



Joseph Leckie  
Academy

# Spiritual Moral Social Cultural

Development of Students  
and British Values at  
Joseph Leckie Academy



## SMSC and FBV at JLA

At JLA we give conscious endeavour to ensure that we develop students' social, moral, spiritual and cultural selves. This underpins all that we do, formally and informally, in the curriculum and beyond, as members of our community. The aim is to ensure students have conscious understanding of themselves, and that they develop a set of personal values as citizens. The JLA enrichment guarantee has a strong content focus on SMSC development for our young people. This booklet outlines the inputs across the curriculum and wider that enable a strong development of students' conscious spiritual self, the development of their moral compass, and social and cultural skills, knowledge and understanding.

Specifically, we aim to ensure:

**Spiritual development:** Some people call spiritual development the development of a student 'soul; others as the development of 'personality' or 'character'. For us this is about the development of a sense of identity, self-worth, personal insight, meaning and purpose. It is about the development of students 'spirit'. Spiritual development is the development on non-material element of the human being which animates and sustains us and, depending on our point of view, either ends or continues in some form when we die. We aim to foster a sense of fun, of reflection, and self-worth through thoughts and actions.

**Moral development:** We strive hard to build a framework of moral values for our young people that regulates their personal behaviour and enables them to be role models in school, in the community and in life. It is about the development of understanding of society's shared and agreed values. It is also about developing an opinion about different views. We give and expect respect and care for all in our community.

**Social development:** Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the interpersonal skills necessary for successful relationships.

**Cultural development:** Cultural development is about our students' understanding their own culture and other cultures in the west midlands and in Britain as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Our students' cultural development is intimately linked with us ensuring we value our cultural diversity and in our efforts to prevent racism, homophobia and disability discrimination.

## Promoting British Values

We aim specifically to ensure, through all that we do, that we proactively take opportunities to promote British values, and explicitly to:

- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

This booklet describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values, and in particular:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

# Art

The Art course lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them. This is reinforced by trips and outings to museums, galleries and field studies that are strongly linked to projects. The department undertakes a number of extra-curricular activities that enhance the students' experience of the fine arts and its context in the world.

<p style="text-align: center; font-size: 24pt; font-weight: bold;">Spiritual</p>	<p><b>Year 7 – Walk a Mile in my shoes: Journeys and Self Identity</b></p> <ul style="list-style-type: none"> <li>• Throughout the course of year 7 Students will explore and focus on the formal elements in Art.</li> <li>• Through peer and self-assessment, students are encouraged to build up their own art appreciation skills and are encouraged to discuss both their own work and the work of others, through speaking and listening they critique each other's work in a constructive manner.</li> <li>• Students listen to the opinions of others about their own and others work.</li> </ul> <p><b>Year 8 – Cultures, Tradition, Beliefs and Culture of Society</b></p> <ul style="list-style-type: none"> <li>• Students investigate the work of other cultures, looking at the reasons and beliefs these cultures have.</li> <li>• Students are encouraged to take inspiration from these different beliefs and ideas to design and make a range of artworks/artefacts.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• In Art in year 9 the Art work is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings.</li> <li>• Students will investigate visual, tactile and other sensory qualities of their own and others work. Independent thinking is encouraged and that will enable students to develop their ideas and intentions and express these in an appropriate manner.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• GCSE art develops students' ability to enquire and communicate their ideas, meanings and feelings. independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner is encouraged. Students will experience working collaboratively and independently exploring areas that are new to them making links between art and other subjects.</li> <li>• All projects require pupils to express and realise ideas. Students will analyse, engage with and question their own and others work, identifying how beliefs, values and meanings are expressed and shared in a visual way.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• GCSE art develops students' ability to enquire and communicate their ideas, meanings and feelings. independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner is encouraged. Students will experience working collaboratively and independently exploring areas that are new to them making links between art and other subjects.</li> <li>• All projects require pupils to express and realise ideas. Students will analyse, engage with and question their own and others work, identifying how beliefs, values and meanings are expressed and shared in a visual way.</li> </ul>
<p style="text-align: center; font-size: 24pt; font-weight: bold;">Moral</p>	<p><b>Year 7 – Walk a Mile in my shoes: Journeys and Self Identity</b></p> <ul style="list-style-type: none"> <li>• Students develop the skills of negotiating and team work through sharing and using materials and equipment. Taking turns, equality, sharing. Respecting your equipment.</li> <li>•</li> </ul> <p><b>Year 8 – Cultures, Tradition, Beliefs and Culture of Society</b></p> <ul style="list-style-type: none"> <li>• Students develop the skills of negotiating and team work through sharing and using materials and equipment.</li> <li>• Taking turns, equality, sharing, respecting your equipment.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Coursework and examination units provide Students the opportunity to explore and develop their knowledge and understanding of matters relating to gender, race, other cultures and people with respect to their abilities.</li> <li>• Students are encouraged to investigate a wide variety of art and artists developing their understanding of concepts and ideas. By researching artists' students develop understanding of concepts, ideas and meanings behind their work.</li> </ul>

# Art Continued...

	<ul style="list-style-type: none"> <li>Throughout the course students are encouraged to research work from other cultures as well as their own for inspiration. It is sometimes through this investigation that the students develop their understanding of equal opportunities with relation to gender and race.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>Coursework and examination units provide Students the opportunity to explore and develop their knowledge and understanding of matters relating to gender, race, other cultures and people with respect to their abilities.</li> <li>Students are encouraged to investigate a wide variety of art and artists developing their understanding of concepts and ideas. By researching artists' students develop understanding of concepts, ideas and meanings behind their work.</li> <li>Throughout the course students are encouraged to research work from other cultures as well as their own for inspiration. It is sometimes through this investigation that the students develop their understanding of equal opportunities with relation to gender and race.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>Coursework and examination units provide Students the opportunity to explore and develop their knowledge and understanding of matters relating to gender, race, other cultures and people with respect to their abilities.</li> <li>Students are encouraged to investigate a wide variety of art and artists developing their understanding of concepts and ideas. By researching artists' students develop understanding of concepts, ideas and meanings behind their work.</li> <li>Throughout the course students are encouraged to research work from other cultures as well as their own for inspiration. It is sometimes through this investigation that the students develop their understanding of equal opportunities with relation to gender and race.</li> </ul>
<p><b>Social</b></p>	<p><b>Year 7 – Walk a Mile in my shoes: Journeys and Self Identity</b></p> <ul style="list-style-type: none"> <li>Students develop the skills of negotiating and team work through sharing and using materials and equipment. Taking turns, equality, sharing.</li> <li>Respecting your equipment, students look at a variety of different artworks and discuss what these may tell them, what is it about, what does it mean.</li> </ul> <p><b>Year 8 – Cultures, Tradition, Beliefs and Culture of Society</b></p> <ul style="list-style-type: none"> <li>Students develop the skills of negotiating and team work through sharing and using materials and equipment. Taking turns, equality, sharing.</li> <li>Respecting your equipment, students look at a variety of different artworks and discuss what these may tell them, what is it about, what does it mean.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Equal opportunities are encouraged throughout the department providing students with a wide variety of activities that promote working collaboratively and developing their sensitivity with matters relating to equal opportunities.</li> <li>Art offers students the opportunity to improve and develop their knowledge and understanding of how beliefs may affect an individual's attitudes and behaviours.</li> <li>Students are encouraged to express personal ideas, meanings and feelings throughout the development of their work. Projects are developed that promote individual expression of intent and the realisation of personal ideas. Students are encouraged to explore influences and concepts of themes and use the information to help them express their findings in their own way.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>We encourage equal opportunities throughout the department providing students with a wide variety of activities that promote working collaboratively and developing their sensitivity with matters relating to equal opportunities.</li> <li>Art offers students the opportunity to improve and develop their knowledge and understanding of how beliefs may affect an individual's attitudes and behaviours.</li> <li>Students are encouraged to express personal ideas, meanings and feelings throughout the development of their work. Coursework is developed to promote individual expression of intent and the realisation of personal ideas. Students are encouraged to explore influences and concepts of themes and use the information to help them express their findings in their own way.</li> </ul>

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<p><b>Cultural</b></p>	<p><b>Year 7 – Walk a Mile in my shoes: Journeys and Self Identity</b></p> <ul style="list-style-type: none"> <li>Throughout the course of the year Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed.</li> <li>Students will be exposed to a wide variety of cultures, beliefs and religions.</li> <li>Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.</li> </ul> <p><b>Year 8 – Cultures, Tradition, Beliefs and Culture of Society</b></p> <ul style="list-style-type: none"> <li>Throughout year 8 Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed.</li> <li>Students will be exposed to a wide variety of cultures, beliefs and religions.</li> <li>Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Students undertaking Art at GCSE level must show a clear influence of contextual and critical sources that inspire them and other artists to create artwork.</li> <li>Students explore the varied characteristics of different cultures and use this information to inform the development of their own ideas.</li> <li>Students explore the culture of their own society as well as local, national and international identity.</li> <li>Throughout units of work students will investigate visual, tactile and other sensory qualities of their own and others work.</li> <li>Students will develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>Students undertaking Art at GCSE level must show a clear influence of contextual and critical sources that inspire them and other artists to create artwork.</li> <li>Students explore the varied characteristics of different cultures and use this information to inform the development of their own ideas.</li> <li>Students explore the culture of their own society as well as local, national and international identity.</li> <li>Throughout units of work students will investigate visual, tactile and other sensory qualities of their own and others work.</li> <li>Students will develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>Students undertaking Art at GCSE level must show a clear influence of contextual and critical sources that inspire them and other artists to create artwork.</li> <li>Students explore the varied characteristics of different cultures and use this information to inform the development of their own ideas.</li> <li>Students explore the culture of their own society as well as local, national and international identity.</li> <li>Throughout units of work students will investigate visual, tactile and other sensory qualities of their own and others work.</li> <li>Students will develop their knowledge and understanding of artists' ideas and concepts identifying how meanings are conveyed.</li> </ul>

# Art Continued...

## Promoting British Values

The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating students actively in artistic and creative activities.

- We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.
- Students are encouraged to question and explore sensitive and controversial issues, whilst maintaining tolerance and respect for the views and beliefs of others.
- Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups
- Pupils can work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other.



# English

The English Department are proud to offer a range of Spiritual, Moral, Social and Cultural experiences through English lessons and extra-curricular activities. Visits to the theatre, Ypres in Belgium, lectures in London, and The Hive in Worcestershire extend spiritual, moral, social and cultural appreciation and understanding of society. Students express their creativity and understanding of other cultures through their study of literature and non-fiction texts. Competitions and clubs are offered to allow students to develop and showcase their skills, knowledge and experiences through SMSC in English.

## Spiritual

### Year 7

#### **Gothic Writing (SPR1) – SMSC:**

Developing a deepened understanding and awareness of those who are different to us and the steps we can take to ensure that we do not discriminate or disadvantage others.

#### **A Midsummer Night's Dream (SPR2) – SMSC:**

Exploring ideas around love and comedy, and developing an appreciation for those who are different to us, whilst not penalising others for their choices in life.

#### **Poetry and Grammar (SUM1) – SMSC:**

Understanding the social and moral implications behind the poems being taught and applying their relevance to our lives in order to see the world from a range of different perspectives.

#### **Nature (SUM2) - SMSC:**

Recognising the importance of nature in our everyday life and understanding how our actions can affect others, thus we should consciously be making the 'right' choices every day in order to develop essential skills and knowledge in all areas of life

### Year 8

#### **Crime (AUT1) - SMSC:**

Exploring the moral implications of specific types of activity, and how we can ensure our behaviour is always exemplary.

#### **Wonder (AUT2) – SMSC:**

Appreciation and respect for those who are different to us, whilst acknowledging that differences do exist in society.

#### **Health is your Wealth (SPR1) – SMSC:**

Respect for those who are different and an appreciation for the different choices that we can make in life in order to adopt healthy lifestyle choices. Being self-conscious in the choices that we choose to make in life.

#### **The Tempest (SPR2) – SMSC:**

Respect for those who are different in society, and developing an appreciation for colonial issues at the time of the play- consideration of moral issues- for example, the theme of betrayal and deceit, applying these ideas to our own life and understanding how we should empathise with those who have been hurt or mistreated.

#### **Poetry (SUM1) – SMSC:**

Understanding the social and moral implications behind the poems being taught and applying their relevance to our lives in order to see the world from a range of different perspectives.

#### **Jekyll and Hyde (SUM2) – British Values:**

Exploration of issues surrounding ideas of evolution and degeneration, awareness of the importance of respect and tolerance towards those who are different to us and choose to live their lives in a different way.

### Year 9

#### **Dangerous Places (AUT1) – SMSC:**

Exploring wonder, awe and the sublime as experienced in environments of natural beauty and dangerous environments.

#### **The Speckled Band (AUT2) – SMSC:**

Exploring the sacrament of marriage in C19th Britain.



# English Continued...

	<p><b><u>Difficult Situations (SPR1) – British Values:</u></b></p> <ul style="list-style-type: none"><li>• Exploring values and principles linked to living with illness and bereavement; the importance of religion, traditions and cultural heritage; understanding that we all don't share the same beliefs and values.</li></ul> <p><b><u>Macbeth (SPR2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the history of belief in supernatural/occult forces.</li></ul> <p><b><u>Poetry (SUM1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• <i>Wind</i> and <i>Spellbound</i>: Exploring nature's beauty: the poems reflect this, although one could argue that this is a raw, savage and ultimately indifferent beauty.</li><li>• <i>Hour</i> and <i>Sonnet 116</i>: Like <i>Hour</i>, <i>Sonnet 116</i> makes reference to the idea of the battle between love and time, of loss and beauty, etc.</li></ul> <p><b><u>Of Mice and Men (SUM2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the importance of hopes and dreams in the face of hardship.</li></ul> <p><b>Year 10</b></p> <p><b><u>Monsters and Creatures (AUT1) – British Values:</u></b></p> <ul style="list-style-type: none"><li>• Exploring values and principles linked to living with illness and bereavement; the importance of religious traditions; understanding that we all don't share the same beliefs and values; respecting the values, ideas and beliefs of others whilst not imposing our own others.</li></ul> <p><b><u>Romeo and Juliet (AUT 2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the spiritual and religious significance of marriage as a religious sacrament.</li></ul> <p><b><u>Supernatural (SPR1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Reflection and discussion of personal beliefs. Discussion about the supernatural world in response to their own thoughts on death.</li></ul> <p><b><u>Power and Conflict (SPR 2 &amp; SUM2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Reflective on their own beliefs and those of others and compare different people's faiths, feelings and values in order to develop their own perspective on life.</li></ul> <p><b>Year 11</b></p> <p><b><u>An Inspector Calls (AUT1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the religious notion of divine retribution and the collective consciousness.</li></ul> <p><b><u>The Sign of the Four/A Christmas Carol (AUT2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the religious notion of spiritual guidance and communication.</li></ul>
<b>Moral</b>	<p><b>Year 7</b></p> <p><b><u>Gothic Writing (SPR1) – British Values:</u></b></p> <ul style="list-style-type: none"><li>• Being respectful and courteous towards others and behaving in such a way which allows us to show an appreciation for our Queen, country and values.</li></ul> <p><b><u>A Midsummer Night's Dream (SPR2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Understanding the difference between right and wrong and being mindful of who we should report incidents to, in order to ensure that all are respected and respectful.</li></ul> <p><b><u>Poetry and Grammar (SUM1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Understanding moral issues which may arise from poems studied, for example in the poem <i>Blessing</i>, consideration of the importance of water and the many benefits to it.</li></ul> <p><b><u>Nature (SUM2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Using imagination and creativity to reflect on experiences, to help shape meaning(s) through this topic being studied.</li></ul>

# English Continued...

## Year 8

### **Crime (AUT1) – British Values:**

- Abiding by and adhering to the law of the land, in ensuring that we do not break rules that govern us, as well as reporting instances of immoral behaviour to those in positions of power.

### **Wonder (AUT2) – British Values:**

- Respect for all irrespective of creed, religion or colour. Not adopting extreme or radical views which are detrimental to our character and being.

### **Health is your Wealth (SPR1) – British Values:**

- Appreciation for the law of the land, and the variety of healthy lifestyle choices that we can implement in to our lives. For example, government adverts/ schemes to raise the profile of Healthy Eating, exercise, etc.

### **The Tempest (SPR2) – SMSC:**

- Moral implications associated with how we should treat others.

### **Poetry (SUM1) – SMSC:**

- Understanding moral issues which may arise from poems studied, for example in the poem *The Hunchback in the Park*, considering attitudes towards those who are different to us.

### **Jekyll and Hyde (SUM2) – SMSC:**

- Exploration of moral issues- issues surrounding the duality of human nature and how we should treat those who have personality disorders, etc.

## Year 9

### **Dangerous Places (AUT1) – SMSC:**

- Law and order/crime and punishment - discussion: 'urban exploring': Anti-social behaviour/trespass, or the right to explore urban spaces unimpeded?

### **The Speckled Band (AUT2) – SMSC/British Values:**

- Law and order/crime and punishment.
- The abuse of power; individual liberty gender inequality in patriarchal societies.

### **Difficult Situations (SPR1) – SMSC:**

- Exploring overcoming difficulties, decision making, dealing with threat/danger, independence and working collectively.

### **Macbeth (SPR2) – SMSC/British Values:**

- Exploring the idea of destiny versus agency; the morality of ambition.
- Exploring the crime of treason.

### **Poetry (SUM1)-SMSC:**

- *Medusa* and *The Ruined Maid*: Explore how women are presented in each of these poems: considering the gender politics of each period; the idea of conflict between the sexes; the theme of misunderstood or neglected women; punishment.
- *Out of the Blue* and *The Falling Leaves*: Exploring public memorials for events that were of global significance, exploring poems that describe victims caught up in a disaster/conflict not of their making.

### **Of Mice and Men (Sum 2) – SMSC:**

- Exploring racism in 1930s America; attitudes toward gender and class.

## Year 10

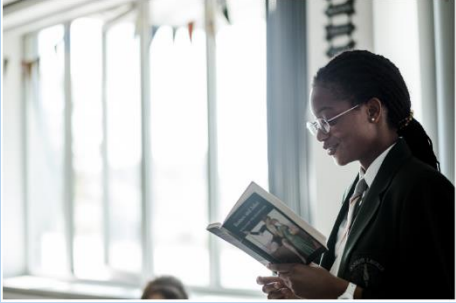
### **Monsters and Creatures (AUT1) – SMSC:**

- Exploring choices and the consequences of making choices without careful consideration.

### **Romeo and Juliet (AUT2) – SMSC:**

- Law and order/crime and punishment; family relationships; exploring forced and arranged marriage; romantic relationships.

# English Continued...

	<p><b><u>Supernatural (SPR1) – (SPR1) – SMSC:</u></b> Philosophical questions pertaining to thoughts around rationality v spirituality are explored.</p> <p><b><u>Power and Conflict (SPR2 &amp; SUM2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the morality of war; society’s moral obligation to support those who are victims of conflict.</li></ul> <p><b><u>SLE (SPR2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Consider the rights and wrongs of issues and consider how to express their ideas.</li></ul> <p><b>Year 11</b></p> <p><b><u>An Inspector Calls (AUT1) – SMSC/British Values:</u></b></p> <ul style="list-style-type: none"><li>• Exploring socialist ideological thought; community and moral responsibility for others.</li><li>• Exploring the British Legal system and law and order; crime and punishment.</li></ul> <p><b><u>A Sign of the Four / A Christmas Carol (AUT2) – SMSC/British Values:</u></b></p> <ul style="list-style-type: none"><li>• Exploring the British Legal system and law and order; crime and punishment.</li></ul>	
<b>Social</b>	<p><b>Year 7</b></p> <p><b><u>Gothic Writing (SPR1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Understanding conflicts within ourselves, and learning to appreciate those who struggle to cope with conflicts in their lives.</li></ul> <p><b><u>A Midsummer Night’s Dream (SPR2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Understanding ways in which to resolve conflicts within ourselves as well as with each other, to avoid confrontation and tensions from arising.</li></ul> <p><b><u>Poetry and Grammar (SUM1) – British Values:</u></b></p> <ul style="list-style-type: none"><li>• Developing an understanding of the importance of valuing ideas in poems and relating poems to their context to ascertain meaning.</li></ul> <p><b><u>Nature (SUM2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Appreciating different viewpoints when analysing, for example William Blake’s <i>The Lamb</i> and <i>The Tyger</i>, to work together to achieve common and mutual understanding.</li></ul> <p><b>Year 8</b></p> <p><b><u>Crime (AUT1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Understanding how criminal activity can have an impact on our lives, and choosing the right choices to benefit ourselves and others around us.</li></ul> <p><b><u>Wonder (AUT2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Respecting those in society who are different to us and appreciating everyone for who they are.</li></ul> <p><b><u>Health is your Wealth (SPR1) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Consideration of participation in a range of extra-curricular sports activities to boost levels of fitness, linked to ideas in this topic.</li></ul> <p><b><u>The Tempest (SPR2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Consideration of issues surrounding, what makes an effective society? Why should we not betray others? What makes effective family ties?</li></ul> <p><b><u>Poetry (SUM1) – British Values:</u></b></p> <ul style="list-style-type: none"><li>• Developing an understanding of the importance of valuing ideas in poems and relating poems to their context to ascertain meaning.</li></ul> <p><b><u>Jekyll and Hyde (SUM2) – SMSC:</u></b></p> <ul style="list-style-type: none"><li>• Consideration of how, we as a society can help and support those who are different to us and how we can empathise with them.</li></ul> <p><b>Year 9</b></p> <p><b><u>Dangerous Places (AUT1) – British Values:</u></b></p> <ul style="list-style-type: none"><li>• Gender equality: trailblazing women in the 19th century – Isabella Bird.</li></ul>	

# English Continued...

## **The Speckled Band (AUT2) – SMSC/British Values:**

- Family relationships; exploring marriage and romantic relationships.
- Respect the law and know how it creates well-being in society; the abuse of power; individual liberty gender inequality in patriarchal societies.

## **Difficult Situations (SPR1) – SMSC:**

- Exploring attitudes towards class/wealth, poverty and basic human needs.

## **Macbeth (SPR2) – SMSC:**

- Exploring duty, friendship and community.

## **Poetry (SUM1) – SMSC/British Values:**

- *Out of the Blue* and *The Falling Leaves*: Exploring public memorials for events that were of global significance, exploring poems that describe victims caught up in a disaster/conflict not of their making.
- *Medusa* and *The Ruined Maid*: Explore how women are presented in each of these poems: considering the gender politics of each period; the idea of conflict between the sexes; the theme of misunderstood or neglected women; punishment.
- Exploring the rich heritage of British poetry and its place in memorialising and interrogating important social and political issues.

## **Of Mice and Men (SUM2) – SMSC:**

- Exploring economic downturn and its impact on society.

## **Year 10**

## **Monsters and Creatures (AUT1) – SMSC:**

- Exploring bereavement, the lives of young carers, family relationships and mental health.

## **Romeo and Juliet (AUT2) – British Values:**

- Respect the law and know how it creates well-being in society; Respect and participation in Democracy (the abuse of power in non-democratic societies).

## **Supernatural – SMSC/British Values:**

- Reflection and discussion of personal beliefs. Discussion about the supernatural world in response to their own thoughts on death. Thoughts around rationality v spirituality are explored.
- Explore individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

## **Power and Conflict (SPR2 & SUM2) – SMSC:**

- Exploring the idea of belonging, or home, memory and citizenship. Power: gender relations.

## **SLE (SPR2) – SMSC:**

- Pupils will explore a range of social issues/current affairs topics and explore their own and others' viewpoints in writing and discussions.

## **Year 11**

## **An Inspector Calls (AUT1) – SMSC:**

- Pupils will explore a range of social issues/current affairs topics and explore their own and others' viewpoints in writing and discussions.

## **The Sign of the Four/A Christmas Carol (AUT2) - SMSC**

- Exploring C19th attitudes to class, gender and otherness; social responsibility and justice.

# English Continued...

## Cultural

### Year 7

#### **Gothic Writing (SPR1) – SMSC:**

- Exploring and appreciating the diverse range of cultures and traditions that we have in the UK and ensuring we are respectful towards such ways of lives/ practices.

#### **A Midsummer Night's Dream (SPR2) – British Values:**

- Respecting texts from the English literary heritage, and making connections between how such writers have influenced literature today, and how have they shaped meanings through their work(s).

#### **Poetry and Grammar (SUM1) – SMSC:**

- Respecting the different cultures and traditions embedded in the poetry being studied, being willing to learn about the different faiths that bind our society together.

#### **Nature (SUM2) – British Values:**

- Respecting the land that we live in and having mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, understanding that everyone has a right to believe without judgment being passed.

### Year 8

#### **Crime (AUT1) – SMSC:**

- Appreciating a range of different cultures and traditions and showing respect for these through our conduct and behaviour.

#### **Wonder (AUT2) – SMSC:**

- Respecting those who are different and unique and learning to appreciate the diverse mix of communities that surround us.

#### **Health is your Wealth (SPR1)**

- Respecting and celebrating diversity across all cultures and with all types of different people.

#### **The Tempest (SPR2) – British Values:**

- Developing an understanding of the importance of valuing ideas in poems and relating poems to their context to ascertain meaning.

#### **Poetry (SUM1) – SMSC:**

- Respecting all irrespective of their background, colour, creed, culture or standing in society.

#### **Jekyll and Hyde (SUM2) – SMSC:**

- Understanding how to celebrate and respect diversity across cultures and societies in order to create a harmonious society.

### Year 9

#### **Dangerous Places (AUT1) – British Values:**

- Extreme sports/exploration as a cultural tradition in Britain: (adventurers and explorers: first ever Everest summit; polar exploration, etc.)

#### **The Speckled Band (AUT2) – SMSC/British Values:**

- Appreciating the heritage and traditions of minority ethnic groups (gypsy/traveller communities) and avoiding cultural stereotyping.
- Exploring Britain and its colonial history – exploring links to modern multicultural Britain, but also Britain's brutal colonial legacy.

#### **Difficult Situations (SPR1) – SMSC:**

- Respecting the values, ideas and beliefs of others whilst not imposing our own others.

#### **Macbeth (SPR2) – British Values:**

- Exploring the history/belief in a divinely appointed monarch.

#### **Poetry (SUM1) – SMSC/British Values:**

- *Wind* and *Spellbound*: Exploring the power of nature, either as nature as seen as more powerful than the individual, the human characters in the poems all feel under threat/are threatened at one point or another or focusing on a sense of ecological threat: in which man threatens nature.
- Exploring the rich heritage of British poetry and its place in memorialising and interrogating important social and political issues.

# English Continued...

## **Of Mice and Men (SUM2) – SMSC:**

- Exploring racism in 1930s America; attitudes toward gender and class.

## **Year 10**

## **Monsters and Creatures (AUT1) – SMSC:**

- Exploring the importance of cultural heritage and traditions in relation to attitudes toward death.

## **Romeo and Juliet (AUT2) – British Values:**

- Individual liberty (gender inequality in patriarchal societies).

## **Supernatural (SPR1) – SMSC:**

- C19th belief in the supernatural; séance and the cultural traditions attached to this.

## **Power and Conflict (SPR2 & SUM2) – SMSC:**

- Reflections on the importance of cultural heritage in relation to shaping identity/community. Duty and Patriotism.

## **SLE (SPR2) – SMSC:**

- As part of their Spoken Language, pupils will have to work together in groups, questioning and exploring cultural perspectives in relation to the various topics being discussed.

## **Year 11**

## **An Inspector Calls (AUT1) - SMSC/FBV:**

- Exploring Britain's industrial heritage and its implications in relation to class distinctions; changing social attitudes; votes for women; impact of WW1 and WW2 on cultural attitudes towards class and gender.

## **The Sign of the Four / A Christmas Carol (AUT2) – SMSC / British Values:**

- Appreciating the heritage and traditions of ethnic groups and native culture in commonwealth countries (avoiding cultural stereotyping).
- Exploring Britain and its colonial history – exploring links to modern multicultural Britain, but also Britain's brutal colonial legacy



## Promoting Fundamental British Values

A range of texts and topics studied as part of the English curriculum here at Joseph Leckie lend itself to promoting our fundamental British Values. Fairness and equality are explored within units and scheme of work studied at Key Stages 3 and 4. Here, students discuss the social and moral implications of racial, social and gender prejudice found within a range of literary texts and the overall fairness of societies. Students are also exposed to texts from literary heritage. This allows students to appreciate British writers who have contributed to the great works of our heritage. Power and Conflict poetry and other war literature studied through Key Stages 3, 4 and 5 enable students to reflect upon important sacrifices made with British History. Embedding student understanding around the importance of living in a democracy is developed with enrichment experience. The department undertakes a number of extra-curricular activities which enhance student confidence and their sense of belonging as members of our school society; key factors which underpin our British Values.

Computing and ICT Contributes to the children’s SMSC development through;

- Raising awareness of the ways in which the www can be a medium of SMSC values.
- Deepening awareness of the way in which ICT affects our culture.
- Preparing our children for the challenge of living and learning in a technologically enriched, increasingly inter connected world.
- Making clear, guidelines about the ethical use if the internet and other forms of e-communications.
- Establishing boundaries in society by considering what is acceptable.
- Acknowledging advances in technology and appreciation for Human achievement.
- An awareness of the moral dilemmas created by technological advances.
- Appreciating how different cultures have contributed to technology.
- Providing opportunities to work as a team, recognising other’s achievements and sharing enjoyment.
- Using ICT for developing, planning, sharing and communicating ideas.

ICT contributes to the students SMSC development in a number of ways often through: Preparing children for the challenge of living and learning in a technologically enriched, increasingly inter connected world; increasing awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable. These generic principals are embraced by all ICT staff are taught within all aspects of ICT as the learning necessitates. Whilst there is much overlap between the ICT, computing and creative media disciplines the main strands have been identified for each course.

E-safety is a large strand of the SMSC provision for ICT and is again taught freely as the learning discussion necessitates. Above that of the examination specifications all students are taught esafe and wider ICT issues through the learning for life programme. This covers the issues of Impersonation, cyberbullying, sexting, sexual identity and good practice to keep your devices virus free. The learning for life programme is supplemented by half termly assemblies that cover emerging issues in the UK (rate and respond websites) as a whole but can also be used to address issues arising within the academy (Facebook privacy settings).

To promote Pupils' spiritual development, their sense of self and their will to achieve, the ICT & Computing department continually takes the opportunity to praise students for their contribution in lessons. There are two distinct ways we do this The wall of fame is where each week a student is chosen to have their name on the wall of fame and a praise card is sent home to parents. Each teacher nominates a piece of work where a student has shown great progress or outstanding skill will be displayed on the wall of work. Feedback suggests students are encouraged to achieve and their sense of self is developed as achievement is recognised, they also appreciate the teacher taking time to write home to their parents too.

<b>Spiritual</b>	<p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 2:</b> Back to the Future – Alan Turing’s persecution and suicide for being homosexual.</li> </ul>
<b>Moral</b>	<p><b>Year 7</b></p> <p><b>Topic 3:</b></p> <ul style="list-style-type: none"> <li>• My Digital World – Copyright Law, consequences of downloading and recording information. Reviewing how breaking copyright law can be classed as stealing and cheating, how musicians would feel about their music being taken for free.</li> <li>• My Digital World – surfing the web and identifying trustworthy websites.</li> </ul> <p><b>Topic 5 &amp; 6:</b></p> <ul style="list-style-type: none"> <li>• Applying copyright law and editing images.</li> <li>• The moral implications of editing images for display on a website or within advertising documentation.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 2:</b> Back the Future – Alan Turing (Persecution), Sir Tim Berners-Lee, Charles Babbage, George Boole. Technology for all for free.</li> <li>• <b>Topic 6:</b> Food Festival – Copyright Law.</li> </ul>

# ICT Continued...

	<p><b>Year10 - Throughout KS4 all pupils are consistently reviewing what is plagiarism and how to reference.</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Copyright Law, how and why this needs to be applied to coursework.</li> </ul>
<p><b>Social</b></p>	<p><b>Year 7</b>  <b>Topic 3:</b></p> <ul style="list-style-type: none"> <li>• My Digital World – Safe Searching.</li> <li>• My Digital World – Online Dangers and how to tackle these if they happen.</li> <li>• My Digital World – surfing the web and identifying trustworthy websites.</li> </ul> <p><b>Year 8 –</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 2:</b> Back to the Future – Alan Turing, Sir Tim Berners-Lee, Charles Babbage, George Boole. Technology for all for free to develop all countries.</li> <li>• <b>Topic 6:</b> Food Festival – Target Audiences in relation to socio-economic background.</li> </ul> <p><b>Year 9</b>  <b>Topic 1:</b></p> <ul style="list-style-type: none"> <li>• Out and Up - Target Audiences in relation to socio-economic background.</li> <li>• Out and Up – Team Building activities.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Activities to be completed with a stadium, Target Audiences.</li> <li>• <b>Topic 2:</b> How spreadsheets are used within a business to make decisions.</li> </ul>
<p><b>Cultural</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 6:</b> Editing images in an appropriate fashion, how images can be edited and the potential to offend specific cultures through the use of editing.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 2:</b> Back to the Future – Alan Turing, his life and the how he worked to develop the Bombe within WW2.</li> <li>• <b>Topic 6:</b> Food Festival – Diversity, types of foods which are eaten within the UK</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Out and Up – Cultural backgrounds of people most likely to use an outdoor activity centre, in relation to target audiences.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>Topic 1:</b> Activities to be completed with a stadium, Target Audiences.</li> </ul>

## Promoting Fundamental British Values

- UK and USA Copyright Law – Why is it wrong to copy, what are the consequences, what happens in the UK? Copyrights House, Court, Fines, Prison.
- Diversity – Activities to tackle issues within the UK, e.g. obesity – pupils looks at food festivals and “Get Active” to highlight a healthy lifestyle and healthy choices.
- CEOP – Child Protection in relation to cyber bullying/social networking.



# PE

Our department is proud to deliver all of our lessons with a clear focus of 'The Spirit of the Games Values' which focuses on personal excellence through competition. The six values are passion, belief, respect, determination, honesty and teamwork. These values were developed by young people to identify what the experience of school sport should be built around. These values have been successfully applied to all of our lessons to develop a range of behaviours, qualities and inter-personal skills with our students based on sporting experiences, scenarios and attitudes. 'The Spirit of the Games' supports and is underpinned by the schools SMSC statement.

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Spiritual</p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Gymnastics – sequence work and performing of sequences. Students can express creativity and manage their feelings and emotions as well as being amazed by how our body can move and shapes / positions the body can get into.</li> <li>• Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. Students can experience the emotions and feelings that go with each role and activity.</li> <li>• All activity areas – students reflect and critique their own and other performances.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Gymnastics – sequence work and performing of sequences. Students can express their feelings and emotions as well as being amazed by how our body can move and shapes / positions the body can get into.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. Students can experience the emotions and feelings that go with each role and activity.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. Students are able to experience the emotions and feelings that go with each role and activity.</li> </ul> <p><b>Year 11</b></p> <p>Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. Students can experience the emotions and feelings that go with each role and activity.</p>
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">Moral</p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students understand how PE can influence their healthy living and healthy lifestyle through team sports and health related fitness.</li> <li>• All activity areas – students learn and understand the rules of activity areas and the reason why they need to abide by them, understanding what sportsmanship and fair play is. Students are also nurtured to handles success and defeat with dignity. Students are encouraged to applaud the opposition.</li> <li>• HRF – students are challenged to increase their personal level of fitness and to understand the benefit of this. They are also taught about the importance of being healthy and active and how this impacts society.</li> <li>• All activity areas – students respect the facilities and the environment we are working in along with respecting equipment both when using it and when putting it away at the end of lessons.</li> <li>• Students are used as 'sports house captains' with students, chosen from each of the 4 houses.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students understand how PE can influence their healthy living and healthy lifestyle through team sports and health related fitness.</li> <li>• All activity areas – students learn and understand the rules of activity areas and the reason why they need to abide by them, understanding what sportsmanship and fair play is. Students are also nurtured to handles success and defeat with dignity.</li> <li>• HRF – students are challenged to increase their personal level of fitness and to understand the benefit of this. They are also taught about the importance of being healthy and active and how this impacts society.</li> <li>• All activity areas – students respect the facilities and the environment we are working in along with respecting equipment both when using it and when putting it away at the end of lessons.</li> </ul>

# PE Continued...

	<ul style="list-style-type: none"> <li>• Students are used as 'sports house captains' with students, chosen from each of the 4 houses.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students understand how PE can influence their healthy living and healthy lifestyle through team sports and health related fitness.</li> <li>• All activity areas – students learn and understand the rules of activity areas and the reason why they need to abide by them, understanding what sportsmanship and fair play is. Students are also nurtured to handles success and defeat with dignity.</li> <li>• HRF – students are challenged to increase their personal level of fitness and to understand the benefit of this. They are also taught about the importance of being healthy and active and how this impacts society.</li> <li>• All activity areas – students respect the facilities and the environment we are working in along with respecting equipment both when using it and when putting it away at the end of lessons.</li> <li>• Students are used as 'sports house captains' with students, chosen from each of the 4 houses.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students understand how PE can influence their healthy living and healthy lifestyle through team sports and health related fitness.</li> <li>• All activity areas – students learn and understand the rules of activity areas and the reason why they need to abide by them, understanding what sportsmanship and fair play is. Students are also nurtured to handles success and defeat with dignity.</li> <li>• HRF – students are challenged to increase their personal level of fitness and to understand the benefit of this. They are also taught about the importance of being healthy and active and how this impacts society.</li> <li>• All activity areas – students respect the facilities and the environment we are working in along with respecting equipment both when using it and when putting it away at the end of lessons.</li> <li>• Students are used as 'sports house captains' with students, chosen from each of the 4 houses.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students understand how PE can influence their healthy living and healthy lifestyle through team sports and health related fitness.</li> <li>• All activity areas – students learn and understand the rules of activity areas and the reason why they need to abide by them, understanding what sportsmanship and fair play is. Students are also nurtured to handles success and defeat with dignity.</li> <li>• HRF – students are challenged to increase their personal level of fitness and to understand the benefit of this. They are also taught about the importance of being healthy and active and how this impacts society.</li> <li>• All activity areas – students respect the facilities and the environment we are working in along with respecting equipment both when using it and when putting it away at the end of lessons.</li> </ul>
<p><b>Social</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students can work as part of a team, as well as reflect on feelings of determination, enjoyment and fulfilment.</li> <li>• Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. This allows students to develop their social skills in cooperation, communication, commitment, loyalty and team work.</li> <li>• The ethos of the faculty is for students to do their best in every lesson and for students to encourage one another and praise their efforts.</li> <li>• All activity areas – time is given for group discussions as well as listening to other opinions and giving feedback.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• All activity areas – students can work as part of a team, as well as reflect on feelings of determination, enjoyment and fulfilment.</li> <li>• Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. This allows students to develop their social skills in cooperation, communication, commitment, loyalty and team work.</li> </ul>

# PE Continued...

- The ethos of the faculty is for students to do their best in every lesson and for students to encourage one another and praise their efforts.
  - All activity areas – time is given for group discussions as well as listening to other opinions and giving feedback.
- Year 9**
- All activity areas – students can work as part of a team, as well as reflect on feelings of determination, enjoyment and fulfilment.
  - Roles / responsibilities – students in lessons take on many different roles within PE such as leader or coach. This allows students to develop their social skills in cooperation, communication, commitment, loyalty and team work.
  - The ethos of the faculty is for students to do their best in every lesson and for students to encourage one another and praise their efforts.

## Promoting Fundamental British Values

### **Democracy:**

- Students get the opportunity to have their opinions heard both amongst their peers when discussing tactics and also in the choice of topics to be covered. The latter is particularly evident in Year 11 when students choose a pathway to partake in that best suits them.

### **Rule of Law:**

- PE in general teaches students about code of conducts, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson, students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding into their own lives.
- The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.
- Teaching students the rules and regulations of the game and enforcing these when a rule/regulation has been broken.
- Promoting the value of fair play and respect in abiding by rules & regulations.
- When students enrol on our coaching courses, they learn about the rules of sports and how to ensure they are upheld.

### **Individual Liberty:**

- Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs being responsible for their groups cardiovascular element and stretching.

#### **Mutual Respect:**

- Students in PE use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in, and understanding of, the way communities and societies function at a variety of levels.
- Respecting students' different abilities and also the calls/judgements made by officiators.
- In team games and discussions, ensuring all pupils' opinions are heard and valued.

#### **Tolerance of those of different faiths and beliefs:**

- The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global opportunities.
- Through Dance in Years 9-11 – Expression of different cultures for example Bollywood, salsa and lindy hop.
- Sports week promotes students to learn about different cultures, faiths and beliefs.



# Food Technology

Spiritual	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Developing Creativity and Innovation – Students have opportunities to experiment with design ideas and creativity through design based tasks.</li> <li>• Adapting recipes and showing respect for other people’s choices.</li> <li>• Reflection on their own work and performance through evaluation of practical work and self-performance.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Developing Creativity and Innovation – Students have opportunities to experiment with design ideas and creativity through design based tasks.</li> <li>• Adapting recipes and showing respect for other people’s choices.</li> <li>• Reflection on their own work and performance through evaluation of practical work and self-performance.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Exploring beliefs and values – Special diets - Religious Needs/Vegetarians.</li> <li>• Reflection on their own work and performance through evaluation of practical work and self-performance.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Creativity through expression of practical work – presentation of food.</li> <li>• Developing Creativity and Innovation – Students have opportunities to experiment with design ideas and creativity through design based tasks.</li> <li>• Reflection on their own work and performance through evaluation of practical work and self-performance.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Creativity through expression of practical work – presentation of food.</li> <li>• Reflection on their own work and performance through evaluation of practical work and self-performance.</li> </ul>
Moral	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Examining the right and wrong effects of different foods on their body and nutritional needs.</li> <li>• Health and Safety requirements within food preparation - Hazards, rights and wrongs, consequences of actions, safeguarding others.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Health and Safety requirements within food preparation - Hazards, rights and wrongs, consequences of actions, safeguarding others.</li> <li>• Moral decisions of people to take special diets e.g. vegetarians, religious.</li> <li>• The effects of personal choices of foods and diet and the relationships between health and diet related diseases. Eat well Guide.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Consequences of environmental issues and moral decisions – Personally and within the catering industry – Reduce / re-use / recycle / packaging and the environment.</li> <li>• Basic menu planning and moral decisions in terms of choices of dishes and how they are sourced.in relation to moral and ethical food production.</li> <li>• Health and Safety requirements within food preparation - Hazards, rights and wrongs, consequences of actions, safeguarding others.</li> <li>• The effects of personal choices of foods and diet and the relationships between health and diet related diseases. Deficiency diseases.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Consequences of environmental issues and moral decisions – Personally and within the catering industry – Reduce / re-use / re-cycle / packaging and the environment. Related to the NEA practical dishes and in general terms.</li> <li>• Moral decisions of people to take special diets e.g. vegetarians, religious Menu Planning.</li> <li>• Health and Safety requirements within food preparation - Hazards, rights and wrongs, consequences of actions, safeguarding others.</li> <li>• The effects of personal choices of foods and diet and the relationships between health and diet related diseases. Deficiency diseases in relation to different age groups.</li> </ul>

# Food Technology Continued...

	<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Consequences of environmental issues and moral decisions – Personally and within the catering industry – Reduce / re-use / recycle / packaging and the environment in relation to the Hospitality Industry.</li> <li>• Health and Safety requirements within food preparation - Hazards, rights and wrongs, consequences of actions, safeguarding others.</li> <li>• Examining the moral responsibilities of Food handlers – investigating the importance of Food Hygiene to the individual / businesses.</li> </ul>
<p><b>Social</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Working with others – cohesive working – group work during lessons to promote teamwork and communication skills.</li> <li>• Examination of the social effects of wise shopping / economic issues when buying foods.</li> <li>• House cooking competition.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Considering the needs of others when adapting recipes.</li> <li>• House cooking competition.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Jobs and Careers that are available in the catering industry and the wider community.</li> <li>• The effects of social influences on catering businesses – profit and costing.</li> <li>• House cooking competition.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Trips out of school to NEC Good Food Show- exploring the wider community.</li> <li>• Examination of the social effects of wise shopping / economic issues when buying foods for a catering establishment.</li> <li>• House cooking competition.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Jobs and Careers that are available in the catering industry and the wider community.</li> <li>• Examining the importance of communication with the catering industry.</li> </ul>
<p><b>Cultural</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Examining Diversity – opportunity for students to experiment with foods from different cultures and traditions.</li> <li>• Practical activities themed around Christmas / Easter.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Examining Diversity – opportunity for students to experiment with foods from different cultures and traditions.</li> <li>• Practical activities themed around Christmas / Easter.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Opportunity to examine the cultural influences of food with a multicultural society and to consider these when menu planning.</li> <li>• Investigation of the technological advances in food technology in today's society.</li> <li>• Practical activities themed around Christmas / Easter.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Consideration of cultural influences when planning a menu for a restaurant as part of NEA for a given type of service.</li> <li>• Practical activities themed around Christmas / Easter.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Opportunity to examine the cultural influences of food with a multicultural society and to consider these when menu planning.</li> <li>• Investigation of the technological advances in food technology in today's society.</li> </ul>

## Promoting Fundamental British Values

- Students are given the opportunity to regularly problem solve and work together co-operatively as part of a team. To respect each other and to accept responsibility for their actions.
- To participate in the preparation of British traditional food dishes at Christmas and Easter to take home and share with their families.

# Maths

Through various projects, mini investigations and activities built into lessons, SMSC, (Spiritual, Moral, Social and Cultural) is being delivered in high quality lessons. All maths lessons have team seating, developing the social aspect of SMSC.

<b>Spiritual</b>	<ul style="list-style-type: none"> <li>• Students consider the development of patterns in different cultures (Islamic geometry and Rangoli designs) within tessellations.</li> <li>• Students explore the development of Fibonacci patterns and sequences.</li> <li>• Students carry out reflectional and rotational symmetry with religious symbols.</li> <li>• Students have the opportunity to investigate percentages of different religions/cultures across countries, make comparisons and highlight future trends.</li> <li>• Students have the opportunity to consider the concept of infinity, golden ratio and pi to convey the exquisiteness in maths .</li> </ul>
<b>Moral</b>	<ul style="list-style-type: none"> <li>• Students appreciate the implications of misleading graphs and the interpretation of data in different scenarios.</li> <li>• Students have the opportunity to analyse real life data with the use of survey and questionnaires and the implications of misusing/bias data.</li> <li>• Students understand the importance of why a chosen 'average' is used in different statistical comparisons and the consequences of this.</li> <li>• Students compare and discuss the relationship of real-life data via scatter diagrams and whether correlation has an effect on causation.</li> <li>• Students have the opportunity to link financial topics such as loans, debts, investment returns, simple and compound interest when completing percentage work.</li> <li>• Students have the opportunity to link percentage growth to population and real life scenario's.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Students are encouraged to communicate mathematically when discussing, explaining and presenting new ideas and concepts.</li> <li>• Students take part in 'Number Day' in form time.</li> <li>• Students are given the opportunity to use historic temperature data, to highlight global warming when teaching time series.</li> <li>• Students are given the opportunity to use population data for different endangered animals in percentage questions to highlight impact of humans and conservation.</li> <li>• Students are given the opportunity to calculate and appreciate 'Best Buy' and the impact on budgeting.</li> <li>• Students create Venn Diagrams to get a visual representation of class dynamics (common languages etc).</li> </ul>
<b>Cultural</b>	<ul style="list-style-type: none"> <li>• Students have the opportunity to use exchange rates for foreign travel.</li> <li>• Students are given the opportunity to discuss the cultural and historical roots of mathematics (Pythagoras' theorem, constructions of buildings in different cultures etc.).</li> <li>• Students investigate cross culture patterns and participate in carrying out tessellation and Islamic tiling.</li> <li>• Students research key historical figures in the development of Maths through the ages.</li> <li>• Students look at the elevations of different cultural buildings when completing work on Plans and Elevations.</li> </ul>

## Promoting Fundamental British Values

At Joseph Leckie Academy, we have high expectations of behaviour and quality of work. Within the Mathematics Faculty, we have created an atmosphere where students can have the opportunity to ask questions when unsure and build their confidence in understanding new concepts and mathematical ideas. We aim to ensure all students develop the skills and attributes to be successful in Mathematics and take pride in their learning and achievements.



# Psychology

<p><b>Spiritual</b></p>	<p><b>Year 9 - Social Influence and Memory</b></p> <ul style="list-style-type: none"> <li>• Students can consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs.</li> <li>• Students are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other students' opinions to develop a range of balanced view points.</li> </ul> <p><b>Year 10 – Development, Perception and Language, Thought and Communication</b></p> <ul style="list-style-type: none"> <li>• Students can consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs.</li> <li>• Students are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other students' opinions to develop a range of balanced view points.</li> </ul> <p><b>Year 11 - Neuropsychology and Psychological Problems</b></p> <ul style="list-style-type: none"> <li>• Students can consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs.</li> <li>• Students are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other students' opinions to develop a range of balanced view points.</li> </ul>
<p><b>Moral</b></p>	<p><b>Year 9 – Social Influence Key Study – Asch</b></p> <ul style="list-style-type: none"> <li>• Students learn about a case study where participants were deceived about the aim of the study and made to feel wrong when asked a question.</li> </ul> <p><b>Social Influence Key Study – Milgram</b></p> <ul style="list-style-type: none"> <li>• Students learn about a case study where participants were deceived about the aim of the study and made to think that they were either seriously injuring or even killing someone.</li> </ul> <p><b>Year 10 - Perception Key Study – Gilchrist and Nesberg</b></p> <ul style="list-style-type: none"> <li>• Students learn about a case study where participants were starved of food for 20 hours and assess whether the benefits of psychological research outweigh the costs to the participants.</li> </ul> <p><b>Language Thought and Communication – Animal Communication</b></p> <ul style="list-style-type: none"> <li>• Students learn about how animals communicate and debate whether it is morally acceptable to use Apes and Chimpanzees for research aims – taking them out of their natural habitat.</li> </ul> <p><b>Language Thought and Communication – Piaget</b></p> <ul style="list-style-type: none"> <li>• Students learn about Piaget's theory of development and language acquisition and about the fact he used his own children for research purposes. They debate whether it is morally acceptable to use your own children to further your research.</li> </ul>
<p><b>Social</b></p>	<p><b>Year 9 – Social Influence – Conformity and Obedience</b></p> <ul style="list-style-type: none"> <li>• Students learn about how under certain situation we conform to other behaviour or obey certain instructions. Students learn about how this social behaviour has influenced life events such as the holocaust.</li> </ul> <p><b>Year 10 – Language Thought and Communication – Research Implications – Autism</b></p> <ul style="list-style-type: none"> <li>• Students learn about Autism and assess how research in to eye contact/factors affecting language thought and communication can help us to further understand and work together to help those diagnosed with autism.</li> </ul> <p><b>Language Thought and Communication Non Verbal Behaviour – Personal Space</b></p> <ul style="list-style-type: none"> <li>• Students learn about how different cultures have differences in terms of what they are comfortable with in terms of personal space, and the implications that this has on us as humans trying to make people feel more comfortable.</li> </ul> <p><b>Language Thought and Communication – NVC</b></p> <ul style="list-style-type: none"> <li>• Students learn about how Non-verbal communication can affect our perceptions of other people in a social situation, and our perceptions of others. e.g. Body language – the need to maintain an open posture for a more positive social interaction.</li> </ul>

# Psychology Continued...

## Cultural

### **Year 9 – Social Influence: Cultural variations in behaviour**

- Students learn about the differences in behaviour (conformity and obedience) across different cultures e.g. collectivist and individualistic cultures.

### **Memory Key Study – Bartlett's**

- Students learn about the effects of culture on our memory and how when we are unable to recall certain facts will fill these in with culturally appropriate facts.

### **Year 10 – Language Thought and Perception**

- Students learn about how different cultures have different vocabulary for colour words – e.g. the Dani Tribe only have two words for colour – light and dark (mola and mili) and analyse how this affects our recognition of colours.

### **Perception – Factors affecting perception – Culture**

- Students learn how children from a non-western culture draw elephants differently to western children, due to exposure to cartoons and line drawings and assess the influence of culture on our perception.

### **Language thought and communication- Key Study Yuki**

- Students learn about the culturally differences between understanding of facial expressions and apply this to the case Study of Yuki – to explain why Japanese participants interpreted facial expressions differently to American.

## Promoting Fundamental British Values

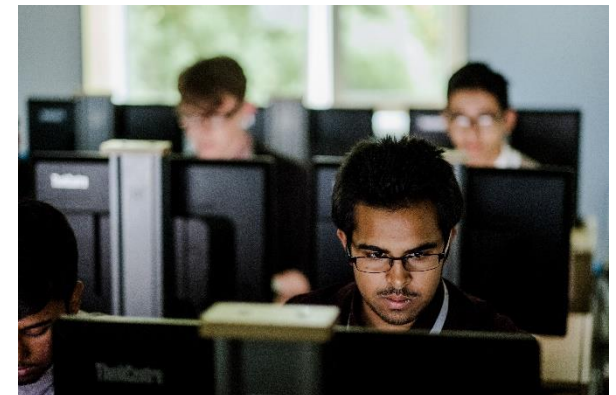
- Students can develop self-knowledge, self-esteem and self-confidence throughout the Psychology course, studying a range of topics that allow them to make sense of their behaviour and the behaviour of other people. Students therefore can accept responsibility for their own behaviour and begin to understand how they can contribute toward society more widely. Topics include: Perception, development, Language, thought and communication, memory, social influence, neuropsychology and psychological problems.
- Students are expected to study the British Psychological Society Code of Ethics, teamed with considering explanations for Anti-Social Behaviour all students are exposed to distinguishing right from wrong.
- In Psychology, students consider people of all faiths, races and cultures and their varying beliefs and practices. This is especially considered when looking at cultural and gender differences. They are taught that differences occur but to view these with respect and tolerance. This is also reinforced when students consider Stereotypes, Prejudice and Discrimination, encouraging respect for all people and understanding how we can reduce prejudice and discrimination.

# Computer Science

<b>Spiritual</b>	<ul style="list-style-type: none"><li>• Programming – finding solutions to given problems, such as automated systems for environmental practicalities.</li><li>• Ethics – looking at developing technology, e.g. driverless cars, and the responsibilities of these advances, alongside technologic waste and digital footprint.</li></ul>
<b>Moral</b>	<ul style="list-style-type: none"><li>• Privacy – hacking, social engineering, malware, ethical hacking – looking at developing an understanding of these concepts and reflect on the consequences of actions.</li><li>• Cyber Security – password protection, malicious code.</li></ul>
<b>Social</b>	<ul style="list-style-type: none"><li>• Cyber Security – social engineering, blagging, shouldering, phishing and pharming – looking at how people within society can be manipulated to reveal personal information or technological information e.g passwords.</li><li>• Ethics – how technological advances lead to reductions in job availability</li></ul>
<b>Cultural</b>	<ul style="list-style-type: none"><li>• Ethics – how technological waste is being removed to 3<sup>rd</sup> world countries.</li></ul>

## Promoting Fundamental British Values

- Copyright law, Ethical issues and consequences of actions in relation to blagging, shouldering, phishing and pharming.



# Geography

Humanities subjects are all heavily focussed on people and their relationships and as such we are well placed to contribute to students' Spiritual, Moral, Social and Cultural education. In every lesson across the Faculty, students are expected either to consider the needs and experiences of others, or their own personal responses to events, problems and changes. Teachers in Humanities encourage students to discuss and debate controversy outside the classroom. At times this is in a formal setting like educational visits or homework, but also we expect the study of Humanities subjects to affect positively the way students live their daily lives. We encourage young people to enquire, consider and question in lessons and beyond.

Spiritual	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>People Everywhere unit – Who are the British:</b> Look at the ethnic and religious make-up of the UK.</li> <li>• <b>Urbanisation – London Docklands:</b> Students debate about the merits of the London docklands, and how original dockers from the area may have found their sense of place interrupted by the redevelopment.</li> <li>• <b>UK and Europe – Sense of Place:</b> Students gain an understanding of what 'place' and 'sense of place is' and create mood boards demonstrating their own sense of place.</li> <li>• <b>UK and Europe – Polish – UK Migration:</b> Students look at a case study of Polish migration to the UK and assess the impacts – including raising the number of people in Catholic churches.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Nigeria – Context:</b> Students look at the different ethnicities and religious groups in Nigeria and how this causes conflict – e.g. Boko Haram.</li> <li>• <b>World Issues – Aid:</b> Students examine the work of Christian aid and Muslim Aid.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>Nigeria – Context:</b> Students look at the different ethnicities and religious groups in Nigeria and how this causes conflict – e.g. Boko Haram.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• <b>Urbanisation – Birmingham's changing face:</b> Students look at how migration has shaped the city of Birmingham – and the different ethnicities and religions. Students think about what changes have been brought about – e.g. increasing Halal Butchers and how schools will have to change to accommodate this.</li> </ul>
Moral	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>People Everywhere unit – China:</b> Students learn about China's One Child Policy and discuss whether it is moral to tell someone how they should structure their family.</li> <li>• <b>Rivers and Coasts – River defences:</b> Students gain an understanding of the processes involved in protecting a river and think about the moral standpoint of protecting some areas, and leaving others to flood.</li> <li>• <b>Tropical Rainforests – debate:</b> Students debate what should happen to TRF from a range of different standpoints – local people, farmers, dam builder miners etc.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Development and Globalisation Unit – Apple TNC:</b> Students learn about the conditions of Apple workers in the factories in China and discuss whether it is moral to buy products knowing the conditions they are produced in.</li> <li>• <b>Development and Globalisation - Aid:</b> Students gain an understanding and appreciation of the benefits of aid and the whose responsibility is it to help when there is a disaster.</li> <li>• <b>Nigeria – Shell:</b> Students learn about the role of Shell in Nigeria and assess whether the TNC improves people's lives or makes it worse; should Shell be allowed to operate in Nigeria?</li> <li>• <b>World Issues: Obesity: Students</b> learn what obesity is and the problems which it causes for governments and think about who is to blame for the obesity epidemic – the fast food outlets, parents, children, apps such as Deliveroo – or is blame placed with the individual.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Weather hazards – Human causes of climate change and solutions.</b> Students learn how humans are causing climate change and look at accountability.</li> <li>• <b>Development – The Development Game:</b> Students learn about the human and physical factors which cause some countries to be undeveloped and analyse whether humans are the blame for the development gap.</li> </ul>

# Geography Continued...

	<ul style="list-style-type: none"> <li>• <b>Development – The Development gap:</b> Students learn about the gulf of living between the rich and the poor and discuss this issue that 1% of the population have as much money as the 99% put together.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• <b>Urbanisation – Rio's Urban Poor:</b> Students investigate the strategies which have been used to improve the lives of the urban poor and analyse whose responsibility it is to improve Quality of life – the government or the residents.</li> </ul>
<p><b>Social</b></p>	<ul style="list-style-type: none"> <li>• <b>Urbanisation – BedZed:</b> Students look at how a community of people are working together to promote sustainability in a community in London.</li> <li>• <b>Rivers and Coasts – Bangladesh Flooding:</b> Students investigate the range of socio economic issues experienced by the population of Bangladesh after the 2004 floods – e.g. food shortages, homelessness.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>World Issues – Poverty:</b> Students understand what poverty is.</li> <li>• <b>World Issues – Climate Change:</b> Students gain an understanding of their roles and responsibilities regarding climate change and what actions they can take to reduce their carbon footprint.</li> <li>• <b>World Issues: Climate change action plan:</b> Students create an action plan for the school on how we can work together to reduce climate change.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Weather hazards – Human causes of climate change and solutions:</b> Students learn how humans are causing climate change and look at accountability in terms of regionally, nationally and Internationally. Students learn about Kyoto Protocol and the Paris agreement – both groups of countries working together to reduce climate change.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>Development unit – Changing transport in the UK:</b> As part of this students do a homework task on HS2 where they have to look at controversial issues surrounding HS2.</li> <li>• <b>Development unit – The UK in the wider World: The EU:</b> Students take part in a referendum at the end of the lesson where they justify their view with evidence collected during the lesson.</li> <li>• <b>Development unit – The UK in the wider World: The Commonwealth:</b> Students learn about the Commonwealth and the pros and cons of being part of The Commonwealth.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• <b>Urbanisation unit – Social opportunities in Birmingham:</b> Students look at the social opportunities created by hosting the 2020 Commonwealth games.</li> <li>• <b>Resource Management – Water management:</b> Students look at ways to solve global water issues – some elements of international cooperation.</li> <li>• <b>Urbanisation unit – social –</b> students look at the issues created for people living in poor socio-economic areas – e.g. Aston in Birmingham.</li> </ul>
<p><b>Cultural</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>People Everywhere unit – China:</b> Students learn about China's One Child Policy and how this affects culture in China.</li> <li>• <b>People Everywhere unit – Who are the British:</b> Two lessons which focus on immigration into the UK and how this has affected culture and contributed to a multicultural society.</li> <li>• <b>Tropical Rainforests – people of TRF:</b> Students look at the different tribes who live in the TRF and gain an understanding of their culture.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Deserts – People of the desert:</b> Students look at the Tuareg tribe who live in the Desert and gain an understanding of their culture.</li> <li>• <b>Kenya – Tribes in Kenya:</b> Students look at the Tribes in Kenya and gain an understanding of their culture.</li> <li>• <b>Nigeria – Cultural Context:</b> Students learn about Nigeria's culture including the role of Nollywood and explain how this makes Nigeria an important global country</li> </ul> <p><b>Year 9</b></p> <p><b>Weather Hazards – Tropical Storm Prevention – PPP:</b> Students address the role of education in managing tropical storms – look at Bangladesh where 50 x more women were killed in the 1991 Cyclone, as many could not swim and were wearing cultural clothing which dragged them down in the flood waters.</p>

# Geography Continued...

## Year 10

- **Tropical Rainforests Unit – Why protect the Rainforest?** Students learn about the tribes of the rainforest inc. Culture and way of life.
- **Desert Ecosystems – Opportunities in deserts.** Students look at how tribes have adapted their way of life to survive in deserts.

## Year 11

- **Urbanisation unit – Migration into Birmingham:** Students look at different groups who have migrated into Birmingham and the impact this has had on society/culture/multiculturalism.
- **Urbanisation unit – Urbanisation in Rio: The Favelas:** Students look at life in the Favelas, part of which looks at the way of life in the favela and how that differs to the rest of Rio. Culture of the favela comes into this.

## Promoting Fundamental British Values

- Discussions on voting systems and how they differ between different countries around the world and what impacts that might have.
- Discussions on Brexit.
- Multiculturalism – origins and impacts of within the UK.
- Contributing to local, national and International communities.
- Comparisons between the UK and other countries in terms of rights to and access to services such as education, healthcare and social welfare systems.



# MFL

Spiritual, Moral, Social and Cultural education is a natural focus of MFL. People, their relationships and their interactions with others are an intrinsic part of what we teach, and the cultural immersion of learning a language cannot be avoided. In MFL, we give our students an opportunity to both consider the needs and experiences of people of other cultures, and reflect upon their own response to this. We also encourage students to discover, discuss and debate unfamiliar lifestyles, global events, problems and changes. Finally, SMSC is not confined to the MFL classroom – we hope that the study of languages will positively affect our students’ lives and their understanding of the world around them.

<h2>Spiritual</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Themed competitions / challenges (comic relief / Christmas / Easter / etc.).</li> <li>• Sing a song writing (in collaboration with Music) on theme of animals.</li> <li>• Various L&amp;T pedagogies applied to encourage free thinking and questioning in order to develop self confidence in sharing views and opinions and accept these of others.</li> <li>• Projects on food including cultural awareness for other countries traditions.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Themed competitions / challenges (comic relief / Christmas / Easter / etc.).</li> <li>• Various L&amp;T pedagogies applied to encourage free thinking and questioning in order to develop self confidence in sharing views and opinions and accept these of others.</li> <li>• Projects on clothes including cultural awareness for other countries traditions.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Various L&amp;T pedagogies applied to encourage free thinking and questioning in order to develop self confidence in sharing views and opinions and accept these of others.</li> <li>• Creative writing involving taking various personas.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Various L&amp;T pedagogies applied to encourage free thinking and questioning in order to develop self confidence in sharing views and opinions and accept these of others.</li> <li>• Creative writing involving taking various personas.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Various L&amp;T pedagogies applied to encourage free thinking and questioning in order to develop self confidence in sharing views and opinions and accept these of others.</li> <li>• Questioning and debating on social issues in different French speaking countries.</li> <li>• Creative writing involving taking various personas.</li> </ul>
<h2>Moral</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Topic of healthy eating and self and family, likes and dislikes with reasons.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Impact of fashion / body image.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Topics of school (past and current / French-francophone vs English – rules comparisons), healthy eating and self and family (relationships) and their impact on a person.</li> <li>• Topic of technology – dangers of internet.</li> <li>• Constant use of opinions with reasons to justify answers as required to access grade 2 onwards.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Topics of school (past and current / French-francophone vs English rules – comparisons), healthy eating and self and family(relationships) and their impact on a person.</li> <li>• Constant use of opinions with reasons to justify answers as required to access grade 2 onwards.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Topics of school (past and current / French-francophone vs English rules – comparisons), healthy eating and self and family(relationships) and their impact on a person.</li> <li>• Constant use of opinions with reasons to justify answers as required to access grade 2 onwards.</li> </ul>

# MFL Continued...

<h2>Social</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Insight on religious festival with focus on Christian ones (Christmas / Easter) as French traditions and Halloween / Eid as a change in French culture.</li> <li>Learning strategies and approaches (i.e.: pair / group work).</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Insight on religious festival with focus on Christian ones (Christmas / Easter) as French traditions and Halloween / Eid as a change in French culture.</li> <li>Learning strategies and approaches (i.e.: pair / group work).</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Insight on religious festival with focus on Christian ones (Christmas / Easter) as French traditions and Halloween / Eid as a change in French culture.</li> <li>Learning strategies and approaches (i.e.: pair / group work).</li> <li>Topics on lifestyles and relationships, home and work (including poverty / future plans / social, economic and local environment / etc.), impact of new technology and social media, pocket money and buying habits.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>Insight on religious festival with focus on Christian ones (Christmas / Easter) as French traditions and Halloween / Eid as a change in French culture.</li> <li>Learning strategies and approaches (i.e.: pair / group work)</li> <li>Topics on lifestyles and relationships, home and work (including poverty / future plans / social, economic and local environment / etc.), impact of new technology and social media, pocket money and buying habits.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>Insight on religious festival with focus on Christian ones (Christmas / Easter) as French traditions and Halloween / Eid as a change in French culture.</li> <li>Learning strategies and approaches (i.e.: pair / group work).</li> <li>Topics on lifestyles and relationships, home and work (including poverty / future plans / social, economic and local environment / etc.), impact of new technology and social media, pocket money and buying habits. Understanding of charity work and its impact (what do you do?).</li> </ul>
<h2>Cultural</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Regular use of music / French song to support learning via creative writing of a song on school / use of songs on self / holidays / etc. to practise language / use of pop songs. for cultural awareness and expansion of vocabulary.</li> <li>Use of maths to practise numbers for pricing for example.</li> <li>Use of films / authentic material (books extracts/newspaper or magazines articles/poetry).</li> <li>European Day of languages.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Regular use of music / French song to support learning via creative writing of a song on school / use of songs on self / holidays / etc. to practise language / use of pop songs for cultural awareness and expansion of vocabulary.</li> <li>Use of films / authentic material (books extracts/newspaper or magazines articles/poetry)</li> <li>Y8 choice presentation on the importance of languages</li> <li>European Day of languages</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Regular use of music / French song to support learning via creative writing of a song on school / use of songs on self / holidays / etc. to practise language / use of pop songs for cultural awareness and expansion of vocabulary.</li> <li>Use of films / authentic material (books extracts/newspaper or magazines articles/poetry).</li> <li>European Day of languages.</li> </ul>



# MFL Continued...

	<p><b>Year 10</b></p> <ul style="list-style-type: none"><li>• Regular use of music / French song to support learning via creative writing of a song on school / use of songs on self / holidays / etc. to practise language / use of pop songs for cultural awareness and expansion of vocabulary.</li><li>• Use of films / authentic material (books extracts/newspaper or magazines articles/poetry).</li><li>• European Day of languages.</li></ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"><li>• Regular use of music / French song to support learning via creative writing of a song on school / use of songs on self / holidays / etc to practise language / use of pop songs for cultural awareness and expansion of vocabulary.</li><li>• Use of films / authentic material (books extracts/newspaper or magazines articles/poetry)</li><li>• European Day of languages</li></ul>
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## Promoting Fundamental British Values

### **Democracy:**

Students have the opportunity to have their voices heard through suggestion boxes and regular questionnaires in MFL lessons. We encourage an open door policy where the students feel free able to visit their teachers with their ideas and suggestions. We study the work of UNICEF when we look at Francophone and Hispanic African and Latin American countries, as well as the Convention of the Rights of the Child (CRC) when we discuss the similarities and differences between children's lives in developed and developing Francophone and Hispanic countries. We encourage our students to question the pros and cons of a centralised and decentralised model of national government.

### **The Rule of Law:**

The importance of Laws, whether they are those that govern the class, the school, or the countries of the languages that we are teaching, is consistently reinforced. Students are taught the value of reasons and reasons behind laws, that they govern and protect us. The responsibilities that this involves and the consequences when laws are broken. We study law and order and delinquency in GCSE and A level units of work. In LOTC we explain rules and laws when we visit target language countries. Students learn about the extent to which faith and religion determine what is right and wrong in communities.

Increase the students' knowledge of the importance of mutual respect – in our school, our local community, nationally and in the wider world. This is reiterated in our behaviour policy within the MFL classroom. There are units in the KS4 and KS5 curriculum that focus on the effects on marginalisation which arises when mutual respect and tolerance does not exist and our students deepen their understanding of the very serious consequences of this. At A2 students study La Haine, a film by Matthieu Kassovitz, which encourages our students to consider what happens when the second generation immigrant population feels unjustly marginalised and neglected.

# MFL Continued...

## **Tolerance of those Different Faiths and Beliefs:**

This is achieved through developing students' understanding of their place in a culturally diverse society and by giving them opportunities to experience such as diversity. Across the key stages, we study topics relating to tolerance, including the study of La Haine and Un Sac de Billes at A Level. There are also units within the KS4 and KS5 curriculum that focus on celebrations and customs of other faiths in the countries where the language being taught is spoken. Across all units, students are often encouraged to develop and reflect upon their own thoughts, beliefs and reactions using the TL language, which is a popular focus at GCSE and A Level. Within this, we create a safe space for students to share these ideas with their peers. Our overseas trips have also allowed our students to witness first hand other faiths and cultures. The school celebrates the many languages spoken by our pupils. Our EAL students have given workshops to help us understand some rudimentary words in their language and have answered our questions about their customs and traditions.



# Religious Education

## Spiritual

### Year 7

- Introduction to religion – learning about the faith of others in their class.
- Prayer and worship.
- Observing the Sabbath and why it is important.
- Taking part in lent and reasons/ rewards.
- How Christians remember Jesus last week of life – Holy week.

### Year 8

- Does God exist?
- Our role as stewards of the earth – environment, poverty, war and peace.
- Happiness – Buddhism.

### Year 9

- Beliefs and teaching Christianity.
- Role of Jesus, influence and significance.
- Monotheism.
- Significance of resurrection.
- Incarnation of God and influence on Christians.
- Causes of suffering.
- Christian Practices.
- Holy communion.
- Liturgical/ non liturgical/ informal and private worship – benefits / weaknesses for individuals and community of Christians.
- Prayer.

### Year 10

- Islam beliefs and practices
- Oneness of God and rejection of idols
- Holy books
- Prayer
- Angels – role and significance of
- Influence of belief in life after death on every day decisions

### Year 11

#### Religion and life

- Origins of the universe
- Value of the world#
- Dominion of humans over animals
- Use and abuse of animals
- Death and after life
- Pacifism
- Holy war as a cause of violence

# Religious Education Continued...

## Moral

### Year 7

- Jesus temptations.
- Moses and leading to escape of Egyptians.
- Jesus crimes.
- Jesus parables on forgiveness and helping others.
- Holy week – Jesus' forgiveness.

### Year 8

- Is war justifiable
- Terrorist acts from different religions
- Is war justifiable – religious criteria used to judge responses to war and part taken in war
- Is religion dangerous

### Year 9

- Morality of Jesus crimes and death
- Origins of sin – individual responsibility and free will. How far are we responsible?
- Church growth
- Evangelism – should we?
- Christian persecution
- Baptism – adult or infant

### Year 10

- Sunni Shia split – causes, differences/ similarities and significance/ fractions in religion.
- Life after death and judgement.
- Role of the Imamate – is it too far removed from Sunni Islam.
- Jihad – what is it the two types.

### Year 11

- Relationships and families.
- Contraception – use of and acceptance in Christianity. Sanctity of life.
- Sexual relationships outside marriage.
- Divorce and remarriage.
- Gender equality.
- Sex before marriage.
- Human sexuality.
- Euthanasia.
- Abortion.
- War and peace.
- Violent protest and terrorism.
- Reasons for war.
- Nuclear weapons and weapons of mass destruction.

# Religious Education Continued...

<b>Social</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• Celebrations – festivals. Judaism, Islam and Christianity</li><li>• Being a part of a religious community</li><li>• Celebrating festivals</li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>• Equality in Sikhism.</li><li>• Gender equality.</li><li>• Seva – selfless voluntary service for the community – Khalsa aid.</li><li>• Caste equality.</li><li>• Religious equality.</li><li>• Jerusalem for three religions – can they live in peace why important for them all.</li></ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"><li>• Influence of life after death.</li><li>• Christians as a community from early Christianity to present.</li><li>• All units/ topics require.</li></ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"><li>• 5 pillars – prayer as a community. Charity, fasting to remember the poor.</li></ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"><li>• Crime and Punishment.</li><li>• Reasons for crime.</li><li>• Societal responses.</li><li>• Aim of punishments.</li><li>• Christian attitudes to suffering and forgiveness.</li><li>• Death penalty - right or wrong – UN rights/ human rights.</li></ul>
<b>Cultural</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• Worship in Abrahamic faiths.</li><li>• Places of worship – features of and importance and meanings.</li><li>• Changes in cultural traditions of.</li><li>• Scientific theory of the creation of humanity and the universe – are they compatible.</li><li>• Early Christian community – Jewish expectations of the messiah and response to Jesus.</li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>• Religious observations in Sikhism and Hinduism of festivals and worship.</li><li>• How worship is carried out impact on community and significance of actions.</li></ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"><li>• Holy communion/ worship.</li><li>• Sacraments – meaning actions and significance.</li><li>• The role of the church in society.</li><li>• Church pastor's/Church growth.</li><li>• Evangelism.</li></ul>

# Religious Education Continued...

- Church growth
- Worldwide church
- Role of church locally, nationally and globally

## **Year 10**

- Impact of Prophet Muhammed on the Muslim community
- Festivals – meaning celebration and significance

## **Year 11**

- Religious responses to war – helping casualties and communities.
- Pacifism – right to refuse to take part in war?

## Promoting Fundamental British Values

- Criminal justice system – laws and legislation on crime and punishment.
- Types of punishments.
- History of punishment.
- Geneva conventions.
- Human Rights bill.
- Laws of pollution/ animal experimentation/ abortion/ family planning/ divorce/ gender discrimination.
- Understanding terrorism and evaluating against religious definition of holy war.
- Protests – law and conditions.
- Just War theory – when is it ok to go to war – use of case studies.
- Law on human sexuality – history and current situation.
- Family law – civil partnerships.
- Stephen Lawrence case and institutional racism.

# Design & Technology

<b>Spiritual</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• Nightlight- project designed for young children or children with a disability.</li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>• Greetings Card- different spiritual traditions for giving a card e.g. Christmas/Eid.</li></ul> <p><b>Year 9 (GCSE)</b></p> <ul style="list-style-type: none"><li>• Product impact on society including case studies of products impact on society and religion (beef tallow in £5 note for example).</li></ul> <p><b>Year 9 (BTEC)</b></p> <ul style="list-style-type: none"><li>• Ensuring sci-fi designs are appropriate for all races/religions.</li></ul> <p><b>Year 10 (BTEC)</b></p> <ul style="list-style-type: none"><li>• Case studies into different world festivals (religious/cultural) such as day of the dead or Mardi Gras.</li></ul>
<b>Moral</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• Packaging- Healthy lifestyle packaging brief to encourage children to eat healthily.</li><li>• Jigsaw- use of MDF as material due to environmental impact (recycled).</li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>• Pencil Case- use of MDF as material due to environmental impact (recycled).</li></ul> <p><b>Year 9 (GCSE)</b></p> <ul style="list-style-type: none"><li>• Copyrights and ensuring originality of work, impact of plagiarism.</li></ul> <p><b>Year 9 (BTEC)</b></p> <ul style="list-style-type: none"><li>• Copyrights and ensuring originality of work, impact of plagiarism.</li></ul> <p><b>Year 10 (GCSE)</b></p> <ul style="list-style-type: none"><li>• Supporting developing countries, encouraging healthy lifestyles or helping a user with a disability, meaning all coursework topics encourage students to solve an issue morally.</li></ul> <p><b>Year 10 (BTEC)</b></p> <ul style="list-style-type: none"><li>• Environmental impact page looking at 3rs.</li><li>• Festival case study can take in other communities e.g. pride festivals.</li></ul> <p><b>Year 11 (GCSE)</b></p> <ul style="list-style-type: none"><li>• Coursework includes material choice justification. Students must include environmental Impact of material choice.</li></ul>
<b>Social</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• Workshop health and safety induction for all Y7 students.</li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>• Safe and sensible working with a wide range of tools, equipment and machinery.</li></ul> <p><b>Year 9 (GCSE)</b></p> <ul style="list-style-type: none"><li>• Alternative energies and the impact of fossil fuels.</li></ul> <p><b>Year 10 (GCSE)</b></p> <ul style="list-style-type: none"><li>• Sources of materials including impact of deforestation and FSC forests.</li><li>• Anthropometric data and the design of products for different areas of society e.g. the elderly or disabled.</li></ul> <p><b>Year 10 (BTEC)</b></p> <ul style="list-style-type: none"><li>• Designing work for the local street carnival. Case studies of local celebrations.</li></ul> <p><b>Year 11 (GCSE)</b></p> <p>Customer interactions throughout design folder to ensure products are suitable for the customer.</p>



# Design & Technology Continued...

	<p><b>Year 11 (BTEC)</b></p> <ul style="list-style-type: none"> <li>• Safe working practices in workshops</li> <li>• Artist case studies and researching the work of others.</li> </ul>
<h2>Cultural</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Jigsaw project- looking at the work of British designers/engineers e.g. Brunel/Dyson.</li> <li>• Pencil Case- Pop art case study, wider knowledge of a major art movement of the 20<sup>th</sup> century.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Greetings Card- the giving and receiving of cards as a British tradition.</li> </ul> <p><b>Year 9 (GCSE)</b></p> <ul style="list-style-type: none"> <li>• Work of past and present designers in 20<sup>th</sup> Century design movements.</li> </ul> <p><b>Year 9 (BTEC)</b></p> <ul style="list-style-type: none"> <li>• Sci-fi product design- impact of designing guns for sci-fi films, encouraging original prop designs.</li> </ul> <p><b>Year 10 (GCSE)</b></p> <ul style="list-style-type: none"> <li>• Case studies of successful companies in design e.g. Apple or Braun.</li> </ul> <p><b>Year 10 (BTEC)</b></p> <ul style="list-style-type: none"> <li>• Case studies into different world festivals (religious/cultural) such as day of the dead or Mardi Gras.</li> </ul> <p><b>Year 11 (BTEC)</b></p> <ul style="list-style-type: none"> <li>• Encouraging students to create a portfolio that reflects their culture, interests and hobbies.</li> </ul>



Students' Social Moral Spiritual & Cultural is developed in design & technology in a number of ways. We believe that in educating our students to think about the impact of their designing and making on the environment and people. Sustainability and the clear understanding of how this is applied to designing new products are paramount if we are to protect the world's natural resources. Students are also expected to grow and develop a sense of social responsibility, mutual respect and care for each other through our teaching of behaviour self-regulation. We expect students to influence the behaviour of others around them by encouraging a confidence to challenge each other when standards fall below our collective expectations.

Mutual respect is engendered through the process of peer evaluation of each other's work and standards. We empower students to take criticism positively and to articulate their views in a respectful and sensitive way. We support this through the celebration of human fallibility as a motivator to learn and succeed. We support students search for Meaning and Purpose through encouraging creativity in projects and challenge them with the fundamental question, How will my designing benefit humanity? Students draw upon a variety of sources for inspiration. Many of these are natural but true creativity comes from the freedom to explore within more open ended projects. Equal Opportunities: Is Taught through collaborative and team learning. Valuing contributions and celebrating these as well as outcomes. We try to instil in students that the journey is more important than the outcome because that is where true understanding is gained.

## Promoting Fundamental British Values

- Behaviour management in practical lessons.
- Responsibility for design choices in GCSE/ A Level projects, students are encouraged to choose a material that has as little negative impact on the environment as possible.
- Respect and understanding for different traditions in greetings card project, GCSE syllabus, and festival case studies.



# Health and Social Care

<p><b>Spiritual</b></p>	<p><b>Year 9/10/11</b></p> <ul style="list-style-type: none"> <li>• Regular discussions take place as part of the child care and health and social courses which involve looking at views on upbringing of children, our moral responsibilities and how our own beliefs are affected when working with children and vulnerable members of society Students work with young children on placement, observing them and their learning journey and come back full of things they wish to share or ask questions about.</li> <li>• Health and social care students are involved in elderly care work leading them to consider life from a different perspective to their own. This is an inherent part of the course where students are required to look at diversity and discrimination, they learn about religious beliefs and different parenting styles and values.</li> <li>• They also look at the difference in educational philosophies and in health and social care study philosophical and ethical perspectives Students are required to use both on a daily basis both while in placement planning activities for children and helping produce displays but also in the classroom situation through role play, invention of exciting activities for children and production of toys/ book/activities for children Reflective practice is an essential element of the child care courses and the placement unit relies heavily on the skill of the student to be able to evaluate and reflect upon their own experiences and learning. We also regularly discuss experiences students have had while on placement as a group.</li> <li>• Unit 1 D5- meeting individual needs of children</li> <li>• Unit 2 D5/D6 supporting well-being of children</li> <li>• Unit 2 D7/C1 - effects of transitions on children</li> </ul>
<p><b>Moral</b></p>	<p><b>Year 9/10/11</b></p> <ul style="list-style-type: none"> <li>• Pupils look at behaviour management of young children and the process of moral reasoning.</li> <li>• Reflective practice is taught with respect to looking at actions taken on placement and possible consequences to both themselves and the children in their care.</li> <li>• Pupils look at factors affecting development including the results of decisions by mothers to drink/smoke/take drugs when pregnant.</li> <li>• Regular discussions take place as part of the child care and health and social care courses which involve looking at views on upbringing of children, our moral responsibilities and how our own beliefs are affected when working with children and vulnerable adults This is done through course units dealing with equality and diversity, family structure and child protection. Students also study the UNCRC and the wider context looking at world treatment of children.</li> <li>• Pupils do a placement unit where they have to fully understand the responsibilities that go with this position. They also learn about their position as role models and study theory related to this (Bandura).</li> <li>• Students learn about how their actions will affect the children and families they work with looking at both positive and negative effects. They also look at the impact of working with children on their own lives and health.</li> <li>• Unit 1 - D4/B2 - looking at responsibilities of an EYP and consequences of failure</li> <li>• Unit 1 D6/D7 learning styles and study skills</li> <li>• Unit 2 D4- factors affecting development</li> <li>• Unit 2 D5/D6 supporting well-being of children</li> <li>• Unit 2 D7/C1 - effects of transitions on children</li> </ul>
<p><b>Social</b></p>	<p><b>Year 9/10/11</b></p> <ul style="list-style-type: none"> <li>• Taking part in role play situations and discussion in the classroom looking at a variety of types of social interaction and the different and varied types of communication including body language etc.</li> <li>• Students are often engaged taking part in role play situations and discussion in the classroom looking at a variety of types of social interaction and the different and varied types of communication including body language etc.</li> <li>• Students learn about the Learning Outside the Classroom Manifesto and look at educational systems based on community involvement such as Te Wharriki in New Zealand and Reggio Emilia. in Italy. They also learn about child protection and legislation relating to child health and welfare and study cases where the system has failed. They learn about multi agency working and the ways society support children and families.</li> </ul>

# Health and Social Care Continued...

	<ul style="list-style-type: none"> <li>• Unit 1 - D1/C1/A - Looking at statutory voluntary and private provision for children.</li> <li>• Unit 1 D3/B1 importance of preparation for placement.</li> <li>• Unit 1 D5- meeting individual needs of children.</li> <li>• Unit 2 D5/D6 supporting well-being of children.</li> <li>• Unit 2 B1- Supporting children in transitions.</li> <li>• Unit 2 D7/C1 - effects of transitions on children.</li> </ul>
<b>Cultural</b>	<ul style="list-style-type: none"> <li>• Students study valuing diversity and issues around inclusion and discrimination throughout all the units studied.</li> <li>• The majority of students taught are of Asian heritage and do not follow a Christian culture, though living in England they follow the traditions of their home culture. The students who come from a “Christian” background on the whole are not from religious backgrounds and have little understanding of the influence of Christianity. Students are always interested in each other’s faiths and we do take this opportunity to explain Christian beliefs and traditions alongside those of other faith groups.</li> <li>• Students learn how to adapt activities to accommodate religious requirements in respect to food and dress etc. And look at how to make the environment reflect variety of cultures and provide positive images.</li> <li>• We have within the dept. equal opportunities policies. Any discriminatory behaviour or remarks would be swiftly dealt with and support offered to the victim. Pupils from all backgrounds are equally valued and there is great emphasis on this as part of the child care and health and social care curriculum. Support is available where pupils have English as a second language and translation is available from other staff members where parents do not speak English. Staff are aware of times when pupils may need time for prayer or where fasting may affect their performance.</li> <li>• Unit 1 D5- meeting individual needs of children.</li> <li>• Unit 1 D5- meeting individual needs of children.</li> <li>• Unit 1 D6/D7 learning styles and study skills.</li> <li>• Unit 2 D5/D6 supporting well-being of children.</li> </ul>

## Promoting Fundamental British Values

The opportunities for students to develop their self-esteem and self-confidence are richly embedded in the open ended projects given to students at all key stages. The projects allow students to discover themselves through encouraging creative and innovative solutions to design and make problems. The element of experimentation with ingredients, materials and components allow a journey of self-discovery that promotes independence.

Students are encouraged to accept responsibility for their own actions through the concept of self-regulation. Furthermore, they are encouraged to show initiative in proactively managing the behaviour of others within practical areas through actively challenging each other when unsafe and dangerous behaviours emerge. This builds a sense of community within the students and a desire to look after each other. In food, students are taught to respect and operate within the food hygiene regulations and know the consequence of not doing so. Respect for health and safety law is embedded through active risk assessment taught and revisited at regular intervals. The work of public servants such as the environmental health officer and the health & safety executive are taught in KS4 and 5. These actively promote an appreciation of how laws protect citizens and are essential for their well-being and safety.

Tolerance of other cultures is actively taught through international cuisine projects in key stages 3 to 5 and respect for fair trade and the environmental impact on British and other cultures, as a result of importing products from other countries is explicitly taught throughout the key stages. Misconceptions around religious beliefs and food are explicitly taught at GCSE.

Students are expected and encouraged to question moral issues around designing and making products and working with food. They are taught to see the links between buying consumer products and the positive and negative impacts on communities. They are also taught that consumers can influence environmental impacts through refusing to buy products that are explicitly linked to the exploration of human beings, and the environment.

# Music

<h2>Spiritual</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Learning how to give feedback without causing offence when appraising other people's work or performances in lessons.</li> <li>• Exploring the expressive arts through music, and sometimes through art and dance as stimuli also.</li> <li>• Building a sense of enjoyment within lessons, during practical lessons belonging to a group and contributing to that group.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Learning how to give feedback without causing offence when appraising other people's work or performances in lessons.</li> <li>• Exploring the expressive arts through music, and sometimes through art and dance as stimuli also.</li> <li>• Building a sense of enjoyment within lessons, during practical lessons belonging to a group and contributing to that group.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Developing themselves as a performance artist, exploring their interests and ideas through performance projects.</li> <li>• Learning and analysing various music genres from different cultures during research lessons.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Developing themselves as a performance artist, exploring their interests and ideas through performance projects.</li> <li>• Learning and analysing various music genres from different cultures during research lessons.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Developing themselves as a performance artist, exploring their interests and ideas through performance projects.</li> <li>• Learning and analysing various music genres from different cultures during research lessons.</li> </ul>	
<h2>Moral</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Caring for equipment, being trusted with expensive instruments and technology in lessons.</li> <li>• Being mature and responsible enough to work without direct supervision in practice rooms in groups and pairs during lessons.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Caring for equipment, being trusted with expensive instruments and technology in lessons.</li> <li>• Being mature and responsible enough to work without direct supervision in practice rooms in groups and pairs during lessons.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Managing expensive resources responsibly within the department – often without supervision.</li> <li>• Taking increasing responsibility for themselves and their progress as musicians.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Managing expensive resources responsibly within the department – often without supervision.</li> <li>• Taking increasing responsibility for themselves and their progress as musicians.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Managing expensive resources responsibly within the department – often without supervision.</li> <li>• Taking increasing responsibility for themselves and their progress as musicians.</li> </ul>	
<h2>Social</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• Group work and paired work during all music lessons, sharing views and ideas whilst listening to ideas and suggestions from other group members, and staff.</li> <li>• Being able to make decisions within groups in a fair way to achieve a successful performance or final piece.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• Group work and paired work during all music lessons, sharing views and ideas whilst listening to ideas and suggestions from other group members, and staff.</li> <li>• Being able to make decisions within groups in a fair way to achieve a successful performance or final piece.</li> </ul>	

# Music Continued...

	<p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>To further develop their ensemble or group working skills as a musician, working with others they may not know well, working to satisfy the musical need of the ensemble rather than friendship groups.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>To further develop their ensemble or group working skills as a musician, working with others they may not know well, working to satisfy the musical need of the ensemble rather than friendship groups.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>To further develop their ensemble or group working skills as a musician, working with others they may not know well, working to satisfy the musical need of the ensemble rather than friendship groups.</li> </ul>
<b>Cultural</b>	<p><b>Year 7/8</b></p> <ul style="list-style-type: none"> <li>Responding to their own and others' work, sharing feedback during performance and composition sessions in an increasingly mature and respectful way.</li> <li>Receiving feedback on their own work and being able to accept positive and negative comments in a balanced way.</li> <li>Sharing reactions to new music and different genres of music from various cultures – both familiar and unfamiliar.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>Working with others to develop as a musician, using the skill of others to benefit the group.</li> <li>Learning to share ideas and responses to other people's work in a respectful way that deepens understanding of all parties.</li> <li>Exploring new music and genres and identifying and analysing their own reactions, and exploring reasons for them.</li> </ul> <p><b>Year 10/11</b></p> <ul style="list-style-type: none"> <li>Working with others to develop as a musician, using the skill of others to benefit the group.</li> <li>Learning to share ideas and responses to other people's work in a respectful way that deepens understanding of all parties.</li> <li>Exploring new music and genres and identifying and analysing their own reactions, and exploring reasons for them.</li> </ul>

## Promoting Fundamental British Values

In KS3, music students are encouraged to work closely in teams and must respect each other's opinions to ensure successful teamwork is achieved. Pupils explore a variety of musical cultures which broadens their viewpoint and encourages them to be respectful of other cultures and beliefs.

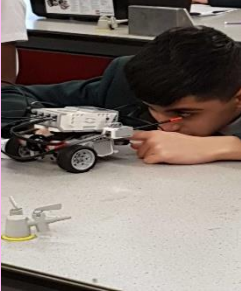


In KS4, music students are taught about the modern music industry in Great Britain. This is particularly important as the KS4 RSL course aims to prepare the students for the modern music industry through vocational activities and assessment.

In KS5, music students explore the development of British Popular Music since the 1950s to the present day which gives pupils an insight into British culture and values. This is particularly important as the KS5 RSL course aims to prepare the students for the modern music industry and further music specialised education.

# Science

<b>Spiritual</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• AQA KS3 Spiral curriculum – Life and where does it start. (reproduction unit).</li><li>• AQA KS3 Spiral curriculum - MMR Vaccines (Y7 and again at KS4) - Look at how people's beliefs can be influenced by others and how science is needed to sometimes demonstrate fact over people's opinions.</li><li>• AQA KS3 Spiral curriculum - Microbes and disease: Students have a chance of growing bacteria and identifying where bacteria grows all around us. Also emphasis is placed on how human protect themselves again the spread of microbes.</li><li>• AQA KS3 Spiral curriculum - Year 7 - Safety in the laboratory: Introduction to Science unit. Students are taught how to keep themselves safe in practical situations during lessons. This is made fun for students by gradually increasing the level of practical activities to test safety skills and build on future enjoyment in lessons.</li><li>• AQA KS3 Spiral curriculum - Year 7 - Reproduction: Students study how life begins and how bodies change during key periods of time like puberty.</li></ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"><li>• GCSE Combined Science and GCSE Biology – IVF and fertility treatment - Focus on the ethics behind IVF and use informed decisions on people’s life situations to decide / debate which couples should be given the limited availability of IVF.</li><li>• GMO: Students also have an opportunity to discuss and evaluate the use of Genetically Modified Organisms both for consumption as food as well as use of them in promoting good health through research.</li></ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"><li>• GCSE Combined Science and GCSE Biology – Students learn about different viewpoints around contraception and why people may choose not to use it. We also look at contraceptive hormone treatments and consider the positives and negatives of this on health. Considered from a health point of view as well as religious / belief point of view.</li><li>• GCSE Combined Science and GCSE Biology. Genetic Engineering and cloning - Use understanding of cloning techniques to evaluate whether embryo cloning should be allowed and to what level. Often carried out in debate form although some groups will complete extra research around the topic.</li></ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"><li>• GCSE Physics - Ideas of the big bang is linked to different religious viewpoints and the start of the universe.</li></ul>
<b>Moral</b>	<p><b>Year 7</b></p> <ul style="list-style-type: none"><li>• AQA KS3 Spiral curriculum - Students study the importance of fossil fuels to humans and the impact their usage is having on lives.</li><li>• AQA KS3 Spiral curriculum - Global warming/Climate change/Greenhouse effect. How humans are impacting the fossil fuel crisis.</li></ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"><li>• Food and Digestion unit. Diet and exercise and consequences of this not being balanced is looked at in depth. Students consider extreme diets.</li><li>• Photosynthesis unit - Students consider the consequences of deforestation to humans. Students also learn about food webs and food chains to discuss chemical use such as DDT to control pests and weeds.</li></ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"><li>• GCSE Combined Science and GCSE Biology – STEM cells and therapeutic cloning. Discussion into the moral dilemma surrounding the use of embryo stem cells.</li><li>• GCSE Combined Science and GCSE Physics - Students learn about the consequences of different energy sources from renewable energy resources.</li></ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"><li>• Keeping Healthy - The impact of diet, exercise and drugs on our health.</li><li>• GCSE Chemistry - Within the course students consider the impact of multiple chemical and industrial processes on the environment - including the combustion of hydrocarbons and the impacts of global warming and acid rain on the environment. The production of ammonia during the Haber process and usage of excessive fertilisers on food chains are considered in detail.</li></ul> <p><b>Year 11</b></p> <p>GCSE Combined Science and GCSE Physics - Investigating stopping distances and factors that affect these in relation to driving cars unsafely is learnt. This is vital as often two years later students are learning to drive.</p>

# Science Continued...

<h2>Social</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Students study the different scientists that have brought about our understanding of science during the entire curriculum from year 7. Examples include those from different ethnic backgrounds.</li> </ul> <p>The list includes:</p> <ul style="list-style-type: none"> <li>Newton</li> <li>Darwin</li> <li>Mendeleev</li> <li>Galileo</li> <li>Ptolemy</li> <li>Curie</li> <li>Kepler</li> <li>Boyle</li> <li>Franklin</li> </ul> <div style="display: flex; justify-content: space-around;">    </div> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>GCSE Combined Science - Develop social skills and leadership skills coupled with responsibility through group and practical work, especially when completed the required practical for the GCSE specification.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>GCSE Combined Science - Consider the effects of Science on students' lives and the lives of others at a local, national and global levels e.g. enhancement of plant growth and GM, use of artificial satellites, development of polymers, medicines.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>GCSE Combined Science and GCSE Biology – biodiversity. Students learn about the responsibility of humans who must look after the planet.</li> </ul>
<h2>Cultural</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>Mathematical Opportunities - The SOW for all 3 Key Stages includes high levels of numeracy and all examinations at GCSE and A Level require a numeracy level to complete. All 3 aspects of Science depend on this as science is built on mathematical formulae.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>Technological Opportunities - The department teaches numerous areas within the syllabus where technology is linked and explained scientifically. To increase this, we have specific STEM activities within the curriculum.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>GCSE Combined Science and GCSE Biology - Gregor Mendal (Austrian) – Father of Genetics.</li> <li>GCSE Combined Science and GCSE Biology -Study the findings and life of Ignaz Semmelweiss in Year 9/10 who identified the link between microorganisms and disease (Y10 Pathogens and Infections).</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>GCSE Combined Science and GCSE Biology - Ernst Rutherford and the work of Geiger in discovering the structure of the atom and the work on radioactive decay (Y10 and Y11 Structure of an atom).</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>GCSE Physics – Triple Science only – the BIG BANG. Celebrating Space, Star formation, Big Bang Theory and Changing ideas about the universe.</li> </ul>

Through the effective use of the TEEP teaching and learning cycle and the explicit use of TRICS to develop student's personal teaching and learning skills, science offers a wide variety of SMSC opportunities.

# Science Continued...

## Promoting Fundamental British Values

- Students are taught about right and wrong in relation to drug uses and drug laws in Britain (KS3/4).
- Practical activities in science require students to engage in team work and show mutual respect for each other.
- Democracy is taught through student debates in issues such as stem cell research, IVF and use of renewable energy resources versus fossil fuels.
- Students following laboratory rules for the safety of all - see guidance from CLEAPSS consider the ethics and legality of certain scientific approaches for example, dissection explore changes in the law that benefit society for example, organ donation.
- Students work collaboratively listen to other's opinions and ideas about scientific stories, theories or hypotheses.
- Students are taught to respect and tolerate the opinions or behaviour of others. work together to plan shared enquiries listen to feedback and share conclusions decide on roles during shared investigations learn from others, including experts listen to and evaluate the ideas of others.





# Drama

<h2>Spiritual</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Character</b> - Understanding what makes up a character.</li> <li>• <b>Evacuees</b> - The emotions of young children evacuated in WWII.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Bullying</b> - Explores why someone becomes a victim of bullying and why others bully.</li> <li>• <b>7 Deadly Sins</b> - The sins and their virtues are explored.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>The Secrets</b> - Explores how a character reacts when they find out they are not who they think they are.</li> <li>• <b>Urban Legends</b> - The spider in the hair do and the sermon lesson explore the role of religion.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>The Crucible</b> explores a puritan society and their views on witchcraft.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• <b>The Crucible</b> explores a puritan society and their views on witchcraft.</li> </ul>	
<h2>Moral</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Genre</b> - Melodrama lessons explore the consequences of the actions of a villain.</li> <li>• <b>The Identification</b> - The actions and consequences of a character and those close to him.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Drama Techniques. Lesson 4 The Joyride.</b> The consequences of Joyriding for all involved.</li> <li>• <b>Bullying</b> The consequences for all involved in bullying.</li> <li>• <b>7 Deadly Sins.</b> The consequences of sinning.</li> <li>• <b>The Runaways.</b> Explores how others are affected when someone runs away.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>The Secrets</b> - Explores if it is every right to clone a human.</li> <li>• <b>The Choices</b> - Explores the actions of characters and the responsible or irresponsible choices they make in life.</li> </ul> <p><b>Year 10/11</b></p> <ul style="list-style-type: none"> <li>• <b>The Crucible</b> - At the end of the play the main character must choose between confessing to a lie and being hanged.</li> <li>• The opportunity to explore a variety of scripts that use morals as their centre point. Students use the morals to make key points of their performances stand out.</li> </ul>	
<h2>Social</h2>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Saving the Universe</b> - Working together to solve a series of problems.</li> <li>• <b>Characters</b> - Exploring the status of characters in society.</li> <li>• <b>The Identification</b> - Explores how family and friends react to a story.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>Bullying</b> - The responsibilities of being within a friendship group.</li> <li>• <b>The Runaways</b> - Explores how young people fit within society and what causes some of them to run away.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Big Brother</b> - Explores a controlled society and characters' reactions to it.</li> <li>• <b>The Choices</b> - Explores what happens when promises are broken and debts are not paid.</li> <li>• <b>Binge</b> - The impact of alcohol on society.</li> </ul>	

# Drama Continued...

	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>The Disappeared</b> - explores how an oppressive regime impacts on its people.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• The Runaways. Students put themselves in the position of a young runaway.</li> </ul>
<p><b>Cultural</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Mime</b> - Comedy lesson. Explores how other cultures can find similar things funny without the use of words.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>7 Deadly Sins</b> - Explores the culture of Christianity and Greek Drama is looked at for the lesson on Greed when the story of King Midas is used.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Urban Legends</b> - Explores a variety of stories from different cultures.</li> <li>• <b>Binge</b> - Explores why different cultures drink alcohol and the impact on that culture.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>The Disappeared</b> - looks at the Argentine culture of the late 1970s and early 1980s.</li> <li>• <b>The Crucible</b> - explores an analogy of the Salem witch trials of the 1690s and the McCarthy trials of the 1950s. Both cultures are explored.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• <b>The Crucible</b> - explores an analogy of the Salem witch trials of the 1690s and the McCarthy trials of the 1950s. Both cultures are explored.</li> </ul>

## Promoting Fundamental British Values

**Genre.** Through the exploration of the history of British theatre students are able to see how British society impacts on theatre and entertainment.

**Evacuees.** Students explore the children who were evacuated in WWII and therefore the freedom that was being fought for.

**The identification.** Students explore the different ways that modern British families are made up then how these families react to dramatic situations.

**Techniques.** In the Joyride lesson students explore the consequences of stealing cars and the British judicial system.

**Deadly Sins.** Explores, from Christianity, the 7 deadly sins and how these impact on modern British characters.

**The Runaways.** Looks at British society and why youngsters may runaway then the responsibility of society when it comes to runaways.

**The secrets.** Explores the freedoms that we have in Britain then the character's reactions when these freedoms are taken away.

**Urban Legends.** The sermon lesson looks at the importance of the Church in medieval Britain.

**Big Brother.** Comparisons are made between freedom and the lack of freedom highlighting the fundamental rights that we have.

**The Crucible** allows the students to explore an unfair court case and the implications of this on characters and society.

**The Disappeared** looks at what happens without the rule of law.

**The Crucible** allows the students to explore an unfair court case and the implications of this on characters and society.

# History

## Spiritual

### Year 7

- **Immigration to UK**-Project- Jewish immigration and religious beliefs of British populace.
- Use of sources to develop opinion as a group.
- **Medieval Britain**- Life of monks, Thomas Becket and martyrdom, religious corruption.
- **Henry VIII and reformation**- Thomas More, formation of C of E etc.
- **English Civil War**- Puritanism etc.

### Year 8

- **Palfrey Hermit**- Use of sources to develop opinion as a group.
- **The Elephant Man**- Treatment of people with disabilities.
- **Noor Inayat Khan**- Pacifism in the face of extremism.
- **The British Empire**- Considerations of other religious groups/beliefs- treatment of other cultures.
- Use of sources to develop opinion as a group.
- **Prohibition in USA**- Religion/values.
- **Holocaust**- treatment of religious minorities.

### Year 9

- **USA- 1920s/30s**- Human emotional impact of depression, farming crisis, growth of the KKK.
- Religious and spiritual beliefs pertaining to creation of KKK, prohibition etc.
- **Race Relations**- Importance of religious belief in the formation of civil rights movements.

### Year 10

- **Nazi Germany** - consideration of rise of Hitler and the acquisition of countries under Nazi rule.

### Year 11

- Elizabeth- treatment of protestants and Catholics throughout the Tudor period.
- Medicine health and the people the impact that religion had on the development of medicine.



## Moral

### Year 7

- **Immigration**- Racism and understanding moral role as citizen.
- **Richard III**- The moral dimension in acquiring power
- **Thomas Becket** - morality of Friendship
- **Henry VIII and reformation**- Marriage/friendship
- **English Civil War**- Killing the king- morality

### Year 8

- **Palfrey hermit/Elephant man**- morality – treatment of others- consequence of actions.
- **The Elephant Man**- Use of the workhouse/ treatment of the poor
- **The British Empire**- Treatment of minorities- morality of imperialism/slavery.
- **Prohibition**- morality- alcohol and religious belief
- **Holocaust**- treatment of ethnic/religious minorities.

### Year 9

- **Race Relations in the USA**- Existence and emergence of segregation in US society and racist/xenophobic beliefs. Attempts to change this through organised movements. Legislation and the role that this played in ending formalised segregation.



# History Continued...

	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>Nazi Germany</b>- Treatment of minorities, resistance movements standing up for moral decency, legacy of Nazism and human rights violations.</li> <li>• <b>Treaty of Versailles</b>- Concept of treaties/peace-making, role of pacifism and anti-war stance. Importance of consequence on later actions/legacy.</li> <li>• <b>Peacekeeping</b>- Role of the League of Nations/UN- consideration of the right/wrong way to approach arbitration.</li> <li>• <b>Concepts of war and peace are a theme running throughout the course.</b></li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Elizabeth the treatment of Catholic's and protestants under Tudor monarchs, moral role government/monarch.</li> <li>• Moral role of the government and religion and its impact of medicine.</li> </ul>
<p><b>Social</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Immigration/British Empire project/Palfrey Hermit</b>- Working as a group- cooperation.</li> <li>• <b>Immigration Project</b>- Considering the makeup of British society and how Britain's communities are made up.</li> <li>• <b>English Civil War</b>- Conflict between the British people and resolution.</li> <li>• <b>Monarchy</b>- Richard III/Tudors/Becket etc. the role of the Monarchy in Britain.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>World War One</b>- role of people/communities in conflict- e.g. Pals Brigades.</li> <li>• <b>Noor Inayat Khan</b>- Role of women in war/British society.</li> <li>• <b>Democracies and Dictatorships</b>- Concepts of leadership.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Germany and USA</b>- Both cases studies consider the role played within these two nations of the populace, government and legislation in people's lives and the historical impact and effect on the modern state.</li> <li>• <b>Hitler's Foreign Policy</b>- Concepts of appeasement and arbitration. Attempts to avoid expansion and aggression- understanding of revenge and grievance.</li> <li>• <b>Leadership</b>- The role of President (USA), Prime Minister (UK) and roles of German, French and Russian leaders are considered in reference to both war and arbitration in topics on peacekeeping between the two wars, the Cold War and case studies on USA AND Germany.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>As above with reference to Treaty of Versailles, Cold War and the concepts of peace, war and arbitration through these examples</b></li> <li>• Each year this focuses on the role of the British in the conflict both in the growth, development and experience of the wars as well as striving towards peace.</li> </ul>
<p><b>Cultural</b></p>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>• <b>Immigration Project</b>- Importance of immigrant cultures in makeup of Britain.</li> <li>• <b>Medieval Britain</b>- Consideration of role played by leisure in people's lives.</li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>• <b>British Empire Project</b>- role played by Empire in the makeup of British society.</li> <li>• <b>Holocaust</b>- cultural diversity and minority groups.</li> <li>• Looking into societies such as Germany and America in comparison with GB in 20<sup>th</sup> Century.</li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• <b>Race Relations</b> – Looks at the racial makeup of the USA and explores the cultural diversity offered by this and the attempts to segregate and reintegrate throughout this period.</li> <li>• <b>USA in the 1920s</b>- considerations of dance, art, film and sport are attention to cultural makeup of the USA- Emergence of black impact on Jazz music.</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• <b>Nazi Germany</b>- Treatment of minorities and expansion of Nazi state into foreign lands.</li> </ul>

## Promoting Fundamental British Values

The Humanities Faculty is dedicated to promoting common British values and by their very natures, the three subjects demand regular exploration of moral, legal and cultural issues. Knowledge of and respect for British institutions and values is through in History lessons, such as assessing the reasons for the establishment of the NHS at GCSE and in Year 9 considering the importance of the Suffragettes in advancing democracy. National parks are a focus of a Geography unit on Tourism in Year 10 and the UK is a case study for many of the topics, including population, tourism and migration. Option choices in A Level History also extend the themes of democratic rights and responsibility, with studies covering the Cold War, the development of Britain as a world power in the late nineteenth and early twentieth centuries and Civil Rights in the USA from the Civil War to Martin Luther King. Psychology lessons actively contribute to ethical issues too, for example a wide ranging study of conformity and obedience in different cultures.

All teachers actively promote tolerance and harmony in lessons, and there are many opportunities that allow for this to arise across the programmes of study. Throughout Geography lessons, an appreciation of other cultures is developed for example in looking at the Masai tribes in Kenya or the importance of the Arab Spring in causing migration. A deep understanding of British culture is covered in studies of the two World Wars and their impact on the United Kingdom in History lessons both in Year 9 and at GCSE. Migration is also debated at length, including an assessment of the costs and benefits of Polish movement to Britain and the causes and consequences of migration from North Africa to Italy.

One of the central aims of the Humanities Faculty is for students to learn about themselves and the world around them so that they become active and engaged citizens. The Eco-committee recently received a Silver Award for its work in reducing energy usage and raising awareness across the school. Also, History students organise and lead the Remembrance Day commemorations, as well as events to Holocaust Memorial Day. In class too, students explicitly consider their role in society. Year 9 lessons about sustainability and how to provide energy for the future are very successful in engaging our young people in taking responsibility for their own actions. In Year 9 History, teachers are careful to make links between choices made by Germans during the Holocaust and examples of prejudice and discrimination today. Sixth Form students also develop their awareness of the importance of voting as a result of their understanding of the British political system in Year 13 History, including the formation of the Liberal and Labour parties and the development of democracy.

<h2>Spiritual</h2>	<p><b>Year 9</b> Preventing Violent Extremism- EXTERNAL provision</p> <ul style="list-style-type: none"> <li>• Prejudice, Stereotype, Persecution, Discrimination/racism, Human Rights.</li> </ul> <p>Cit 1 – British Identity</p> <ul style="list-style-type: none"> <li>• Factors defining identity and diversity Stereotyping, Racism.</li> <li>• RE &amp; Citizenship</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• RE &amp; Citizenship</li> </ul> <p><b>Year 11</b> Cit 2 – Gang Culture</p> <ul style="list-style-type: none"> <li>• Looks at gang membership in terms of religious and moral/social impact, especially in LEDCs</li> <li>• RE (Moral issues)</li> </ul>
<h2>Moral</h2>	<p><b>Year 9</b> <b>Cit 1 – British Identity</b></p> <ul style="list-style-type: none"> <li>• Factors defining identity and diversity in UK, Stereotyping, Human rights, Racism.</li> </ul> <p><b>Cit 2 – Local Government</b></p> <ul style="list-style-type: none"> <li>• Understanding systems by which to express political viewpoints and avenues by which this can be done on a local and national level</li> <li>• Changes is Adolescence</li> <li>• Drugs, Tobacco &amp; Alcohol awareness</li> <li>• Mental wellbeing rotation</li> <li>• RSE</li> </ul> <p><b>Year 10</b> <b>Cit 1 – Global Issues</b></p> <ul style="list-style-type: none"> <li>• Human Rights/Child rights, Conflicts, Refugees, Resolving Conflict.</li> </ul> <p><b>Cit 2 – Justice and Law</b></p> <ul style="list-style-type: none"> <li>• Constitutions and rights/responsibility of citizens, Judicial System, Courts and Sentencing.</li> </ul> <p><b>Financial Capability</b> Bank accounts/Internet banking, Managing Credit, Budgeting.</p> <p><b>Abusive Relationships</b></p> <p><b>Parenting</b></p> <p><b>RSE</b></p> <p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>• Team working, Social enterprise, Marketing.</li> </ul> <p><b>Year 11</b> <b>Cit 2 – Gang Culture</b></p> <ul style="list-style-type: none"> <li>• Belonging and alienation. Reasons for gang membership, Consequences of gang membership, Young offenders, Prison or detention.</li> </ul> <p><b>Cit 3 – Global Issues</b></p> <ul style="list-style-type: none"> <li>• Sanctity of Life, Capital Punishment, Abortion, Euthanasia</li> </ul> <p><b>Personal Development</b> RSE</p>

# PDP Continued...

<b>Social</b>	<p><b>Year 9</b> <b>Cit 1 – British Identity</b></p> <ul style="list-style-type: none"><li>• Cultural belief systems and representations in the UK.</li></ul> <p><b>Mental wellbeing rotation</b> <b>RSE</b></p> <p><b>Year 10</b> <b>Cit 2 – Justice and Law</b></p> <ul style="list-style-type: none"><li>• Understanding the processes and participation in the system and how it can impact on freedoms.</li></ul> <p><b>Abusive Relationships</b> <b>Parenting</b> <b>RSE</b></p> <p><b>Enterprise</b></p> <ul style="list-style-type: none"><li>• Team working, Social Enterprise, Marketing</li></ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"><li>• Sanctity of Life, Capital Punishment, Abortion, Euthanasia</li></ul> <p><b>Personal Development</b> <b>RSE</b></p>
<b>Cultural</b>	<p><b>Year 9</b></p> <ul style="list-style-type: none"><li>• <b>Cit 1 – British Identity.</b></li><li>• Cultural belief systems and representations in the UK.</li><li>• <b>Mental wellbeing rotation.</b></li><li>• <b>RSE.</b></li></ul> <p><b>Year 10</b> <b>Cit 2 – Justice and Law</b></p> <ul style="list-style-type: none"><li>• Understanding the processes and participation in the system and how it can impact on freedoms.</li><li>• <b>Abusive Relationships</b></li><li>• <b>Parenting</b></li></ul> <p><b>RSE</b></p> <ul style="list-style-type: none"><li>• <b>Enterprise</b><ul style="list-style-type: none"><li>• Team working</li><li>• Social enterprise</li><li>• Marketing</li></ul></li></ul>

## Promoting Fundamental British Values

All Students learn about the democratic process by taking part in elections to elect College Council Reps.

- Compulsory RE input.
- Factors defining identity and diversity in UK, Stereotyping, Human rights, Racism.
- Election process, Responsibilities of the Local Government, pupils write letters about local issues to Local Government.
- Constitutions and rights/responsibility of citizens.
- Judicial system.
- Courts and sentencing.
- Bank accounts/Internet banking.
- Managing Credit.
- Budgeting.
- Young offenders.
- Prison or detention.



# Sociology

<p><b>Spiritual</b></p>	<p><b>Year 9 – Education</b></p> <ul style="list-style-type: none"> <li>• Different ethnic experiences in education.</li> </ul> <p><b>Year 10 – Families and Households</b></p> <ul style="list-style-type: none"> <li>• Experience of women in the family.</li> <li>• Class differences in the experience of the family.</li> </ul> <p><b>Year 11 – Crime and Deviance</b></p> <ul style="list-style-type: none"> <li>• Function of crime in society – affirming societal norms and values and setting boundaries.</li> </ul> <p><b>Year 12 – Religion and Beliefs</b></p> <ul style="list-style-type: none"> <li>• Function of religion.</li> <li>• Religion as suppressing and oppressing the poor.</li> <li>• Psychological functions of religion.</li> </ul> <p><b>Year 13</b></p> <ul style="list-style-type: none"> <li>• All of the above units are taught in both key stages. Main concepts and ideas are the same but taught to a further and lesser extent depending on the year group.</li> </ul>
<p><b>Moral</b></p>	<p><b>Year 9 – Class Differences</b></p> <ul style="list-style-type: none"> <li>• Internal effects labelling and eternal – material deprivation. Does everyone get a fair chance at an education?</li> <li>• Private education</li> <li>• Cultural capital</li> </ul> <p><b>Year 10 – What is a normal family</b></p> <ul style="list-style-type: none"> <li>• Diversity of families and consequences and effects on family members and society.</li> <li>• Gender roles in the family.</li> <li>• Class differences.</li> <li>• Position of New right – blaming single parent families on breakdown of society.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Effects of labelling and scapegoating.</li> <li>• How far should we trust official statistics – Do they give the full picture, issues with reporting, recording by gender social class and ethnicity.</li> </ul> <p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>• Class inequality.</li> <li>• Gender inequality.</li> <li>• Marginalised groups.</li> </ul> <p><b>Year 13</b></p> <ul style="list-style-type: none"> <li>• Methods</li> <li>• Ethical considerations of research</li> </ul>
<p><b>Social</b></p>	<p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Concept of meritocracy – is a fair education provided for all social groups</li> </ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Role of women in the family.</li> <li>• Diversity of family types.</li> <li>• How family policy has changed and shaped the family benefiting some members more than others.</li> </ul> <p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Media portrayal of criminal's - difference according to gender class and ethnicity.</li> </ul>

# Sociology Continued...

	<ul style="list-style-type: none"><li>• Criminal Justice system, control punishments and victims.</li></ul> <b>Year 12</b> <ul style="list-style-type: none"><li>• Gender inequality in society.</li><li>• Social group difference in following religion – functions it provides.</li></ul>
<b>Cultural</b>	<b>Year 9</b> <ul style="list-style-type: none"><li>• History of education – winners and losers – is it fair?</li></ul> <b>Year 10</b> <ul style="list-style-type: none"><li>• How family is changing in society and the impact that has on all aspects of society.</li></ul> <b>Year 11</b> <ul style="list-style-type: none"><li>• Global crime.</li><li>• Green crime.</li></ul> <b>Year 12</b> <ul style="list-style-type: none"><li>• Secularisation – is religion and the influence of religion declining in society?</li><li>• Rise of fundamentalism.</li><li>• Rise of religious sects.</li><li>• Which social group is likely to be attracted to what kind of religious organisation.</li><li>• Religion in a global community.</li></ul>

## Promoting Fundamental British Values

- Criminal Justice system – role of advantages and disadvantages.
- Official statistics.
- Role of government.
- Difference between social groups.
- Legislation leading to equality – evaluation of this.
- Social reforms – e.g. Education.

# Assemblies Autumn Term 2018/2019

	Date	Staff Member	Theme	Assembly Link
	Sept 4 -7			No assemblies
Autumn Term	Sept 10-14	HM	Respect	<u>YEAR GROUP ASSEMBLIES</u> : Expectations for my year ahead. Transition/Welcomes.
	Sept 17-21	HOY & HCO	Aspire	The year ahead: House introductions/Vision/Ethos/Charity/Leadership.
	Sept 24-28	LT	Respect	Showing resilience and stepping out from your comfort zone: what's your personal pledge?
	Oct 1-5	HR	Celebrating diversity	A celebration of Black History Month.
	Oct 8-12	WA & FI	Staying safe	E-safety: How technology impacts on my mental and emotional wellbeing.
	Oct 15- 19	HR/EB/SD	Celebrating diversity	Inter Faith week. The delights of diversity and how difference unites us.
	Oct 22-26	MR	Staying safe	Safeguarding - Abuse/ Democracy & the right to vote
	Nov 5 - 9	GR	Aspire	Year 11 into the sixth. No assemblies. Anti-Bullying Week for Years 7-10.
	Nov 12 - 16	GR	Aspire	Year 11 into the sixth. No assemblies. Remembering Armistice for Yeas 7 -10.
	Nov 19 - 23	History	Celebrating diversity	Remembrance. Paying our respects.
	Nov 26 -30	MR	Staying safe	Safeguarding - Abuse/ Democracy & the right to vote (next year ED)
	Dec 3 -7	EB/SD/HR	Celebrating diversity	Inter Faith week. The delights of diversity and how difference unites us.
	Dec 10 - 14	TR/JS	Celebrating diversity	Inter Faith week. The delights of diversity and how difference unites us.
	Dec 17 - 21	HOY/LT	Aspire	Celebration of success.

# Assemblies Spring Term 2018/2019

<b>Spring Term</b>	Jan 7 - 11	<b>HOY</b>	<b>Aspire</b>	<b>YEAR GROUP ASSEMBLIES &amp; School Council.</b>
	Jan 14 - 18	<b>KA</b>	<b>Respect</b>	<b>Activities Week &amp; Random acts of kindness.</b>
	Jan 21 - 25	<b>HCO/PH</b>	<b>Today's the day</b>	<b>House Coordinators</b>
	Jan 28 -Feb 1	<b>GA/SD/MN</b>	<b>Celebrating diversity</b>	<b>A celebration of LGBT History Month.</b>
	Feb 4 - 8	<b>MR</b>	<b>Staying safe</b>	<b>Safer Internet Day and Staying safe online. (SEXTING)</b>
	Feb 11 - 15	<b>AF /HL</b>	<b>Respect</b>	<b>The power of reading: Looking ahead to World Book day.</b>
	Feb 25–Mar 1	<b>HOY</b>	<b>Aspire</b>	<b>Year 8 Options Assemblies Only. Fair Trade Fortnight for all other years.</b>
	Mar 4 - 8	<b>HCO/PH</b>	<b>Today's the day</b>	<b>House Coordinators</b>
	Mar 11 - 15	<b>ST/AL</b>	<b>Respect</b>	<b>Sport Relief 2019. What can I do to make a difference and why is it important to stay active?</b>
	Mar 18- 22	<b>TY/NW/RJ</b>	<b>Aspire</b>	<b>British Science Week.</b>
	Mar 25- 29	<b>MN/GA/SD</b>	<b>Celebrating diversity</b>	<b>Cultural Diversity Week.</b>
	Apr 1 -5	<b>ED/BG</b>	<b>Aspire</b>	<b>Careers.</b>
	April 8-12	<b>HOY/LT</b>	<b>Aspire</b>	<b>Celebration of success.</b>

# Assemblies Summer Term 2018/2019

<b>Summer Term</b>	Apr 29 – May 3	<b>HOY</b>	<b>Aspire</b>	<b>YEAR GROUP ASSEMBLIES &amp; School Council.</b>
	May 6-10	<b>MR</b>	<b>Staying safe</b>	<b>Staying safe online. (EXTREMISM)</b>
	May 13 -17	<b>WA</b>	<b>Staying safe</b>	<b>Mental Health Awareness Month. A chance for reflection.</b>
	May 20-24	<b>HISTORY</b>	<b>Celebrating diversity</b>	<b>Celebrating Britishness (Queens birthday/Saint George's Day)</b>
	June 3 - 7	<b>ST/AL</b>	<b>Respect</b>	<b>Celebrating Women - WOMENS WORLD CUP.</b>
	June 10 - 14	<b>TU/DW</b>	<b>Staying safe</b>	<b>Healthy Eating Week (World Cuisines).</b>
	June 17 - 21	<b>HCO/PH</b>	<b>Today's the day</b>	<b>House Coordinators</b>
	June 24 -28	<b>KA</b>	<b>Today's the day</b>	<b>Activities Week.</b>
	July 1— 5	<b>LT</b>	<b>Celebrating diversity</b>	<b>Looking ahead to the summer. How can you make a difference to your local community.</b>
	July 8 - 12	<b>HOY/LT/HM</b>	<b>Aspire</b>	<b>Celebration of success.</b>
July 15– 19			<b>Activities week. No assemblies.</b>	

# Assemblies Autumn Term 2019/2020

	Date	Staff Member	Theme	Assembly Link
	Sept 2 - 6			No Assemblies (6 <sup>th</sup> September National Read a Book day)
Autumn Term 2019/2020	Sept 9 - 13	HM	Respect	<b>YEAR GROUP ASSEMBLIES:</b> Expectations for my year ahead.
	Sept 16 - 20	HOY/KA	Aspire	The Year Ahead: House Introductions/Vision/Ethos/Activities Week
	Sept 23-27	HCO	Today's the Day	House Co-ordinators (European Day of Languages & National Fitness Day)
	Oct 30 - 4	HR/EB/SD	Celebrating	A celebration of Black History Month
	Oct 7 - 11	MD	Staying Safe	Safeguarding (Year 7 Extremism, Year 8 – 11 Internet Fads and Trends)
	Oct 14 - 18	HR/SD	Celebrating	Diversity (18 <sup>th</sup> October Anti-Slavery Day)
	Oct 21 - 25	ED & EB	Staying Safe	Democracy & The Rule of Law
	Nov 4 – 8	GR	Aspire	Year 11 into the Sixth. No Assemblies (Bonfire Night / Diwali)
	Nov 11 - 15	GR	Aspire	Year 11 into the Sixth. No Assemblies (Anti Bullying Week)
	Nov 18 – 22	History	Celebrating	Armistice & Remembrance. (Children in Need)
	Nov 25 – 29	MD	Staying Safe	Safeguarding (Year 7 Abuse, Year 8 – 11 Bullying)
	Dec 2 – 6	TU/MO/DW	Celebrating	Celebrating World Languages (World Smile Day)
	Dec 9 – 13	GA/TR	Celebrating	Human Rights Week – UK charity forces
Dec 16 – 20	HOY/LT	Aspire	Celebration of Success	

# Assemblies Spring Term 2019/2020

<b>Spring Term (2019/2020)</b>	Jan 6 – 10	<b>HOY/KA</b>	Aspire	<b><u>Year Group Assemblies:</u></b> (Fair Trade Fortnight)
	Jan 13 -17	<b>HCO</b>	Today's the Day	House Co-ordinators (13 <sup>th</sup> Jan Make Your Dream Come True Day)
	Jan 20 – 24	<b>HM</b>	Respect	Random Acts of Kindness
	Jan 27-31	<b>GA/TR</b>	Celebrating	A celebration of LGBT History Month
	Feb 3 – 7	<b>WA &amp; FI</b>	Staying Safe	Safer Internet Day & E-Safety
	Feb 10-14	<b>ED/BG</b>	Aspire	Celebrating National Careers Week
	Feb 24-28	<b>HOY/KA</b>	Aspire	<b><u>Year Group Assemblies:</u></b> (Fair Trade Fortnight)
	Mar 3 – 7	<b>HL/AD</b>	Celebrating	Fair Trade
	Mar 10 – 14	<b>RJ/TY</b>	Aspire	British Science Week
	Mar 17 – 21	<b>ST/AL</b>	Respect	Sport Relief 2020
	Mar 23 – 27	<b>MN/GA</b>	Celebrating	Cultural Diversity Week
	Mar 30 – Apr 3	<b>HOY/LT</b>	Aspire	Celebration of Success

# Assemblies Summer Term 2019/2020

<b>Summer Term 2019/20</b>	April 20 - 24	<b>HOY/KA</b>	Aspire	Year Group Assemblies / Activities Week
	April 27 May 1	<b>HCO</b>	Today's the Day	House Co-ordinators
	May 4 – 8	<b>HM</b>	Celebrating	Local and Community History Month
	May 11 – 15	<b>WA</b>	Staying Safe	Mental Health Awareness Month
	May 18 –22	<b>MD</b>	Staying Safe	Safeguarding (Year 7 Sexting, Year 8-11 Drugs & Alcohol)
	June 1 – 5	<b>GL</b>	Respect	Volunteering Week
	June 8 – 12	<b>HCO</b>	Today's the Day	House Co-ordinators (Healthy Eating Week)
	June 15 – 19	<b>D&amp;T/Textiles</b>	Today's the Day	Recycle Awareness Week
	June 22 – 26	<b>KA</b>	Today's the Day	Activities Week
	June 29 – July 3	<b>HM</b>	Aspire	Summary of the Year
	July 6 – 10	<b>HOY/LT/H</b>	Aspire	Celebration of Success
July 13 – 18			Activities Week – No Assemblies	