

St Dunstan's School SMSC Audit - Broader Curriculum Provision

September 2023

| Descriptor | English: | Maths: | Science: | Geography: | History: | French: | Other KS3 Subjects: |
|--|---|---|---|--|--|--|--|
| 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 9 Term 1 Dystopian fiction Introduction to the idea of literature as social commentary Students create their own dystopian fiction, using key conventions and archetypes, aiming for social comment | Year 10 A1 - Angles / Year 10 A2 Number Proof. Students are taught about the nature of mathematical proof (once proven always true) as distinct from scientific proof (best theory given current evidence) and religious belief (accepted without proof). | Year 7 Term 1 Cells - what are living things made of? Year 7 Term 6 Space - how ideas have developed over time Year 10 Term 6 Evolution - investigation of theories and comparison to religious theories Year 11 Fertility unit - IVF, contraception, stem cell research | Year 7 Terms 2 and 3 Impossible Places unit Year 8 Term 4 Marine Ecosystems unit Year 9 Term 5 Ecosystems unit Opportunities to reflect on environments studied | Year 8 Term 4 - Was Britain a better place by 1900 - assessing and reflecting on the impact of the British Empire and the Industrial Revolution Year 8 Term 6 How were Conscientious Objectors treated? Pupils to reflect on what they believe is the correct way to act in war and why | Year 8 Terms 5&6 Studying the culture and beliefs in France and comparing to British cultures and beliefs | Art Terms 1 and 2 Year 7 - abstract art - understanding the groundbreaking nature of the movement and personal response to this |
| knowledge of, and respect for, different people's faiths, feelings and values | Year 10 Term 1 - poetry cluster - a range of viewpoints on | Year 8 Unit 6 Algebra - Students are | Year 8 Term 4 Energy Resources unit | Year 8 Term 1 Population Unit includes reasons for population | Year 8 Term 6 How were Conscientious Objectors treated? | Year 8 Terms 5&6 Studying the culture and beliefs in France and | |

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| | power and conflict exploring different perspectives, values and beliefs linked to these themes | taught about the origins of algebra in early Islamic culture and how these vital ideas were spread west and east in spite of the religious and cultural barriers. | Year 9 Term 1 Using Resources Students are taught that there are different beliefs and the controversies behind different ideas. | growth; migration including Windrush Year 9 Term 6 Climate unit includes causes of climate change. This is also covered in term 2 Year 10. | Pupils to reflect on what they believe is the correct way to act in war and why | comparing to British cultures and beliefs | |
| sense of enjoyment and fascination in learning about themselves, others and the world around them | Year 7 Term 4 An Introduction to Poetry through Nature Year 7 Term 5 - Persuasive Writing linked to the environment KS4 Spoken Language Presentation allows students to explore and reflect upon areas of interest/experience. | Opportunities across all years for problem solving. Students are taught how to organise information and apply mathematical tools to solve problems. | Year 7 Term 1 Cells and Particles: How can the particles theory explain other phenomena Year 7 Term 6 The Earth and Space Year 8 Term 5 microbes and diseases | Year 7 Terms 2 and 3 - Impossible Places unit exploring extreme environments and how life survives/adapts Year 8 Term 1 Population Unit -what impact do we have on the world around us? | Year 7 Term 2 Battle of Hastings unit | Year 7 Terms 1 and 2 Talking About Myself and My Family units Year 8 Terms 2 and 3 Holiday unit Year 9 Term 1 Film unit | Art Year 9 Term 1 and 2 - The Day of the Dead unit Drama Year 7 Term 1 - Pantomime unit Music Year 7 Term 4 African music unit |
| use of imagination and | Year 7 Term 2 | Year 8 Unit 7 - | Y8 Term 3 | Year 8 term 5 | Year 7 Term 1 | Year 7 Term 6 Your | Art Year 8 Terms 3 |

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| creativity in their learning | Myths and Legends Unit - continuing the story of Gawain and the Green Knight | Transformations. Students create tessellations and design their own shapes to transform with reflections, rotations and enlargements | Variation and Inheritance unit - Designing an adapted organism for a specific habitat. | Designing a sustainable settlement | <p>Battle of Hastings Creating speeches for Harold Godwinson</p> <p>Year 8 Term 5 Creating Propaganda posters for World War One</p> | <p>Town unit being able to talk about your hometown and what you can do there</p> <p>Year 8 Term 1 Free Time unit describing clothes, sports, activities and hobbies</p> | <p>and 4 - the Monster Project</p> <p>Art Year 9 Terms 3& 4 anthropomorphism unit</p> <p>Drama Year 9 Terms 5 and 6 - Design Skills unit</p> <p>Music Year 7 Terms 2 - singing</p> <p>Music Year 7 Term 3 - keyboard skills</p> |
| willingness to reflect on their experiences | Year 9 Term 3 - Travel Writing Students are introduced to the idea of the use of tone in travel writing through the works of Bill Bryson and others. Students learn to manipulate tone and other literary by creating their | Year 8 Unit 9 - Accurate Drawing. Scale drawing of rooms from their own house or street. Students are taught about map scales and bearings. | Year 9 Term 1 - Using Resources - students are taught the use of finite and renewable resources. Students are encouraged to think about their own uses of electricity and the impacts they have | <p>Year 8 Term 1 - Population unit</p> <p>Year 8 Term 2 and 3 UK Energy Mix unit</p> | <p>Year 8 Term 5 WWI unit</p> <p>Year 9 Terms 1 and 2 WWII unit</p> <p>Reflection and review of the impact of world wars on life today</p> | | <p>Drama Year 8 Term 4 - The Big Issue unit</p> <p>Drama Year 9 Terms 3 and 4 - Practitioner unit; how drama changes the social climate</p> |

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| | own travel writing | | on the Earth. | | | | |
| 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>Year 8 Term 4 - drama Noughts and Crosses</p> <p>Year 8 Term 5 - Crime Unit based on the novel Coram Boy</p> <p>Year 9 Term 1 Dystopian Fiction unit</p> | <p>Year 7 Unit 1 / Year 9 Unit 12 / Year 10 A1 - Angle Reasoning. - Link to deductive reasoning in Law and chains of evidence that lead to a conclusion of guilt or innocence.</p> | <p>Global warming debate</p> <p>Combustion - burning fossil fuels</p> <p>GM crops</p> <p>Year 9 Term 3 - Atomic structure - different uses of radiation and atoms</p> | <p>Year 7 Term 6 Crime Unit explores what is meant by global crime and how we can prevent it</p> | <p>Year 7 Term 3 - Mediaeval law, looking into how laws have been established and people's rights.</p> <p>Year 9 Term 4 - the Holocaust</p> <p>Year 9 Term 5 Policing in Whitechapel - how Jack the Ripper impacted on methods of policing</p> | <p>Year 9 Terms 3 and 4 Health unit (describe healthy and unhealthy lifestyles)</p> | <p>Drama Year 7 Term 4 - Murder Mystery Unit</p> <p>Drama Year 9 Terms 1 and 2 - Blood Brothers unit; exploring ethics of characters' actions</p> |
| understanding of the consequences of their behaviour and actions | <p>Year 9 Term 4 - Rhetoric: Language to Change the World - writing a persuasive speech on how to improve the world</p> | <p>Year 8 (Unit 8) and Year 9 (End of KS3 Unit) include scatter graphs and correlation - investigating the relationships between different</p> | <p>Global warming</p> <p>Body SYstems - keeping healthy</p> <p>Renewable energy vs fossil fuels</p> | <p>Year 9 Term 6 Climate Futures unit explores causes for changes in climate - natural and human causes</p> | <p>Year 9 Term 4 Holocaust. Looking at the impact of supporting far right movements.</p> | <p>Year 9 Terms 3 and 4 Health unit - describe healthy and unhealthy lifestyles</p> | |

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| | | variables. Students are encouraged to consider whether two different variables are related and have positive, negative, or no correlation with each other, and how changing one variable affects another. | | | | | |
| 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. | <p>Year 7 Term 3 - novel Lark - Use the thematic concerns of the text to discuss current issues, explore moral and ethical issues</p> <p>Year 9 Term 2 - Of Mice and Men; exploration of various types of prejudice and discrimination</p> <p>Year 10 Term 6 An Inspector Calls - class divide,</p> | <p>Year 8 Unit 6 / Year 9 Unit 12 / Year 10 A1 - Pythagoras - Opportunity to place work of the Pythagorean school in context of their isolated community and the their strongly held beliefs (like irrational numbers being impossible).</p> | <p>Year 9 Term 1 - Students are taught about the development of stem cells and their potential use in medicine, along with the ethical and moral reasons behind them.</p> <p>Year 11 Term 2 - Inheritance, Variation and Evolution - Students are taught about the use of genetic modification and</p> | <p>Year 8 Term 2 and 3 UK Energy Mix unit explores a range of energy types and requires students to consider moral and ethical issues of each</p> | <p>Year 9 Terms 2&3 WWII atomic bomb, case studies on battles</p> <p>Year 8 Term 5 - WWI. How should Germany have been treated after World War One, impact of Treaty of Versailles.</p> | <p>Year 8 Terms 5 and 6 France and French People unit develop cultural knowledge of France and appreciate viewpoints of those from a different culture</p> | <p>Drama Year 8 Terms 1 and 2 - The Curious Incident of the Dog in the Night time unit - exploring presentation of a neurodiverse character and how they are treated</p> <p>Drama Year 9 Terms 1 and 2 - Blood Brothers unit; understanding the actions of the mothers and the consequences</p> |

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| | prejudice, injustice | | selective breeding, the practical and scientific implications and the reasons against their use. | | | | thereof |
| 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 | Year 7 Term 5 Environment unit Year 8 Term 4 Noughts and Crosses unit | Year 10 students Maths club work with volunteers from Millfield. | Year 7 Term 2 Health and Digestion Year 9 Term 2 Atmosphere and the Earth's Resources unit Students work in mixed groups to share ideas and construct arguments for and against the use of scientific theories. | Year 7 Term 5 Rivers unit - group discussions of key features of concern such as erosion and flooding | Year 8 Term 4 Was the World a Better Place by 1900 unit - group work to discuss Year 8 Term 5 WWI unit debate and discussion in mixed groups to discuss impact of propaganda | | Drama Year 9 Term 3 Practitioner Based Genre Exploration unit - group work with pupils randomly assigned to groups Music Year 9 Term 3 Band unit - pupils working in groups to learn to play as a band |
| willingness to participate in a variety of communities and social settings, including by volunteering, | | | | | | | KS3 Music group visiting residential home for elderly to deliver a singing project |

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| cooperating well with others and being able to resolve conflicts effectively | | | | | | | Drama Year 8 Terms 3 and 4 Devising from a Stimulus unit - decisions on characters, script, plot working in groups |
| 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. | Year 7 Term 5 Environment unit Year 7 Term 6 A Midsummer Night's Dream unit Year 8 Term 4 Noughts and Crosses Drama unit | | Year 8 Term 6 Atmosphere unit Year 9 Term 3 Atomic Structure unit | | Year 7 Term 5&6 Tudor Religion, the Reformation, understanding religious differences Year 9 Term 4 - the Holocaust, anti semitism | | Drama Year 7 Term 5 - Private Peaceful unit - Drama Year 9 Terms 1 and 2 Blood Brothers unit - ethics of parental choices and consequences |
| The cultural development of pupils is shown by their: | | | | | | | |
| understanding and appreciation of the wide range of cultural influences that have | Year 7 Term 1 Roots of English Unit - understanding of | Slides on famous Mathematicians are included in Maths department | Year 10 Term 1 - Infection and Response unit - Understanding of | | Year 7 Term2 The the Norman Conquest and its impact, Medieval | | Drama Year 7 Term 2 - Pantomime unit Drama Year 7 Term |

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| shaped their own heritage and that of others | linguistic and historic influences on heritage Year 7 Term 2 Myths and Legends unit | “MET” lesson slides, with the aim of inspiring or contextualising their learning in Maths and its uses in history (e.g. Black-Scholes equation is featured in the financial mathematics part of the percentages topic). | the development of vaccinations and the effects of society on their acceptance. Year 11 Term 2 - Inheritance, Variation and Evolution - the development for the theory of evolution and the effects of society, religion and changes in scientific knowledge. | | England including life of women Year 8 term 1 17th Century England including English Civil War | | 5 Private Peaceful unit Drama Year 9 Terms 3 and 4 Practitioner Based Genre Exploration unit - how different genres have influenced social climate |
| understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain | Year 8 Term 3 Poetry about People unit Year 8 Term 4 Noughts and Crosses Drama unit | | | | | | Music Year 8 Term 3 The Blues unit Music Year 9 Term 2 World Music unit |
| ability to recognise, and value, the things we share in common across | Year 8 Term 4 Noughts and Crosses Drama unit | Opportunities across all years groups to emphasise that | | | | | Art Year 9 Terms 1 and 2 Day of the Dead unit |

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| cultural, religious, ethnic and socio-economic communities | Year 8 Term 6 Romeo and Juliet unit | Maths is a shared international language and that modern mathematical research is often carried out by large groups of mathematicians from all countries and cultural backgrounds. | | | | | Art Year 7 Terms 3 and 4 Impressionism and Post Impressionism unit Music Year 8 Term 1 Film Music unit Music Year 8 Term 2 World Music unit |
| knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain | Year 9 Term 1 Dystopian Fiction unit Year 9 Term 4 Rhetoric to Change the World unit Year 8 Term 5 Coram Boy unit | Year 9 Unit 12 / Year 10 A2 when Pythagoras is introduced. Opportunity to link to the founding ideas of democracy (and the origin of the word) in Ancient Greek Society | | | Year 8 term 1 - 17th Century England; the English Civil War - crown vs parliament Year 8 Term 2 Transatlantic Slave trade and its impact | | |
| willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | Years 7, 8 and 9 Term 3 writing competitions local Years 9, 10 and 11 Terms 2, 3 and 4 Anne Frank | Key Stage 3 & 4 National Maths Challenges (UKMT) UKMT Team challenges | Year 11 Term 1 Conservation Conference opportunity in conjunction with Longleat | | | | Art Year 7 Terms 5 and 6 - Cubism unit Art Year 9 Terms 5 and 6 - Surrealism unit |

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| | <p>Writing Competition; national</p> <p>Years 7, 8 and 9 Youth Speaks debate competition Terms 2 and 3</p> | <p>Millfield Team challenges</p> <p>MNSP Year 7/8 Team Maths Competition</p> | <p>Years 7, 8 and 9Term 6 visit to Hinkley Point</p> | | | | <p>Drama Year 9 Terms 5 and 6 Science Fiction unit - watch live recorded theatre and write a review</p> <p>Music Year 7 Term 1 Singing unit</p> <p>Music Year 9 Term 3 - Band unit</p> <p>PE Year 7 Term 1 - Badminton unit</p> <p>PE Year 9 Term 1 Hockey and Rugby units</p> |
| <p>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</p> | <p>Year 8 Term 4 Noughts and Crosses Drama unit</p> <p>Year 9 Term 2 Of Mice and Men unit - exploring different attitudes</p> | <p>On Ada Lovelace Day (October), the Maths department produced a series of slides to be displayed in all five periods of the day celebrating the achievements of</p> | | | | | |

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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 | towards different groups Year 9 Term 6 A Raisin in the Sun play exploring attitudes towards different ethnic groups | women in science, technology, engineering and maths (STEM). A code-cracking competition was also held to encourage student participation. | | | | | |