups to ensure	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	Understanding different cultures is a key part of Geography. In GCSE Geography, students explore the concept of	Year 8 Africa before the slave trade examining how advanced each civilisation was and how they contributed a lot to European development Year	In both Key Stages (KS3-KS4) there are opportunities for students to experience and discuss the different cultures of French speaking countries.	Media: Analysis of representation of different faiths, ethnicities and social groups through representation - gender, ethnicity,

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diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	Year 9 - Identity Poetry, Small Island explore personas from multi faith backgrounds KS4 conflict poetry includes poems from different cultures	all groups are included during the learning process as the 'norm'.	influenced by limited understanding Year 11 B7 'Ecology' How the theory of evolution was derived and not accepted as truth due to religious objections	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	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.		Britain, political parties (Year 10 Component 1)

Completed: November 2025