

SMSC AUDIT 2017

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Spiritual Development

Spiritual Development				
Subject	SMSC: ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	SMSC: sense of enjoyment and fascination in learning about themselves, others and the	SMSC: use of imagination and creativity in their learning	SMSC: willingness to reflect on their experiences
English	<p>Study of various texts including of Mice and Men, Stone Cold, A Christmas Carol encourages students to consider the feelings of others.</p> <p>Discussion tasks focus on how people are treated in different times and contexts. Students are encouraged to contextualise their own perspectives within literature and to use the examples in literature to inform their own perspective.</p>	<p>Study of a range of fiction and non fiction texts informs students' understanding of the world and their place within it.</p> <p>Non fiction texts focus on current events, Shakespeare texts inform understanding of cultural traditions e.g. Macbeth links to James I and the Gunpowder Plot.</p> <p>War Poetry links to Armistice Day and understanding of why we remember.</p>	<p>In each key stage there is the opportunity to undertake different types of creative writing. For example in Year 9 students undertake a "transformative writing" unit whereby different types of texts are studied and then used as a stimulus for transforming into a different type of text e.g. details from a poem may be transformed into a character's diary entry/entries</p>	<p>Speaking and Listening projects such as the Campaign Project in year 8 allow students to research areas of interest and to present their ideas to others explaining why it is important to them. Questioning by peers encourages reflection on topic in hand.</p> <p>KS4 Spoken Language Presentation allows students to explore and reflect upon areas of interest/experience.</p>
Maths	<p>Students are encouraged to share ideas with other students and often work in pairs and teams of mixed race and gender. New text books include questions which engender all beliefs and faiths.</p>	<p>Students work together to complete team challenges.</p>	<p>Project work in KS3 encourages students' creativity.</p>	<p>Reflecting upon their own learning is partly achieved through the completion of green pen comments which identify www and EBI tasks to be undertaken. Students also complete half-termly assessments which they correct/analyse in pairs.</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 pupils investigate the theory of evolution and compare it to the theory of God and creation.</p> <p>Year 10 cover fertility and the use of contraceptives and IVF.</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. Pupils learn about the differences and how these are controlled by genes and the environment.</p>	<p>Year 7- 11 Covered in chemistry, physics and Biology. Pupils use imagination to describe what can't be seen, e.g. cells, atoms, electromagnetic waves.</p> <p>Year 10 Physics Unit 1 – the universe. Be able to explain how 'red-shift' provides evidence that the universe is expanding. Know that the 'Big Bang' theory indicates that the universe began from a very small initial point.</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>
Media	<p>Students consider the social, cultural and political context of media products studies and how this affects communication to audience.</p>	<p>Students select their own controlled assessment task for assignment 3 according to their preferred learning style and what they have learned about their media preferences throughout the course.</p>	<p>All controlled assessments carry planning and production tasks.</p>	<p>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.</p>
Computing	<p>Students promote self esteem through the presentation of their work to others</p>	<p>Students explore how ideas in computing have inspired others</p> <p>Yr 7 - Students create an interactive game 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.</p>	<p>Students explore creativity and imagination in the design and construction of digital products</p> <p>Yr 8 - Students develop apps.</p>	<p>Throughout all units, students reflect on their learning. They will evaluate their own work and decide on their own WWW and EBI.</p>
Geography	<p>In Geography, we encourage spiritual development through</p>	<p>We encourage geographers to be curious about the world in which we live and to</p>	<p>Year 8 - Montserrat role play</p>	<p>Throughout all units, students reflect on their</p>

	<p>providing opportunities for students to reflect upon the landscapes and environments we study within lessons. Year 8 - Investigating countries (as part of Development unit)</p>	<p>ask questions about future events. In Year 8 students look at the potential eruption of Yellowstone Supervolcano and considering how it may alter the world in which we live. In Year 10, students question likelihood of impacts such as global temperature change and how we would have to adapt our lives to survive.</p> <p>A sense of the scale of different locations is constantly referred to in Geography lessons but also when on site during fieldwork. It is covered in covered in all KS4 topics - Human and Physical topics.</p> <p>Year 7 – Units on the UK, World of Work , Water - the great provider</p> <p>Year 8 – hazards, Development Issues, Environmental Issues</p> <p>Year 9 - Population Issues, Weather and Climate, Tourism.</p>	<p>Year 9 - Creating a country</p>	<p>learning. They will evaluate their own work and decide on their own WWW and EBI</p>
<p>History</p>	<p>Year 8 ‘Slave Trade’ looking at different perspectives on how civilised Africa was before the slave trade and comparing different African religions to Christianity. Year 9, 10&11 ‘Hitler and the Holocaust’ examining</p>	<p>all Key Stages e.g. world wars, learning about different countries and cultures through time. Year 8 – ‘Henry VIII’ Fascination at the personal character of Henry VIII. Year 9 – ‘African civilisations’ Enjoyment</p>	<p>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</p>	<p>All Key Stages required to reflect on their learning and respond to feedback by setting their own targets etc.</p>

	different perspectives on the Holocaust	comparing western culture to African culture. Year 9, 10 & 11 – Fascination at how America became a superpower.	and designing castles, shield making’ requiring creativity and imagination Year 8 – ‘Creating portraits of Elizabeth I’ Year 8 – ‘Designing and creating Slave abolitionist memorials’ requiring creativity and imagination	
MFL	Studying the culture of both France and Germany; making comparisons to British culture. Discussing the different types of religious festivals and or holidays	In both Key Stages (KS3-KS4) learning about other countries and the way that people/residents live. Learning communication skills that they can use in another country / with people from different countries.	In both Key Stages (KS3-KS4) use of websites, poster design, booklets, PowerPoint, poems and songs to develop their linguistic skills and develop imaginative writing	In both Key Stages (KS3-KS4) students reflect on their own feedback about how they are learning and progressing. Students are responding to feedback given and encouraged to assess their own learning and progress over time.
Music	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS4 – My Music, Music from India, Eastern Mediterranean, Africa, Central and South America etc.	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS4 – My Music, Music from India, Eastern Mediterranean, Africa, Central and South America etc. Learning Music notation Instrumental Lessons – 1:1 tuition	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS3, 4 Performance/ composition work, including writing own compositions and developing performance skills, writing arrangements, composing and performing cover versions using a variety of ways to notate	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS3, 4 Performance/ composition work, including writing own compositions and developing performance skills, writing arrangements, composing and performing cover versions using a variety of ways to notate music from traditional to graphic notation

Drama	Exploration of awareness of spirituality in other cultures through texts and drama based songs e.g. "Your Grandma and My Grandma"	Mantle of the Expert – Students adopt the language for a particular character e.g. the Science Professor talking about atoms etc	All aspects of drama cover this aspect e.g. improvisation, devised drama, script writing and technical skills	Each performance is self assessed and peer assessed verbally. Written reflection is recorded in working records.
DT	<p>All year groups: Understanding of the needs and requirements of the client/consumer research including surveys, interviews, questionnaires to find out other people's point of view Textiles Year 8- Keith Haring used as a starting point for design ideas. Year 10/11- client interview survey. Investigate Fairtrade, sustainability, organic and 6Rs</p> <p>Year 7 - Aboriginal Art and African Art Extension Task -The Day of the Dead</p> <p>Year 8- Monet inspired creative image created by all students based on local historical and religious buildings around the area.</p> <p>Year 9- Kandinsky mood, feelings and music</p> <p>Year 10- to be confirmed</p>	<p>Study of multicultural Art- learning about symbols, techniques and images. Having a sense of pride with their work being displayed around the school and locally</p> <p>Entering work for competitions (The Lions Peace poster)</p> <p>Artist of the month Award- starting in December</p> <p>Understanding and appreciation of differences and learning to be more accepting. Students are given the opportunity to learn about themselves and others by sharing ideas and values</p>	<p>All Art lessons demonstrate this</p> <p>Use of empathy in role play situations Use of imagination to engage fully in subjects that they are not familiar with</p> <p>Creativity is seen in handouts, poster, information sheets that the students have to create</p>	<p>Self assessment and peer assessment in all year groups</p> <p>All students are actively encouraged to be reflective on their learning and experiences both at home and in school and in Child Development. This is achieved through written and verbal feedback.</p>

	<p>Year 11- Dan Ericson</p> <p>Year 10 and 11 GCSE personal views and opinions on abortion, teenage pregnancy, contraception, fertility and IVF, FGM, scanning and testing for congenital defects and problems.</p> <p>Investigate how different cultures, religious views and morals affect how we bring up our children</p>			
PE	Teamwork and sportsmanship developed through game play.	Motor skill and sensory development at KS3 – pupils 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 – ongoing all year KS4 – analysis of performance and personal exercise program during GCSE PE.
Philosophy and Belief	<p>Y 7 Ultimate Questions. Origins of religion. Who was Jesus? Truth claims, Islam, Sikhism.</p> <p>Y8 Journey of life. Life after death, Special Places, Buddhism, Inspirational people.</p> <p>Y9 Prejudice and</p>	<p>Y 7 Ultimate Questions. Origins of religion. Islam. Who was Jesus? Truth claims, Sikhism.</p> <p>Y8 Journey of life. Life after death. Special places, Buddhism.</p> <p>Y9 Prejudice and Discrimination, Inspirational</p>	<p>Y 7 Ultimate Questions. Truth claims.</p> <p>Y8 Journey of life. Life after death. Special places.</p> <p>Y9 Inspirational people.</p> <p>GCSE: Good and Evil, Religion and Science, End of life, Nature of God.</p>	<p>Y 7 Ultimate Questions. Origins of religion. Truth claims</p> <p>Y8 Journey of life. Special places. Y9 Inspirational people.</p> <p>GCSE: Good and Evil, End of life. Equality.</p>

	<p>Discrimination, Holocaust, Terrorism, arguments for and against the existence of God, the problem of evil and suffering.</p> <p>GCSE: Christian beliefs and Muslim beliefs – Nature of God, Salvation, Life of Jesus, Good and Evil, Religion and Science, End of life, Issues of Equality, Attitudes to Marriage and the family, Peace and justice, Forgiveness and reconciliation, rituals and practices in living faiths.</p> <p>(Full course: crime and punishment and science and religion/medical ethics).</p>	<p>people, Suffering and evil.</p> <p>GCSE: Medical Ethics. Religion and Science, Good and Evil.</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.</p> <p>Students also explore their own feelings and meaning and reflect upon topics such as ethics.</p>	<p>Students have to design their own start up business and come up with ideas for innovation within their chosen area</p>	<p>Student have to create their own business ideas and brands</p>	<p>Students are encouraged to express their own opinion and explore different examples.</p>

	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			
PSHE/Careers	KS3 Careers Assembly Programme See CE Day programme	KS3 Careers Assembly Programme See CE Day programme (including British Values Day)	Careers Assembly Programme See CE Day programme	Careers Assembly See CE Day programme

Moral Development			
Pupils moral development is shown by:			
Subject	SMSC: ability to recognise the difference between right and wrong , readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England	SMSC: understanding consequences of their actions	SMSC: interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of
English	Novels allow discussion of why characters act as they do, who is right or wrong, moral and ethical decisions. E.g. Yr 9 Of Mice and Men – is George right to kill Lennie Yr 7 War Horse – ethics of war	Texts such as Macbeth, Jekyll and Hyde, A Christmas Carol explore the consequences of actions and the effect on others. Students discuss how they would behave in a similar situation and what repercussions may be caused.	KS3 Year 7, Literary Heritage extracts that explores themes linked to morals e.g. A Christmas Carol, War Horse, Private Peaceful Year 8 ethical issues and viewpoints explored through, term 1 theme of homelessness through the novel Stone Cold term 2, War Literature and term 3 “Marketing and Advertising” all

	<p>Campaign project in year 8 allows students to consider issues that affect them and others and to campaign</p> <p>KS4 An Inspector Calls and Macbeth examine how characters are treated and how actions that flout the law lead to serious consequences.</p>		<p>allow exploration of moral and ethical issues</p> <p>Year 9, Of Mice and Men, Conflict poetry, study of a Shakespeare play e.g. Macbeth or "Romeo and Juliet" exploring moral and ethical issues such as loyalty, friendship and betrayal</p> <p>KS4 An Inspector Calls, exploring the perspectives of characters of different social and financial status, social duty and responsibility</p>
Maths	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.	Students who borrow equipment are reminded of the need for safety (using compasses/scissors etc.) and the need to look after the equipment so that it can be used again.	Students are encouraged to share ideas and these are discussed openly. All viewpoints are considered and valued.
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. Year 7 'energy use of fuels; 'consequence of burning fuels to the environment'; 'reproduction – moral aspects' Year 8 'chemical reactions – issues with making new products' Year 9 'chemical reactions – combustion, energy' 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</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 healthy – improving quality of living; consequences of smoking' Year 10 Biology 'Diet and exercise', 'How our bodies defend themselves against infectious diseases', 'Control in the human body' Year 8 – Crime Unit (including drugs trade and it's impacts)</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' 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 atmosphere – human activity and its impacts' 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,</p>

	<p>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. 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</p>		<p>building methods' Year 11 Chemistry 'Speeding up – catalysts and reducing costs'. Year 11 Biology 'Energy flows issues concerning factory farming', 'Inheritance – ethical issues concerning stem cell research and embryos'. Year 11 Physics Nuclear energy issues.</p>
Media	<p>Consideration of products and their suitability for specific audiences. In depth study of BBFC and copyright.</p>	<p>Understanding of copyright and regulatory bodies in the media industry.</p>	<p>Discussion regularly about current media debates.</p>
Computing	<p>Students encouraged to respect other people's views and opinions during all group and whole class discussions. Yr 8 – E Safety Unit: Cyber Security. (hacking, copyright, computer misuse, and eSafety)</p> <p>Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products.</p>	<p>Students encouraged to respect the computer room and the equipment they use and how this affects others. Students encouraged to have good etiquette when using digital technology including mobile devices and with due regard to e-safety.</p> <p>Yr 7 – E Safety: Risk and benefit of social networking</p> <p>Yr 8 - Students do a lesson on sexting which involves some hard hitting real life case studies.</p>	<p>Students explore moral issues around the around the use of digital technology –For example, copyright and plagiarism.</p> <p>Yr 7 students examine the impact that their own digital footprint can have on their futures</p> <p>Yr 8 - Students consider accessibility issues when evaluating and developing digital products.</p> <p>Yr 10 - Students investigate ways in which ICT can be used to monitor individuals' movements and communications.</p>
Geography	<p>Year 8 - Development unit</p>	<p>Moral questions are present in the majority of topics that we study in Geography. They help to form a key part of Geographical Issues that are present within the world today. In Year 9 Geography students study China's attempts to reduce their population</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>growth through the use of the one child policy. Students discuss the successes of this, but also question whether it is morally correct and how they would feel if they were forced to live under its rules.</p> <p>In Geography we see it as important that students understand the issues faced by people in different parts of the world and develop an opinion towards them.</p> <p>In Year 10 students investigate physical topics such as rivers, flooding and coasts. Consideration is given to how much these issues that arise are man-made and is because of exploitation.</p> <p>Similarly, in the tourism (Year 11) and development topics (Years 8 and 11), debate centres on the role of humans and how ethical our actions are</p>	<p>Year 10/11 – Lessons on multicultural societies, poverty, migration</p>
<p>History</p>	<p>all key stages e.g. making moral judgements, forming opinions, right and wrong Year 7 – Norman’s treatment of the Saxons after conquering them Year 8 – The Tudors treatment of the Catholics, t Year 8 – European treatment of African enslaved. year 9 - discrimination of African Americans and Native American and women in 1920s USA. Year 10 & 11 – Hitler and his treatment of minority groups showing the dangers when civil law does not protect minority groups.</p>	<p>Year 7 – elect a king in 1066 - understand the difficulties of ruling. Year 8 – Identifying consequences of Henry VIII decisions and understanding the impact of Henry VIII changes to the church. Year 9 – Understanding the consequences of punishing Germany after World War 1. Years 10 and 11 - understand the impact of religion on law and order</p>	<p>Year 7 – students consider problems of oppressing conquered nations Year 8 – students consider the consequences of changing the country’s main religion to protestant examining different viewpoints on the changes to religion. Year 8 – students consider the moral and ethical implications of treating people as objects during slavery. Students are required to study evidence and create a reasoned view for who is blame for the slave trade and who helped end the slave trade, whilst examining different viewpoints. Year 9, 10 & 11 – students investigate the moral and ethic whilst examining different</p>

			viewpoints. al implications of the Holocaust,
MFL	In both Key Stages (KS3-KS4) students are encouraged to respect each other and also respect different cultures.	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.	In both Key Stages (KS3-KS4) students discuss popular themes in both French and German speaking countries and are able to participate in a class discussion based on mutual respect and understanding.
Music	Blues, slavery, segregation Rock 'n' Roll – young white Americans Reggae, Rastafarian beliefs, poverty, developing nation. Western Music – societal divides music for royalty, celebration music, ceremonial music, Emotions in music	Positive behaviour management in lessons, no damage to equipment, high standards in lessons, practice routine & instrumental lessons	Research for My Music topic, looking at instrument background, development and investigation KS3 Blues, Reggae
Drama	Exploration of conflict and resolution through forum theatre and community performances		
Art	Students are encouraged to respect other people's views and opinions during all group and whole class discussions. Graffiti artist (discuss the rights and wrongs of Graffiti- when is it vandalism and when is it Art?)	Behaviour in the classroom. Health and Safety rules followed Careful use of equipment (scalpels and clay tools) High expectations of behaviour, respecting their work and others.	Year 11 Dan Ericson- sign artist / graffiti
DT	Year 10 and 11 Class discussion on FGM, Abortion, IVF, family size (one child rule-China), misuse of substances during pregnancy	Discussion on underage sex-contraception, abortion, drug and alcohol misuse consequences, the law.	Year 10: family size, contraception, misuse of substances during pregnancy,
PE	Varied teams and ever changing groups with students working together at KS3 and KS4.	Social strand of KS3 assessment includes work to develop pupils' ability to interact with others through sport and resolve conflict situation.	Shaking of hands and congratulating the opposition common practice after matches.
Philosophy and Belief	Y7 Truth claims. Y8 Journey of life. Right and Wrong.	Y7 Truth claims. Y8 Journey of life. Right and Wrong.	All units at every Key Stage.

	Inspirational people. Y9 Prejudice and discrimination. Suffering and evil. Holocaust. Terrorism GCSE: Good and Evil. Peace and justice. Issues of Equality. Peace and Conflict. Attitudes to relationships.	Inspirational people. Y9 Prejudice and discrimination. Suffering and evil. Holocaust. Terrorism GCSE: Good and Evil. Peace and justice. Issues of Equality. Peace and Conflict. Attitudes to relationships.	
Business			
PSHE/Careers	Careers Assembly Programme See CE Day programme (attached)	Careers Assembly Programme See CE Day programme (attached)	Careers Assembly Programme See CE Day programme (Attached)

Social Development			
Pupils moral development is shown by:			
Subject	SMSC: use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds	SMSC: willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively	SMSC: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
English	KS3 All SOL allow for S&L opportunities including drama or empathy tasks that can focus on a specific character and their experiences. KS4	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	KS3 Year 7, Literary Heritage extracts that explore themes linked to these values e.g. A Christmas Carol, War Horse, Private Peaceful, poetry of WW1 Year 8, term 1 respect for others through novel Stone Cold term 2, War Literature exploring attitudes to

	<p>S&L through discussing, presenting and role-play as issues are directly linked to SOL, and ones which will impact on their understanding of cultures and the acceptable use of language</p>	<p>backgrounds encouraged to share their views and perspectives.</p>	<p>individual liberty and mutual respect; linked to Armistice Day and discussions around respect for different attitudes, faiths and beliefs</p> <p>Year 9, Of Mice and Men, Conflict poetry, study of a Shakespeare play e.g. Macbeth or “Romeo and Juliet”,</p> <p>KS4 An Inspector Calls, exploring the perspectives of characters of different social and financial status; Year 9 – All SOL require students to have an understanding of modern Britain as well as being able to investigate the differences within society as time has changed, including the ways in which language has evolved</p> <p>KS4</p> <p>Shakespeare texts, An Inspector Calls, Conflict Poetry which explore society and community.</p>
Maths	<p>Pupils complete questions which are from diverse religious, ethnic and socio-economic standpoints. Pupils from all races/genders/socio-economic backgrounds work together in pairs/teams within lessons, sharing ideas and developing their social skills.</p>	<p>In pairs and group work students of all races/genders/socio-economic backgrounds work together and co-operate to solve problems. Differences/conflicts have to be resolved. Year 9 – many are completing the ‘Student Investor Challenge’ and this involves working in teams ‘playing the stock market’. Differences of opinion have to be resolved for the teams to make progress in the competition.</p>	<p>Questions have been adapted on schemes of learning to incorporate ‘British Values’ in particular to include references to ethnic minorities and LGBT to ensure that students develop awareness of and respect for other cultures, races and genders. New text books also ensure that modern attitudes are reflected in the content.</p>
Science	<p>Group work completed in every year. Year 10 – pupils attend the youth climate summit where they work with pupils from other schools and backgrounds on</p>	<p>Years 7-13 group work continually completed where pupils will debate current scientific issues.</p>	<p>Year 10 – look at the laws on cloning and in particular cloning humans.</p>

	the climate change debate. Year 12&13 A level biology pupils attend the Oxford international Biomedical Centre symposium on topical Biological debates with schools from all over the South West		Year 11 – debate and investigate the use of stem cells and the laws surrounding their use.
Media	Variety of opportunities for students to participate in group-work with students from all backgrounds within the school.	Group work and resilience in media is encouraged (3 before me, 'The Pit').	Constant consideration of rule of law through regulatory bodies work. Mutual respect and tolerance is explored through work on demographics and targeting audiences.
Computing		Buddy seating arrangement allows students to work with all/any student within the group. Participation for all means that all students learn that they are expected to participate and work with all/any students within the class group	
Geography	Year 10 pupils devise their own questionnaires and then meet with members of the public to take their views. Working with members of the general public require the Year 10 geography pupils to be polite and courteous. Group work included at all levels and within most units	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. In year 8, students undertake a project that researches environmental issues and how best to manage them. Students will work in groups on tasks based around different scenarios for a variety of topics.	Year 11 – Lessons on multicultural societies
History	Students in all Key Stages work with students from different ethnic and socioeconomic backgrounds during paired and group work. Students are also given information that helps them appreciate diverse cultures and experiences	Group work in all key stages incorporate a level of debate in which students have to resolve conflicting viewpoints in a calm and respectful manner. Questioning techniques encourage students to participate in lessons. Group work success criteria encourages students to co-operate during lessons and assess how successfully they were able to do this.	Year 7 study the feudal system and compare it to how a school is run Year 8 look at how Kings and Queens run their countries and consider how this is different to how society is run now Year 9 look at how government make decisions such as going to war and draw comparisons to how decisions were made to go to recent wars Year

			10 & 11 see how proportional representation can have difficulties and strengths and consider if our parliament would benefit from such a system. All these studies draw comparisons to democracy where the need to respect individual liberty, mutual respect of differing viewpoints is encouraged. Systems from the past are assessed by drawing comparisons to the strengths of democracy.
MFL	In both Key Stages (KS3-KS4) students participate frequently in pair and group work and are asked to speak in front of the class.	In both Key Stages (KS3-KS4) students create short role-plays which are then performed for the class *sometimes these might be recorded to watch back at a later time. Students present their work regularly and are able to offer constructive feedback to each other about What Went Well and areas for improvement.	In both Key Stages (KS3-KS4) students watch video clips about how things are done in French/German speaking countries and make comparisons to how we experience things in Britain.
Music	World music taught across all Key Stages, religious music such as Christmas, different genres from Classical to Dance music Concerts in Care Home, local Primary Schools.	Western Classical Tradition, Sacred and Secular music. Christmas music. Ensemble work in groups Performances in assemblies.	KS3 European Classical Tradition, Western popular Music, Christmas Music, Blues, Ragtime, Jazz, Descriptive Music, Film Music, Reggae. KS4 – My Music, Music from India, Eastern Mediterranean, Africa, Central and South America etc. World music taught across all Key Stages, religious music such as Christmas, different genres from Classical to Dance music Western Music – societal divides music for royalty, celebration music, ceremonial music, Emotions in music. Concerts in Care Home, local Primary Schools.

Drama	Group work for performance, differentiated with specific reference to cultural needs e.g. considering religious beliefs when exploring texts	All drama performance and rehearsal work addresses this element	British values embedded throughout all schemes of work because texts cover multiple aspects of life in modern Britain and beyond
Art	Trips organised to London V and A Museum and Hauser and Wirth- Bruton Working with artists (clay workshop) PP and or G and T Develop links with Strode College - Sixth Form and Bridgewater College	Group activities- Year 8- Monet inspired Tor piece The Lions club- Peace poster Year 11 Art display in local gallery	Students are introduced to a range of artists from around the world, with a large variety of techniques and themes used. This helps to develop and expand their knowledge of the wider world and their creativity.
DT	Group work included at all levels and within all units	Child study- interacting with a wide range of people	Students investigate into family types, religion and culture
PE	Varied teams and ever changing groups with students working together at KS3 and KS4.	Social strand of KS3 assessment includes work to develop pupils' ability to interact with others through sport and resolve conflict situation.	Shaking of hands and congratulating the opposition common practice after matches.
Philosophy and Belief	Students in all Key Stages work with students from different backgrounds from within the school during paired and group work. Students also explicitly study topics that helps them appreciate diverse cultures and experiences. (Trips/visitors TBA)	Most lessons at all key stages incorporate a level of debate/discussion in which students must resolve conflicting viewpoints in a calm and respectful manner. Questioning techniques encourage students to participate in lessons and encourage them to give their views and justify them whilst considering opposing viewpoints.	Origins of religion. Denominations. Islam. Journey of life. Inspirational people. Sikhism. Prejudice and Discrimination. Buddhism. Genocide. GCSE: Life after death. Relationships. Equality. Peace and Justice. Religion and science. Medical Ethics. Crime and Punishment.
Business		Buddy seating arrangement allows students to work with all/any student within the group. Participation for all means that all students learn that they are expected to participate and work with all/any students within the class group	

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

		<p>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)</p> <p>artistic – students study different book covers from different time periods and discuss different attitudes and views suggested then design their own.</p>	<p>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.</p>		<p>KS4 conflict poetry includes poems from different cultures</p>
Maths	<p>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.</p>	<p>Questions and images have been adapted on schemes of learning to include different cultures, faiths and socio-economic groups to ensure all groups are included during the learning process as the 'norm'.</p>	<p>Where possible, questions and images are used have been adapted on schemes of learning to to ensure all groups are included..</p>	<p>Team activities and competitions encourage participation at all levels of ability.</p>	<p>Questions and images have been adapted on schemes of learning to include different cultures, faiths and socio-economic groups to ensure all groups are included during the learning process as the 'norm'.</p>
Science	<p>Year 10 – evolution. Year 8 'light – how ideas have changed with time', 'inheritance – genetic information'</p>	<p>Within year 10 and 11 we cover topics that use data to compare different groups and cultures. In these year groups we also look at discoveries and their acceptance within different cultures.</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, microbes, atoms, skeletons, organs. Year 8 'fit and healthy' pupils complete sporting tasks to test fitness.</p>	

Media	KS4 Explores the impact of a variety of media on cultural development in society				
Computing	Students are encouraged in the sensible use of digital technology in the classroom and homework situations given that they are currently living in a digitally cultural environment Yr 10 - Students look at the impact of age, gender and disability on individuals' choice/use of digital devices	At the start of each unit students are told what the 'big picture' is of the lesson and how this relates to the world around them. Students encouraged to have an awareness and appreciation of the digital divide and to be aware of differing cultural and spiritual or religious views towards the use of digital technology		Students are continually encouraged to participate in events which happen in the department, such as the Game Design competition and Mobile Phone App competition.	Yr 10 - Students gain an understanding of the requirements and communication needs of all groups of people when developing digital products
Geography	Year 8 – Development Unit Year 11 – Lessons on multicultural societies	Year 8 – Development Unit Year 11 – Lessons on multicultural societies		Year 11 – Lessons on multicultural societies	Understanding different cultures is a key part of Geography. In both year 9 and GCSE Geography, students explore the concept of migration. Lessons are spent discovering why people migrate and why this is necessary for refugees. The topics help to give students a greater awareness of such a current issue. Year 8 – Development Unit Year 11 – Lessons on multicultural societies

History	Year 7 look at cultural influences of the Anglo-Saxons. Year 8 look at cultural influence of the Tudors. Year 9 look at the cultural influence of famous inventors Year 10 & 11 look at how the fight against fascism shaped many of Britain's principles, aims and cultures.	Year 8 British slave trade, examining the different African cultures.	Year 8 Civil war looking at the developing role of parliament and democratic principles. The English Civil war - a founding tool for democracy.	Year 7 and 8 creative tasks such as castle, shield and abolitionist memorials. This allows students to be artistic.	Year 8 Africa before the slave trade examining how advanced each civilisation was and how they contributed a lot to European development Year 10 & 11 Hitler's Germany highlights the danger of intolerance. The teaching of the slave trade encourages respect for different cultures. The Holocaust unit teaches the importance of tolerance.
MFL	In both Key Stages (KS3-KS4) students make comparisons of how different countries operate in a variety of ways (festivals, sports, social time, food, school life, youth culture).	In both Key Stages (KS3-KS4) students make comparisons of how different countries operate in a variety of ways (festivals, sports, social time, food, school life, youth culture).	If relevant at time – political agendas in France and Germany discussed.	European day of languages competitions.	In both Key Stages (KS3-KS4) there are opportunities for students to experience and discuss the different cultures of French and German speaking countries.
Music	Influences of different genres of music from world music, sacred, secular, and classical to dance Music.	Students from each year group study a range of genres from cultures and around the World		Pupils have numerous opportunities to participate and perform in school and their local community	Students from each year group study a range of genres from cultures and around the World
Drama	Wide range of texts studied particularly at GCSE that cover factors that have shaped British heritage as well as developed links with other cultures e.g. Blue Remembered Hills by	Scheme of work addressing acceptance of other cultures into the local area linked to Glastonbury Festival	Forum theatre exploring voting system	"What went well, even better if, next time I will" in every lesson	Wide range of texts studied particularly at GCSE that cover factors that have shaped British heritage as well as developed links with other cultures e.g. Blue Remembered Hills by

	Dennis Potter and To Kill a Mockingbird by Harper Lee				Dennis Potter and To Kill a Mockingbird by Harper Lee
Art	Use of local artists to work with students visit to V and A Museum and Hauser and Wirth	Peace Poster- The Lions club Year 10 christmas card competition(inclusivity)		All Art Lessons	Multicultural Art (Year 7) Wide range of artists investigated in Year 10/11
DT	SOL includes culture, identity, historical and social aspect and religious values and how these influence families and children	Develop an understanding of how families are different but also similar with reasons why		Students are encouraged to participate in a wide range of activities both inside and outside school	Students are made aware of different faiths and cultures and how this may affect how children are brought up. Linked to morals, choice, understanding and tolerance.
PE	GCSE and A Level PE looking at the history of sport and physical activity	Introduction at KS3 – introduced to a variety of new sports where new skills, techniques and understanding of rules are implemented. KS4 – Development of skills, techniques and rules.		Numerous opportunities offered for students to be involved in extracurricular clubs and show a thirst for sport.	Sports taught from other nations – kabadi, aussie rules football, American football and basketball
Philosophy and belief	All SOWs: Reflection on ultimate questions, personal views and how these were formulated. Discussions of misconceptions, stereotypes and changes in attitudes over time.	All SOWs: Learn about and from a range of perspectives from different cultures and religions including humanist views, which are compared with their own.	Yr7: Ultimate Qs. Yr8: Right and wrong. Inspirational people. Yr9: prejudice and discrimination. Genocide. Terrorism. KS4: Peace and Justice. Crime and punishment for full course.	All lessons provide opportunities to debate and discuss, allowing students to consider views and influences that are different to their own. Choice in some class and homework tasks	A key aim of the subject and this department is to encourage interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and celebrate diversity towards different religious, ethnic and

				allow students to present their work in several creative formats eg. Yr7 Creation accounts Trips TBA.	socioeconomic groups in the local, national and global communities.
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PSHEE <i>Pupils should be taught</i>	
Health And Wellbeing	
How to manage transition	<p>Year 6 students are given an opportunity to visit the maths department and have a maths lesson which enables them to feel more relaxed when coming to the school. Work is also provided by the primary school to show what their best work is like.</p> <p>Students who are experiencing change in any circumstances are supported by tutors and teachers wherever possible and encouraged to share their experiences with others.</p> <p>Media unit taught in year 9 to ease transition to GCSE Media.</p> <p>English progression project between year 6 and 7 to aid smooth transition and maintain progress</p> <p>Science lessons for part of the Y6 induction day where students familiarise themselves with working in a lab and using some scientific equipment.</p> <p>Careers: All KS4 student receive regular meetings with Careers advisors to support their decision making and application process</p> <p>Options: Students and parents are supported in choosing the best options for each student. Learning pathways have been created to ensure that students are not limiting their future opportunities by choosing a narrow range of options</p>
How to maintain physical, mental and emotional health and wellbeing including sexual health	<p>Child Development GCSE: Year 10 and 11- reproduction, hormones, menstrual cycle, diet and nutrition, healthy relationships, self esteem.</p> <p>History: Year 8 transition from monarchy to democracy.</p> <p>PB: Yr7 – ultimate questions. Yr8 – Inspirational people. Yr9 – Prejudice and discrimination unit. KS4 – Marriage and the Family Unit. Topic of forgiveness.</p> <p>Science – Reproduction topic in Y7, Menstrual cycle and Fertility during KS4, Y11 Alcohol and Drug awareness during CE day.</p> <p>Mental Health Awareness Assembly delivered to whole school</p>
About parenthood and the consequences of teenage pregnancy	<p>Child Development GCSE: Year 10 and 11- reproduction, contraception, pregnancy, substance abuse, IVF, abortion</p> <p>History - domestic violence examined in Crime and Punishment unit year 10</p> <p>PB: Yr8 – Journey of Life. Yr9 – prejudice and discrimination. KS4 – Marriage and the family. Equality.</p> <p>English – the novel Junk is sometimes used with year 9 to explore issues</p> <p>Science – Y7 reproduction topic, KS4 – Fertility treatments, contraceptive pill and IVF</p>
How to assess and manage	<p>Child Development GCSE: Year 10 and 11- healthy relationships, women's refuge, diet and lifestyle in pregnancy</p>

risks to health and to stay, and keep others, safe	<p>History: Year 7-8 diet and life style.</p> <p>Maths: During lessons and within the school, students are reminded of the risks where health and safety are in jeopardy and risk assessments are completed where necessary. Students who act inappropriately/unsafely are educated on the need for a safe environment and reprimanded accordingly should they fail to adhere to the safety procedures within the school. Staff are around the site at busy times to ensure students are kept safe (e.g. break and lunch-time supervision).</p> <p>PB: Yr8 – inspirational people. Yr9 – prejudice and discrimination. KS4 – marriage and the family. Peace and conflict. Crime and punishment.</p> <p>BBFC study – risk of children viewing 18 certificate films etc.</p> <p>Science 7-11 – Management of risks during practical tasks. Safety rules adhered to in class room practice.</p> <p>Y11 – Alcohol and Drug awareness on CE day.</p>
How to identify and access help, advice and support around health and wellbeing	<p>Child Development GCSE: Year 10 and 11- school counsellor and nurse- information provided. Access to NHS Direct, identify where to go for contraception advice and morning after pill.</p> <p>PB: Yr8 – Journey of Life. Life after Death. Inspirational people. Islam Yr9 – Prejudice and discrimination. Genocide. Terrorism. Ultimate Qs. KS4: Throughout.</p> <p>Y11 – Alcohol and Drug awareness on CE day.</p> <p>School Councillors available for students to meet with on a weekly basis</p>
How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco	<p>Child Development GCSE: Year 10 and 11- discussion about sexual health (STIs)and substance abuse during pregnancy including alcohol and nicotine</p> <p>History - Year 10 crime and punishment unit</p> <p>MFL: KS4 Healthy Eating / Sports / Drugs / Alcohol (Youth topic).</p> <p>PB: Yr11 full course – attitudes to drugs.</p> <p>English – the novel Junk is sometimes used with year 9 to explore issues</p> <p>Y11 – Alcohol and Drug awareness on CE day.</p> <p>Pre Festival Assembly entitled ‘Keeping Safe’</p>
How to respond in an emergency including administering first aid	<p>Child Development GCSE; Year 10 and 11- first aid for babies discussed, seeking medical help- what to do in emergencies.</p> <p>CE Day 4: St. John Ambulance First Aid training</p>
The role and influence of the media on lifestyle	<p>Child Development GCSE; Year 10 and 11- Consumer choices when buying for pregnancy and children</p> <p>History - Year 10 crime and punishment unit, year 10&11 the role of propaganda in the Nazi state, and in WW1</p> <p>PB: Yr7: Islam. Yr8: Inspirational people. Yr9: prejudice and discrimination, genocide, terrorism</p> <p>Consideration of moral panics and of the impact the media can have on events. Study of representation of groups, individuals etc</p> <p>Science 7-11: The use of articles and scientific evidence on public opinion, e.g. Cloning, use of stem cells, MMR vaccine.</p> <p>Year 9 CE Day: Attitudes to body image</p>
How to develop and maintain a variety of healthy relationships	<p>Child Development GCSE; Year 10 and 11- social skills, types of relationships, what is an abusive relationship, emotional well being and self esteem. Drugs, nicotine and alcohol awareness. Family planning</p> <p>History: Year 8 interaction between Europe and Africa.</p>

<p>within a range of social/cultural contexts and to develop parenting skills</p>	<p>PB: Yr8 Journey of Life. KS4 – Marriage and the Family. Equality Science – Y7 reproduction topic Year 9 CE Day: Performance and Workshop based around healthy Relationships entitled ‘What’s Love Got To DO With It’ Acts of Kindness Week/Assembly</p>
<p>How to recognise and manage emotions within a range of relationships</p>	<p>Child Development GCSE: Year 10 and 11- class debate on types of relationships. What is abusive relationship? Emotional well being- where to get help and support. PB: Yr8 Journey of Life. KS4 – Marriage and the Family. Equality. CE Day 1: Year 7 (IT and Art) – recognising negative online behaviours Science – Y7 reproduction topic</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>Child Development GCSE: Year 10 and 11- self esteem and emotional well being - integral part of course. Drugs, alcohol and nicotine awareness. Acceptable forms of behaviour. History: Year 9 and 10 Nazi Germany consent to participate in holocaust Maths: LGBT within the British Values D enabled year 10 students to understand and witness through a video how members of the LGBT community can be targeted/bullied and how this can affect them, their friends and their families. Students learned how to accept differences and diversity and how to challenge homophobic, biphobic and transphobic behaviour. PB: Yr8 Journey of Life. KS4 – Marriage and the Family. Equality CE Day 2: Year 7, Anti Bullying performance and workshop – Paul Stevens, Year 7 (December) Cyber Safe Performance and workshop – Paul Stephens IT: Year 7 and 8 Term 1, Internet Safety</p>
<p>About the concept of consent in a variety of contexts (including in sexual relationships)</p>	<p>Child Development GCSE; Year 10 and 11- consensual sex- when is no NO (always). Relationships- what is acceptable behaviour in different types of relationships. History: Year 9 and 10 Nazi Germany consent to participate in holocaust Maths: During the British Values day, LGBT was the subject and students were able to discuss and learn about LGBT relationships PB: KS4 – Marriage and the Family. Equality CE Day 2: Science S&RE</p>
<p>About managing loss including bereavement, separation and divorce</p>	<p>Child Development GCSE: Year 10 and 11- looking at how loss can affect childhood development and how to minimise these problems PB: Yr7 – ultimate Qs. Yr8 – Journey of Life. Life after death. KS4 – Marriage and the family. Life after death/funeral rites.</p>
<p>To respect equality and be a productive member of a diverse community</p>	<p>Child Development GCSE: Year 10 and 11- all students are treated equally, support given when appropriate, same sex marriage, adoption and fostering, transgender children History: Year 8 Slave trade, Year 10 Nazi Germany and year 11 USA in the 1920s- about the importance of equality Maths: During the British Values day, LGBT was the subject and students were able to discuss and learn the LGBT community. Students completed a variety of activities designed to encourage them to embrace diversity within the community.</p>

CE Day 2: British Values –Equality and Diversity

LGBT Focus Group

English: stereotyping in An Inspector Calls - students look at language used about women who are "that sort". In poetry at GCSE, they explore different cultures through poetry; several poems deal with cultural identity and the attitude of others towards those who are different to them. At KS3, students read A Monster Calls which explores bullying and they look at "who is a victim" and "who is a bully"; Stone Cold covers homelessness and attitudes towards the homeless (stereotyping as lazy/skivers/scroungers and exploring the reality). Of Mice and Men explores attitudes towards the poor, women black people and the "intellectually challenged" and how these groups are stereotyped and discriminated against. A video called "Blue Eyes" is used which sets up an experiment where white people with blue eyes are stereo typed and treated in the same way that ethnic minorities have been.

Careers: Multicultural imagery that challenges stereotypes is used in visual aids used in careers documentation/teaching resources

Computing: Use of resources that challenge stereotypes about programmers in industry; All imagery used is checked to ensure that it is representative of the diverse British society

Anti Discrimination Assembly to coincide with the International Day against Homophobia, Transphobia and Biphobia

PE: - display boards in the PE corridor which focus on stereotypes, discrimination and gender equality in sport.

- The KS4 breadth of study contains a unit addressing stereotypes, discrimination and prejudice in sport. In this block students have played Paralympic sports and sports designed for gender equality such as; korfbal.

- We have booked onto a trip to take 15 students to watch the Women's Cricket World Cup in June.

CAW: KS3 Paralympic Sports day

Humanities: LIC/HIC countries - there are well off areas in LICs and poor areas and homelessness etc in HICs. Images - female farmers when doing primary industries etc.

Multicultural images from around the world shown in all years

In history: we include as much diversity as possible that reflects the true historical context.

Year 7

examines the life of different social groups - peasants/Lords and rural/urban

Year 8

examines different religious groups (Tudors)

examines the role of women (Tudors)

examines the experiences of different racial groups (slavery)

examines the experience of different social groups - working class/middle class (Industrial revolution, and the Titanic)

examines the experience of children (Industrial revolution and the Titanic)

examines the changing role of women (Titanic, and Women's Suffrage)

Year 9

examines the different experiences of men and women in war (WW1, WW2)

examines the experiences of pacifists (C.Os in WW1 and WW2)

examines the different experiences of diverse groups in 1920s USA - women, African Americans, farmers, working class, Catholics

examines the emergence of the new women the 'flapper'

Year 10

	<p>examines the changing experience of different religious groups (Crime and Punishment)</p> <p>examines the treatment of women by the law by looking at; Roman law, witchcraft, domestic abuse (Crime and Punishment)</p> <p>examines the experiences of pacifists (Crime and Punishment - WW1 and WW2)</p> <p>examines different social groups - working/middle classes (Whitechapel)</p> <p>examines the experiences of minorities in 19th Century London - Jews, East Europeans, Irish (Whitechapel)</p> <p>examines the changing treatment of homosexuals in Weimar and Nazi Germany (Germany 1919-39)</p> <p>examines the treatment of minorities by the Nazis - Jews, Gypsies, Slavs, homosexuals, disabled (Germany 1919-39)</p> <p>examines the changing role of women in Weimar and Nazi Germany (1919-39)</p> <p>Year 11</p> <p>content for new GCSE not taught yet, but will cover the following;</p> <p>examine different political beliefs - Communism and Capitalism (Cold War)</p> <p>examine the role of women in Tudor England - Queen Elizabeth, Bess of Hardwick, Mary Queen of Scots (Elizabeth)</p>
How to identify and access appropriate advice and support for relationships	<p>Child Development GCSE: Year 10 and 11- access to health staff, chemist, Health centres, hospitals, counsellors and school nurse</p> <p>PB: All SOWs</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>Geography: Year 8 – Development Unit</p> <p>History: Year 7,8,9,10, 11- Rulers responsibility to protect the rights of their subjects</p> <p>Maths: Citizenship in maths – problem solving opportunities provided throughout the year which look at maths in a global/local scenario.</p> <p>PB: Journey of life; Right and wrong; P&D; Inspirational people; Medical Ethics; Equality; Peace and justice; Crime and punishment</p> <p>Rights and responsibilities as a media user. Cyber safety etc.</p>
How to make informed choices and be enterprising and ambitious	<p>Investor challenge – in teams, students spend several months in a game where they have to trade on an imaginary stock market and can win prizes including a trip to New York. This encourages and motivates students who become ambitious about winning.</p> <p>Assignment 3 involves a large amount of research into specific audience preferences and this is used to make informed decisions about the product they make.</p>
How to develop employability, team working and leadership skills and develop flexibility and resilience.	<p>History: Group work and dilemma based learning helps students to make choices.</p> <p>MFL: Learning a language allows you develop flexibility, resilience, team work and mutual respect for others.</p> <p>Maths: Regular team activities within mathematics develops students’ team working and leadership skills.</p> <p>PB: inspirational people, responses to P&D</p> <p>Careers: Work Experience programme</p> <p>Science 7-11: The expectation of working sensibly and effectively in Science practicals.</p> <p>Student leadership programme</p>

About the economic and business environment	<p>Maths: A financial capability day with year 10 was organised using Nat West Bank Moneysense resources and a representative from the bank came into school to support and advise students during the day. This gave the students an opportunity to learn about budgeting and finance decisions in a real-life scenario</p> <p>Business Studies (Year 11): Production, Finance and the External Business Environment</p> <p>Science: The economics of industrial processes in Biology (e.g. Fruit production) and Chemistry (Haber process, Extraction of Iron)</p>
How personal financial choices can affect oneself and others and about rights and responsibilities as consumers	<p>A financial capability day with year 10 was organised using Nat West Bank Moneysense resources and a representative from the bank came into school to support and advise students during the day. This gave the students an opportunity to learn about budgeting and finance decisions in a real-life scenario</p>

<p style="text-align: center;">Citizenship <i>Pupils should be taught</i></p>	
<p style="text-align: center;">KS3</p>	
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	<p>History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament.</p> <p>PB: origins of religion, inspirational people, responses to P&D.</p> <p>CE Day 2: British Values – Democracy</p> <p>Science 7-11: The role of government organisations in monitoring scientific practice around ethical procedures</p>
The operation of Parliament including voting and elections and the role of political parties	<p>History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament.</p> <p>PB: inspirational people, responses to P&D, equality of women.</p> <p>CE Day 2: British Values - Democracy</p>
The precious liberties enjoyed by the citizens of the United Kingdom	<p>History: Year 7, 8 & 10 Changing nature of government and the increasing power and influence of parliament.</p> <p>PB: Yr9/KS4 - Responses to P&D and inspirational people (e.g. MLK, Gandhi, Malala)</p> <p>CE Day 2: British Values – Liberty</p> <p>English – texts studied such as Stone Cold, An Inspector Calls, allow discussion of the rights of citizens. Also allows discussion of changes in liberties such as female suffrage, the poor law, the education act etc.</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, 8 & 10 Changing nature of government and the increasing power and influence of parliament. Year 10</p> <p>Crime and punishment GCSE unit</p> <p>PB: Yr9/KS4 - Responses to P&D and inspirational people (e.g. MLK, Gandhi, Malala), Crime and punishment KS4</p> <p>English – texts studied including An Inspector Calls, Jekyll and Hyde, Sherlock Holmes cover aspects of the justice system and lead to discussions about the need for rules and laws as well as the importance of institutions such as the police and the courts.</p>

<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>	<p>Year 10 Crime and punishment GCSE unit Maths: Students in year 9 attended a day trip to Bath University to learn about opportunities available to them in the future and to experience 'a life in the day' of a typical Bath University student PB: Yr9/KS4 - Responses to P&D and inspirational people (e.g. MLK, Gandhi, Malala) Student Leadership, including: Prefects, School Council, Peer Mentors, Student Leaders English – An Inspector Calls and A Christmas Carol explore opportunities (or lack thereof) and how social situations in the past have led to volunteers affecting public institutions to improve opportunities for citizens.</p>
<p>The functions and uses of money, the importance of personal budgeting, and managing risk</p>	<p>D and T- budgeting for materials- choosing wisely- all year groups Maths: Year 9 students of all abilities are completing the student investor challenge which involves trading on a simulated stock market to win a trip to New York CE Day 4: Year 10 – Financial Capability CE Day 4: Year 10 – Citizens Advice Bureau, Debt Management Science: The economics of industrial processes in Biology (e.g. Fruit production) and Chemistry (Haber process, Extraction of Iron)</p>
<p>the need for mutual respect and understanding</p>	<p>MFL: High expectations and strong classroom behaviour management; Encouraged to listen to each other and support one another without ridicule. PB: ROCK Principles covered explicitly with students to ensure a safe and inclusive learning environment. English – texts studied such as An Inspector Calls, Stone Cold, Jane Eyre allow exploration of treatment of others and need for respect and understanding. Science: 7-11 Debates within class discussing ethical issues in Science, e.g. Cloning and stem cell research.</p>
<p>Ks4</p>	
<p>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</p>	<p>History: Year 7 Normans- respect of Saxon culture; Year 8 respect for different religious beliefs (Catholics/protestants) CE Day 2: British Values English – texts studied allow some exploration of power of government e.g. Macbeth allow discussion of Parliament, the gunpowder plot. Can also lead to discussion of Magna Carta, the jury system and subsequent laws and privileges.</p>
<p>The different electoral systems used in and</p>	<p>CE Day 2: British Values</p>

beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	
Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	History – year 9, 10, 11 – Nazi Germany
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	
Human rights and international law	Child Development GCSE: Year 10 and 11- The Right of the Child. Fostering, adoption, FGM, LGBTI PB: Yr9 - P&D unit CE Day 2: British Values
The legal system in the UK, different sources of law and how the law helps society deal with complex problems	CE Day 2: British Values
Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	Maths: Team projects completed half-termly and activities encourage mutual respect and understanding. Teams are made up from students of all regional, religious and ethnic identities. PB: instilled through key aims and values of the department CE Day 2: British Values
The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to	MFL: How to protect the environment; Anti-bullying; Improving school; Healthy life choices PB: Right and wrong, responses to P&D and inspirational people, KS4: Peace and justice. (e.g. MLK, Gandhi, Malala) School Council Activities Student Leadership, including; Prefects, School Council, Peer Mentors, Student Leaders

participate actively in community volunteering as well as others form of responsible activity	<p>Prefect Passports include community participation activities which have to be completed by all student leaders before becoming prefects.</p> <p>School Council Community Competition (to be an annual event). This year will be a photography competition and invitations got to feeder primaries, gobs and parents</p>
Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent	<p>Maths: Throughout the year, profit and loss, VAT, financial management, interest and depreciation, to mention just a few are topics which are covered by students of all years and ages within their mathematics lessons as they form part of the mathematics curriculum functional mathematics element</p> <p>CE Day 3 (Year 9): Citizens Advice Bureau – Managing Finance</p>

Action Plan for this academic Year:

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

*3rd May – Deputy Mayor to present layers of governance (local, regional, national) to whole school assembly to coincide with local elections.

*WB 8th May – We will be running mock elections in school to coincide with the general election. This week we will be preparing students and introducing the mock elections. Volunteer students will then provide tutors with election information in line with the political party that they represent until the mock elections which we will hold on the 8th June

Income and expenditure, credit and debt,

All of Year 8 will be receiving three sessions each with representatives from the Citizens Advice Bureau on budgeting and debt management. The Citizens Advice will have a stand at all remaining Parents evenings to provide advice and support for parents.

Action Plan for 2017-18

Developing a new model for the delivery of PSHE/Citizenship/careers. One dedicated hour per week will be included in the timetable for all of KS3. KS4 Theme Days will be reviewed and developed to provide adequate coverage of all aspects of PSHE

Assembly Plan will include a wider focus on British Values.

SMSC FOCUS: knowledge of **Britain's democratic parliamentary system** and its central role in shaping our history and values, and in continuing to develop Britain