

Spiritual Development

The spiritual development of pupils is shown by their:

Ability to be reflective about their own beliefs, religious or otherwise, which inform their perspective on life and their interest in and their respect for other people's faiths, feelings and values.

School Activities

Collective Worship allows students the time to focus on Christian teachings specifically passages from the Gospels but also the teachings of Pope Francis. There are also opportunities for students to deliver and lead on Collective worship as part of the schedule.

During form time students are being encouraged to develop their own prayer life by engaging in the prayer and also choosing and leading on the morning prayer.

The PSHE/ Citizenship programme focuses on key topics like Anti Bullying, racism, and LGBT issues.

RE

Year 7 – Savio House Retreats, Our Faith Story SOW

Year 9 and 10 Lessons on – Incarnation, Sacraments, The Triune God, Prayer and Posture, Baptism.

Year 11 – Lessons on Muslim perspectives on various teachings and approaches to life including forgiveness, IVF, stewardship, war, bullying and conflict resolution.

Across all year groups students are taught about another World Religion throughout a half term for KS3 and as half of their GCSE course in KS4.

English

Language Paper 1: Pupils will have the opportunity to explore beliefs and experiences of people in a variety of extracts, linking to prior knowledge – including that of the Bible. Texts will raise moral issues causing pupils to recognise the difference between right and wrong.

Language Paper 2: Studying narrative and descriptive writing gives students an

insight into perspectives of other cultures and people different from themselves. The chance to write creatively gives students space to explore and reflect on themes and issues that are important or interesting to them.

A Christmas Carol: Pupils will have the opportunity to explore beliefs and experiences of people living in Dickensian England and respect the feelings of people living in England at this time.

Poetry cluster: Pupils will have the opportunity to explore beliefs and experiences of people living in different eras and respect the feelings of people from different social and cultural contexts.

Poetry cluster: They will also be sensitive to the ideas of loss and loneliness, exploring the essence of the human condition.

Maths

Spiritual education involves the awe and wonder of mathematics and its ability to explain patterns and structures. Students will engage in activities emphasising other cultures e.g. Rangoli patterns, Chinese multiplication. They will consider how mathematics can be used to make sense of the real world and model events such as the probability of a volcano erupting or interplanetary travel.

In maths, we promote awe and wonder of the students, and encourage them to have a love of mathematics. This includes providing a wow-factor to lessons in: problem-solving; number sequences (including the Fibonacci sequence which is present in nature, art and our everyday surroundings); infinity; irrational numbers; and trigonometry.

Science

Within lessons we discuss attitudes and values of music around the world, for example, people's opinions on vaccinations, IVF, speeding, drug abuse (Yr 7, 8,9,10 and 11).

Understanding, feelings and emotions can all be reflected within the teaching of these topics.

By helping students develop their own thoughts and beliefs, helps guide them through scientific choices and appreciation.

Specification points:

KS4 evolution, scientific evidence against religious beliefs.

KS3 p1.16 theories of formation of the universe.

KS3 Exploring God's World.

KS3 Exploring the huge amount of biodiversity and variation in God's world.

Humanities

Students study medieval religious practices in Year 7, and the changes in religious practice during the reformation in Year 8. Elizabethan religious issues are studied at KS4.

The impact of climate change is linked to stewardship at GCSE. In Year 7 students completed an extended assessment on diversity and assimilation.

MFL

Looking at different way of socialising in different countries

Discussion on the benefits from learning languages and discovering new cultures

Students are taught to accept and embrace other languages and cultures through the teaching of MFL. A whole range of GCSE topics, and KS3 material covers topics from travel to education, healthy living and social awareness

Design Tech

Graphics- board game project- year 8- looking at what imagery is acceptable for different cultures.

Art

In Art students are encouraged to voice their beliefs within the classroom during class discussions. All students will understand that they must be respectful of each other's beliefs and views during class discussions. Students are challenged to

	<p>make their work unique to themselves making work personal and in line with their own beliefs and values. GCSE students will be given the opportunity to create a project using personal collections. All students will respect each other's personal collections and belongings.</p> <p>GCSE pupils will also have the option to research various cultures within their art work.</p> <p><u>PE</u></p> <ul style="list-style-type: none"> • PE specific prayer • Optional alternative tasks for students observing religious rituals • Yoga lessons in core PE • In all activities pupils' are given reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. <p><u>Business/Computing</u></p> <p>GCSE Business students learn about stakeholder mission statements and equal opportunities legislation.</p> <p>KS3 students learn about e safety and game creation in Kudos. Students explore how ideas in computing have inspired others.</p> <p><u>Performing Arts</u></p> <p>Students give feedback on each other's performances</p>
Sense of enjoyment and fascination in learning about themselves, others and the world around them.	<p><u>School Activities</u></p> <p>As part of the Collective Worship programme students have the opportunity to be exposed to the different ideas of Christianity in the world.</p> <p>In PSHE/Citizenship students focus on topics such as globalisation, and world rights.</p> <p><u>RE</u></p> <p>Year 7 – Welcome SOW, students are encouraged to explore what they are</p>

interested in, what makes them who they are and what they find enjoyable to do.

Year 8 – Miracles, Pilgrimage, Faith Journey – opportunity to develop an understanding of the world around them and engage them with the wider community.

In both Year 7 and 8 Creation of the world is covered with both scientific and religious explanations being explored and investigated.

English

Pupils work in groups and pairs. Pupils are encouraged to develop personal thoughts and ideas about a range of texts, they are encouraged to share their ideas and debate their viewpoint.

Maths

Mathematics can be used to explain the world and the mathematical patterns that occur in nature such as the symmetry of snowflake patterns or the stripes of a tiger. There is a sense of wonder in the exactness of mathematics as well as a sense of personal achievement in solving problems.

Science

Engaging lessons that are well planned and examine a range of scientific phenomena

Humanities

In geography students focus on the growth of cities and urbanisation and link that to their local area. Students attend field trips to a local site as part of the KS4 work.

In History – students understand the impact of the industrial revolution by role playing several situations such as chimney sweep, and scavenger in a mill. This helps them reflect on their own childhood.

MFL

Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary.

Pupils develop an appreciation of theatre, music, art and literature by listening to French and Spanish music and watching French and Spanish video clips

Design Tech

Year 7 Textiles- culture project. Pupils learn about their specific chosen culture.

Year 8-11 Food- pupils will make a range of dishes from around the world.

Art

Art allows students to explore a variety of topics that link to the world around them. Students will learn about a variety of artists throughout projects giving them an understanding about the artist and their work. Students will experiment with a variety of styles to find what works best for them, challenging individuals to explore themselves as an artist. GCSE pupils will do this in more depth.

PE

- Game play
- Shared goals as part of teams
- Encouraging students to find the intrinsic value in participation
- Encouraging students to watch professional sports and events
- Bring Olympic ideals into lessons
- Discovery style teaching is used to allow pupils to have their own thoughts, ideas and concerns.

Business Studies

Students are directed to watch particular TV shows, ie. The Apprentice, to learn about the world of business. **Students are given the opportunity to promote their self-esteem through the presentation of their work to others.**

Performing Arts

	<p>Students follow a world music topic, as well as modern pop music</p>
Use of imagination and creativity in their learning.	<p><u>RE</u></p> <p>Parables lesson where role playing, hot seating, freeze frame activities are included.</p> <p>Year 7 – Images of Jesus</p> <p>Year 8 – Symbols of religion.</p> <p><u>English</u></p> <p>Year 10 will have the chance to respond creatively to a variety of stimulus (images & texts) which will challenge them to empathise with others at different times & places through descriptive and imaginative writing.</p> <p><u>Maths</u></p> <p>By exploring enrichment problems such as those from NRICH students, will develop their imagination and learn to be creative when faced with non-standard problems. This will develop the resilience they will need to be successful in all areas of life.</p> <p><u>Science</u></p> <p>Engaging lessons that are well planned and examine a range of scientific phenomena. Teaching includes a variety of teaching and learning styles where the pupils are able to use their own imagination and creativity and explore their own ideas.</p> <p><u>Humanities</u></p> <p>Students make models of castles, and shields and use them in role play. In Year 8</p>

they make trenches and WW1 recruitment posters.

At KS3 they make pop up 3D maps on river basins. They have a guided tour of London reading maps, and they create an obstacle course in class. Students also try to build an earthquake proof building out of paper.

Students write a letter home from the front, as an empathetic exercise, having seen a genuine letter from a soldier in the trenches who died in the Battle of the Somme.

MFL

We use music, songs and poems to foster creativity in lessons.

Students write short poems in the target language.

Design Tech

All product design, textiles and graphics students are required to use their imagination and creativity in their learning.

Art

We nurture creativity by allowing independent thinking, experimenting, risk taking and exploring media and new ideas. Art allows students to be independent learners helping them to develop ideas which are their own, this promotes creativity when experimenting and refining their work. Students are challenged to make their work unique to themselves making work personal promoting creativity when exploring different media.

PE

- Expressing ideas through dance and gymnastics lessons allow students to express personal, emotional and spiritual concepts through dance.
- Gymnastics and trampoline lessons allow students to be creative in sequences and choreography.
- Students develop own tactics

Business/ Computing

	<p>Students are taught theories of motivation and enterprise skills</p> <p>In KS3 students explore their creativity and imagination in the design and construction of digital products such as Websites, movie clips, graphics and animation. In KS4 they produce multimedia products and computer games</p> <p><u>Performing Arts</u></p> <p>Students spend the majority of their lessons composing their own pieces and performing</p>
Willingness to reflect on their experiences.	<p><u>School Experience</u></p> <p>The Collective Worship programme raises themes such as community, being a good neighbour, sharing talents, but also challenges student's behaviour and attendance. The celebration assemblies allows students to see the impact of their actions in a positive way.</p> <p><u>RE</u></p> <p>Parables lesson where role playing, hot seating, freeze frame activities are included.</p> <p>Year 7 – Images of Jesus</p> <p>Year 8 – Symbols of religion.</p> <p><u>Science</u></p> <p>Pupils have opportunities for regular progress checks where they are able to reflect on their current progress and experiences within the lesson. Pupils have the opportunity to set themselves targets for improvement and be given the opportunity to revise and improve on their work.</p> <p><u>Humanities</u></p> <p>Students study the journey of a migrant. At KS4 they compare world earthquakes and Manchester</p>

In Year 8 students are asked to pick a side in the Civil war, and to write a letter home from the trenches.

Students have the chance to research the life of a slave on the Middle Passage and on a plantation. They can compare that with life today.

MFL

We encourage discussions about what students' learning.

Design Tech

Food- reflect on practical work and theory work- evaluate graphics/textiles/ product design in order to improved.

Art

Within Art students reflect on their work on a regular basis helping them to develop their practice and become independent learners. Reflection and group discussions are also used to analyse and evaluate progress. Students are encouraged to critique and refine their work in order to progress. By reflecting and refining their work enable progression which gives students a sense of worth, satisfaction and pride.

PE

- Encouraging students to reflect on how participation feels
- Evaluate performances
- Encourage students to be thankful for ability
- Reward effort as well as good performance

Business and Computing

Students give and receive feedback on their digital products they have created, use the whole school policy of DIRT time and complete post exam action work

Performing Arts

Students review and reflect on their work on the end of every lesson

DEFINING SMSC

Social Development

<p>The social development of pupils is shown by their:</p> <p>Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, socio-economic backgrounds</p>	<p><u>School Experiences</u></p> <p>Students are asked to discuss issues raised in Collective Worship as part of the process of delivery. They will also meet different guest speakers at different times.</p> <p>This is continued in PSHE/Citizenship when students do work on activities in pairs and larger groups.</p> <p><u>RE</u></p> <p>Pair work.</p> <p>Seating plans.</p> <p>Group work.</p> <p>Learning about other faiths – KS4 – Islam, Judaism and Christianity. Exam questions.</p> <p><u>English</u></p> <p>Pupils work collaboratively on analysing and writing texts. All pupils are invited to develop an opinion regarding a range of texts. These views are shared in class discussion and debate.</p> <p><u>Maths</u></p> <p>Pupils considering the development of pattern in different cultures including work on tessellations</p> <p>Allowing discussion on the cultural and historical roots of mathematics</p> <p>Pupils discussing the use of mathematics in cultural symbols and patterns</p>
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We encourage collaborative work between the students, and peer assessment in the classroom. We also look at mathematics in the real world, including topics on statistics, real-life graphs, birth, mortality and employment rates, and planning ahead.

Science

Science lessons are particularly good at encouraging appropriate behaviour. All our lessons use a variety of individual, pair and group work. They are taught to respect each others work, therefore silence is vital when recording a performance of students' work. Students are also encouraged to peer assess which promotes focussed listening and scientific skills alongside politeness and encouragement.

The KS3 and GCSE syllabus covers a range of topics that require the pupils to use a range of social skills and have an understanding of the beliefs of people from different religious, economic and socio-economic backgrounds.

Specification points:

KS4 human genome project, consideration of ethics of testing people and the impact.

KS4 genetic engineering. Consideration of the ethics of GM crops and future prospects of these developments.

KS4 stem cell treatment to include embryonic stem cell development.

KS4 ethics of organ transplants for alcoholics

KS4 recycling of metals, advantages and disadvantages of recycling Vs extraction

KS4 climate change and impact of humans on the environment.

KS4 reducing energy usage

KS3 Drugs and Drug Abuse, an insight in to what drugs are and the effects they have on the body and people around those who take them.

KS3 leading a healthy lifestyle, diets, impact of poor diet in less developed countries.

KS3 8bd genetically modified foods.

KS3 periodic table and developments in science.

Humanities

Students learn about the Holocaust. Students are given the chance to compare life in Nazi Germany with a mature democracy today.

Field trips in geography allow students to experience other cultures

MFL

KS3: topic of family

KS4: the value of learning languages

Pair work, group work and class survey facilitate mixing with everybody in the class

Students are encouraged to **discover, discuss and debate** unfamiliar lifestyles, global events, problems and changes.

Students are encouraged to work independently in lessons and proactively use the target language in classwork, whether through pair work, co-operative learning techniques or group work. Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistake. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities, rather than as failures. The students are encouraged to use each other as a learning tool and develop social strategies for dealing with confrontational situations or problems.

Design Tech

Through practical work pupils have to work in pairs and in teams regardless of religion, ethnicity, background and socio-economic background.

Art

Pupils are encouraged throughout to communicate with each other despite

different religious backgrounds within the art rooms and projects.

GCSE groups have the opportunity to research art from different contexts and from different religious, ethnic, socio-economic backgrounds. They can develop these ideas in their own work

Art work is used in preparation and in assemblies

Through their investigations and research work the students are encouraged to consider the impact of art and design on society.

PE

- In PE students are continuously working in different groups socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- They use of a range of social skills in different contexts and activities. Students are encouraged to recognise and respect social differences and similarities
- Team building exercises
- Involving DP students in extracurricular and providing additional support e.g. kit, transport, funding where possible

Business/Computing

In GCSE Business students are taught employment law, including discrimination, equal opportunities, paternity rights, and maternity provision.

In Computing students are encouraged to use appropriate social behaviours in the classroom including listening whilst others are talking. They are encouraged to assist one another in problem solving.

Performing Arts

Students always work in pairs or groups for all practical activities and they are made to work in different pairs and groups on a regular basis

Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

School Experiences

As part of the pastoral system each year group will be asked to take a lead on raising funds for a local charity.

The Junior Leadership programme and student council allows students to take a role in developing ideas within the school.

RE

Inspire group – charity events.

Fairtrade fortnight.

Operation Christmas Child.

Lourdes Pilgrimage.

English

Pupils will work in a range of groups within English. They will learn from each other and support each other socially as well as academically. Pupils will attend trips to libraries and theatres to enrich their understanding of a range of settings. Pupils support each other with reading in peer reading groups.

Maths

Pupils conducting an opinion survey on a moral issue

Pupils investigating different number sequences and where they occur in the real world

Pupils learning how mathematics is used to communicate climate change

Science

Throughout science in all year groups there are opportunities for the pupils to debate, discuss and make decisions.

Humanities

Field trips to the Somme allow students to develop an understanding of the

impact of the conflict resolution features in Years 8 and 10.

In geography students study urban growth and the issues linked to mega cities.

MFL

The social element of language learning comes both from learning about other societies and learning together in the classroom.

Art

In all years through group critiques students are encouraged to discuss their ideas; share thoughts are provide constructive advice within group discussions as a way for students to improve their own work and move forward with their ideas.

Year 11 students work is celebrated through an exhibition, where parents and friends can experience and appreciate the hard work of our talented students

Pupils have participated in a Cinemas visit to see Mexican day of the dead film which covers the 'Book of Life'.

PE

- Many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.
- Participation in regular extracurricular
- We try to create a sense of community in lessons and clubs/teams.
- Students have the opportunity interact with the community and primary schools when events are organised such as primary sports festival.
- Success is celebrated both in and out of school for sporting achievements.
- Give students opportunity in lessons to adopt different roles such as captain, organiser, official
- Allow time in lesson to discuss any issues that arise in games

Business/Computing

Students learn about pressure groups and stakeholders, not for profit

	<p>organisations and corporate social responsibility</p> <p>In Computing students learn about Cyber Bullying, how to report it and the consequences as well as how to Keep Safe online</p> <p><u>Performing Arts</u></p> <p>Large number of extra curricula activities in place and regular whole school productions</p>
<p>Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The pupils develop and demonstrate skills and attitudes which allow them to participate fully in, and contribute positively to life in modern Britain.</p>	<p><u>School Experiences</u></p> <p>In the Collective Worship programme and the PSHE programme, students will be exposed to the British Values concepts. They will have an opportunity to vote in the Junior Leadership and Head Boy/Girl votes. They will look at bullying, cyber bullying and LGBT issues as well.</p> <p><u>RE</u></p> <p>Year 11</p> <p>Democracy, voting and human Rights – Rights and Responsibility unit.</p> <p>Law and Justice, comparison of faith, capital punishment – Crime and Punishment unit.</p> <p>Community Cohesion – Entire unit which focuses on prejudice and discrimination, equality, multi ethnic and multi faith societies, asylum seekers.</p> <p>Justice, Peace and Reconciliation – Year 9/10</p> <p><u>English</u></p> <p>Pupils will have the opportunity to explore and appreciate a different time period where people's religious beliefs and cultural practices were different from their own. They will also be able to show an interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>Exploring alternative perspectives through the analysis of text will promote</p>

understanding and tolerance.

Pupils will have the opportunity to explore and appreciate a different time period where people's religious beliefs and cultural practices were different from their own. They will also be able to show an interest in investigating and offering reasoned views about moral and ethical issues.

Maths

Maths Club for the students to help them develop their own reasoning and thinking to solve maths problems, through discussions with peers and teachers alike.

Allowing discussion and debate on the use and abuse of statistics in the media.

Use of maths in the financial industry, working with others to solve problems.

Democracy: Students consider and debate the consequences, advantages and disadvantages of things such as ethical decisions relating to Maths, business and economies, and how maths is used and abused as well as how data can be used to change perception, opinion, action and cause reaction.

Individual Liberty: Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful to others. At the same time, students are reminded of an expectation of respect for all others. Through various forms of mathematical issues, freedom of speech is discussed.

Tolerance: Values such as respect, tolerance of other opinions and positive criticism are embedded in Maths. An underpinning drive to develop students who are resilient, respectful, determined and respectful creates a positive set of values to apply to all areas of life and help develop student's character.

Rules and Law: Adhering to rules and laws of privacy and understanding how such legislation is applicable to life in school and the community in helping to make the community safer.

Respect: At all times within the subject, students are encouraged to recognise an individual's strength and support their development. Students are

encouraged to embrace diversity and treat all others with respect, both in and out of the classroom. We encourage equality and diversity at every opportunity.

The mathematics curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of complex concepts.

Science

In all lessons there is a clear standard for behaviour, all pupils are encouraged to share their personal experiences and the other pupils are asked to be respectful of these views when they are different from their own.

Humanities

At KS3 students study how the rule of law was pushed aside by Nazi Germany, they also learn about the sacrifice of soldiers in WW1. Students also study the impact of global warning, and the challenge to the rule of law in some countries

In year 8 History students get the chance to learn about the growth of democracy in Britain in order to develop their understanding of British Values.

In Geography students see how the power of Trans National Corporations can trample on people's rights.

MFL

Students develop skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society.

Pupils are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact.

Design Tech

Pupils in all year groups in food make a variety of dishes from different

cultures.

Year 8 Textiles British standards and law acts on consumer rights.

Year 8 Food labelling.

Art

In all years students are encouraged to work and tidy up in cooperation with others, either in pairs or within larger groups

We have held exhibitions of our pupils work in Dukinfield library and in Ashton art gallery

We have also entered Christmas card competitions at Tameside council offices

PE

- Discussing rules and whys it's important to follow them
- Students are taught/expected to cooperate well with others and being able to resolve conflicts effectively that arises during activities.
- Teaching /modelling sportsmanship and respect
- Link to national teams and events
- Highlight world records
- Games from different cultures

Business/Computing

Students learn about employee legislation and the equalities act as well as about stakeholders, shareholders and mission statements.

In Computing they focus on Copyright laws, Data Protection Act, the Computer Misuse Act, keeping safe on line and being responsible online users. Students are encouraged good practice and respect in the use of social networking.

DEFINING SMSC

Moral Development

The moral development of pupils is shown by their:

Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives, and in so doing respect the civil and criminal law of England.

School Experience

Moral concepts are integral to the Collective Worship programme. Key concepts are also tackled in PSHE/Citizenship.

RE

Year 8 – Unit 1 – Lesson 10 Right and Wrong, Welcoming the Stranger SOW including lessons on prejudice and discrimination.

Year 9 and 10 – Theme A – Gender, discrimination and equality of women.

Year 11 – Unit 1 - Rights and Responsibilities lessons on the importance of democratic and electoral processes.

Year 11 – Unit 4 - Crime and Punishment – Lesson 2 The need for law and justice

English

Through a range of texts all years explore the moral issues presented. In A Christmas Carol for example pupils are encouraged to understand the context of the 19th Century. To examine the difference between the lives of young people in this time to their own lives now. This empathic approach to analysis of context is integral to all schemes of learning for literature so that the pupils develop a clear understanding of the texts and time they were written. This novella raises moral issues causing pupils to recognise the difference between right and

wrong, mainly through the transformation of the character of Ebenezer Scrooge.

Maths

Pupils are given the opportunity to be aware of and discuss the misuse of data in issues supporting moral arguments like conservation and spread of wealth in society.

Percentage work as a clear link to financial topics in real life, e.g. consequences of debt, mortgages, bank interest, and value for money etc

We teach students a moral application of money and loans, giving them an awareness of the implications surrounding finances. We also teach students to be aware of the misuse of data by industries to deceive or manipulate. Looking at surveys and questionnaires, we ensure that students are aware of what makes an appropriate question, and how the wrong questions can have an insensitive impact.

Science

In class we recognise students own cultural values compared to others. We discuss Scientific history subjects which are currently very topical. We also learn to appreciate world culture and help them understand where as a school and neighbourhood we are placed within the world.

The KS3 and GCSE syllabus covers a range of topics that require the pupils to use a range of skills that help them make informed decisions and opinions.

Specification points:

KS4 human genome project, consideration of ethics of testing people and the impact.

KS4 genetic engineering. Consideration of the ethics of GM crops and future prospects of these developments.

KS4 cloning, consideration of the ethics and the impact on the future.

KS4 stem cell treatment to include embryonic stem cell development.

KS4 nuclear fusion/nuclear waste disposal.

KS4 ethics of organ transplants for alcoholics

KS4 recycling of metals, advantages and disadvantages of recycling Vs extraction
KS4 climate change and impact of humans on the environment.
KS3 Drugs in Sports.
KS3 How athletes sometimes can use drugs to cheat in competitions.
KS3 genetically modified foods.
KS3 development in DNA research, cloning
Pupils will have the opportunity to explore and appreciate different time periods where people's beliefs and cultural practices were different from their own.

Humanities

Students see the effects of migration and population change in Year 8, and the impact this has on communities.
The unit on Industrial Development and the revolution allows students to see the rise of individual rights. At KS4 students study the development of laws and rights in the UK over time.

MFL

Y11: smoking, taking drugs
Students reflect upon the development of a sense of identity
Students are encouraged to show empathy and understanding to others. Stereotypes and intolerance are challenged through the teaching of language and culture. The schemes of learning identify some moral issues relating to the environment, equality of education , work opportunities, and new technology.

Art

Behaviour expectations are high to ensure the Health and Safety of the students within a practical subject. Within the department clear consistent department rules will be enforced and displayed around the classroom. The appropriate

	<p>behaviour that students should consistently demonstrate will be modelled within the department helping students recognise what is expected</p> <p><u>PE</u></p> <ul style="list-style-type: none"> • Highlighting the difference between sportsmanship and gamesmanship • Highlight examples from professional sport in the media • In all PE lessons students are taught about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. • Pupils are taught to respect equipment both when using it and when storing it also respect for their facilities and the environment they are active in <p><u>Business/Computing</u></p> <p>Students learn about the difference between stakeholders and shareholders, about tax laws, pressure groups and corporate responsibility.</p> <p>In Computing they learn about online safety, and good etiquette when using digital technology including mobile devices.</p> <p><u>Performing Arts</u></p> <p>Students regularly provide constructive feedback on each other's performances</p>
Understand of the consequences of their behaviour and actions.	<p><u>School Experience</u></p> <p>This is a key feature of the collective worship programme and aspects of the PSHE/Citizenship curriculum.</p> <p>There is also a clear focus on behaviour around school</p> <p>Celebration assemblies have also been entered into the collective worship programme to reward good behaviour and good attendance.</p> <p><u>RE</u></p> <p>Year 7 – Blessing and Fall – Adam and Eve, Mistakes we have made, Times we</p>

have apologised. Year 8 – Unit 1 – Lesson 13 Conscience

Year 9 and 10 – Roles and responsibility in the family – contraception.

Year 11 – Crime and Punishment Unit – Law and Justice, Capital Punishment, Different Types of Punishment, Laws on Alcohol and Drugs. Rights and Responsibilities Unit – Conscience.

English

In English there is a three step process once the use of praise has stopped having an effect on a child's behaviour. The child has an option to change their behaviour. They will receive staff intervention to help them to change and finally the result is that they receive a result. Pupils should see the positive reward of positive behaviour choices, on themselves and their peers.

Maths

Within the classroom, we encourage respect, reward good behaviour. We value listening to others views and opinions on problem solving.

In probability, application of risks involved in real life eg Gambling with money etc.

Learning to cope with new mathematical methods, and difficult mathematics through perseverance

Science

In all lessons there is a clear standard for behaviour, all pupils are encouraged to share their personal experiences and the other pupils are asked to be respectful of these views when they are different from their own.

There is a clear behaviour policy that is used within the department with sanctions based on the actions of the pupils.

Humanities

Students study the One Child policy and see the effects of government policy on the individual. Students see the impact of making the wrong choices in the

Medieval period when they study medieval laws.

In Year 8 students study the slave trade and look at the causes of that and the fact that Europeans could make money from people's misery and how easy that temptation is/

MFL

We follow closely the school positive discipline.

We encourage students to share equipment and resources.

We develop a learning environment where making mistakes is part of learning and we respect one another weaknesses and strengths.

We challenge racism, homophobia and other stereotypes and engage in reflection.

Design Tech

Same thread through all our teaching in technology and Food and Nutrition, we consider the following issues:

Fairtrade, organic, sustainability, environmental issues

Food- Fairtrade, organic, farm assured foods, food miles, special diets, issues relating to eating a poor diet.

Year 7 Product Design/ Textiles- Endangered Wildlife Project.

PE

- Highlight the importance of using their god given gifts in all aspects of PE
- Ensure students extend this to extracurricular participation
- Clear rewards and sanctions policy
- Ensure appropriate actions are taken when rules are broken within games
- 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 to their

	<p>own lives.</p> <p><u>Business/Computing</u></p> <p>Students focus on corporate responsibility</p> <p>In Computing students explore moral issues around the use of digital technology including copyright and plagiarism. They are encouraged to respect the computer room and the equipment they use and how this affects others.</p> <p><u>Performing Arts</u></p> <p>Students are taught about demonstrating respect for each other during performances</p>
Interest in investigating, and offering reasoned views about, moral and ethical issues, and being able to understand and appreciate the viewpoint of others on these issues.	<p><u>School Experience</u></p> <p>Aspects of the PSHE/Citizenship curriculum allow students to discuss key moral issues like bullying and LGBT issues.</p> <p><u>RE</u></p> <p>Year 8 – Morality Unit – Lesson 11 Influences and Values and Lesson 12 Moral Dilemmas.</p> <p>Year 9 and 10 – Natural Law, Human Sexuality, Cohabitation, Family planning and annulment.</p> <p>Year 11 – Genetic Engineering, IVF and religious viewpoints. Environmental and Medical Ethics Unit. Situation Ethics.</p> <p><u>English</u></p> <p>They will also be able to show an interest in investigating and offering reasoned views about moral and ethical issues in a range of texts from 19th Century onwards.</p> <p><u>Maths</u></p> <p>Discussion is promoted about mathematical understanding and therefore we help pupils challenge assumptions; supporting them to question information</p>

given in this data rich society. Discussing bias in statistical surveys.

We show the students that we are on a quest for truth by rigorous and logical argument and discourage jumping to conclusions. Promoting the values of listening and evaluating others opinions.

Participation in pair, group, and whole-class work or class activity

Science

In all lessons there is a clear standard for behaviour, all pupils are encouraged to share their personal experiences and the other pupils are asked to be respectful of these views when they are different from their own. Pupils are then given the opportunity to be reflective and make their own decision and opinions

The topics that this can be examined in more detail are listed above.

Humanities

Students study the moral implications of economic issues and weigh up the consequences of their actions. In History they study the growth of democracy and law and how ethical issues can be resolved.

MFL

All languages carry messages about every aspect of life including moral development and pupils are able to consider other peoples' responses to moral issues.

Encouraging pupil involvement in debates and discussions on healthy lifestyles, environmental issues, marriage/divorce, single parent families, poverty and charitable organisations. Pupils also discuss issues such as bull fighting in Spain, vegetarianism and cultural differences between countries

Design Tech

Same thread through all our teaching in technology and Food and Nutrition, we consider the following issues:

Fairtrade, organic, sustainability, environmental issues

Food- Fairtrade, organic, farm assured foods, food miles, special diets, issues relating to eating a poor diet.

Year 7 Product Design/ Textiles- Endangered Wildlife Project.

Art

Art helps students to gain the ability to apply understanding of right and wrong to their own lives, GCSE students will explore Art that has moral or ethical meaning. Students must have an open mind when observing the work allowing them to appreciate others viewpoint that may challenge their own beliefs. Students are encouraged to give appropriate feedback to peers in a variety of ways, giving justification for their views. This urges students to discuss matters calmly and listen to other student's views. Students can apply this to their daily lives ensuring that they are able to voice opinions in the appropriate way.

PE

- In GCSE and BTEC Sport students investigate into deviance issues in sport such as the use of performance enhancing drugs and match fixing.

Business/Computing

Students are encouraged to respect other people's views and opinions.

Performing Arts

Students learn how to interpret a character, piece of music. They also discuss different cultural aspects of world music.

DEFINING SMSC
Cultural Development

The cultural development of pupils is shown by their:	<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p><u>School Experience</u></p> <p>The Collective Worship programme and the delivery centres around the key aspects of Christian teachings and the teachings of the modern Church.</p> <p><u>RE</u></p> <p>Year 7 Welcome Unit and Our Faith Story.</p> <p>Year 11 Community Cohesion – Entire unit which focuses on prejudice and discrimination, equality, multi ethnic and multi faith societies, asylum seekers.</p> <p>Year 8 – World Religions - Passover, Sedar Meal, Clothing, Food and Community</p> <p><u>English</u></p> <p>Pupils will be exposed to a wide variety of texts and stimuli which will enable them to access stories and texts from different cultures and times in history. Through poetry schemes of learning pupils will explore conflict and war in relation to their own British history. Through poetry schemes of learning, in all years, students will explore human relationships, the nature of love, the importance of family and varying cultural attitudes.</p> <p><u>Maths</u></p> <p>Mathematics is a universal language. We look at different numerical systems, such as Roman numerals, Egyptian numerals and Chinese numbers. Students are encouraged to increase their real-life applications in maths, by looking at measuring systems and how imperial units are still apparent in our society, regardless of the UK being a metric country. Interest is encouraged by providing mathematical role models, sharing famous mathematicians from throughout history, and their impact on society throughout the years.</p> <p>Maths is a universal language</p>
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	<p>Number sequences and their appearances in the real world</p> <p>History and cultural roots of maths</p> <p>Stats in the media</p> <p>Exchange rates</p> <p><u>Science</u></p> <p>Examples of newspaper articles and video clips of controversial scientific topics such as IVF, genetic engineering, battery farming, embryo screening, drug abuse etc are shown in lessons.</p> <p>Discussions based on the effects of science in the real world and the impact it has upon everyone's lives has resulted in students being willing to share opinions about a variety of topics and issues.</p> <p>In class we are able to promote equality with racial and religion through a culture of mutual respect.</p> <p>A range of topics are studied that give the pupils an opportunity to understand developments in science and how these influence their lives.</p> <p>KS4 evolution, scientific evidence against religious beliefs</p> <p>KS4 climate change and impact of humans on the environment.</p> <p>KS4 reducing energy usage.</p> <p>KS3 Doctors past and present, how medical treatments have changed over the years,</p> <p>KS3 A brief insight into how humans like shepherds, herders live nomadic life styles in remote places in the world.</p> <p>KS3 A world Without Electricity and overview into how electricity has changed our lives and our society.</p> <p>KS3 images and considerations of different parts of the world (corrosion/acid</p>
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rain)

KS3 spread of diseases and impacts on communities

Humanities

During the Tudor unit students study the differences in Christian worship and how it diverged from the Catholic tradition. They also study the different treatments of different groups during the British Empire.

In geography students study the changes and developments in the UK population and the impact on cities and culture. They also study Brazil and are able to compare and contrast different societies.

MFL

Every half term, we focus on a cultural aspect of Spain /France. Cultural development and cultural awareness

are important.. Exploration of language and culture is key to language learning, through lessons or school trips. Students are encouraged to embrace 'difference'.

Design Tech

Year 7 Textiles Culture Project and Year 11 project opportunities

Year 8 – 11 Food- pupils prepare a range of different multi-cultural dishes

Different dietary requirements in religion throughout all years.

Art

SOW incorporates a range of critical and contextual influences and inspirations, covering a variety of cultures, beliefs, ideas and religions. Students are encouraged to appreciate that all cultures have expression, purpose and artistic worth. Many schemes are based on particular cultures and students are encouraged to explore the culture or artefacts to enrich the practical experience. For example African culture in year 7, Chinese/Mexican/Egyptian/Aboriginal cultures and Mehndi in Indian culture have also been used in SOWs and are often used as starting points at GCSE.

This helps pupils to realise their own heritage influences and that of others.

Students research current British and other Artists and are encouraged to visit exhibitions in Britain. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally. Students also learn how to communicate their ideas and thoughts using social media as a valuable tool.

PE

- Highlight sports from different cultures and their background/history to provide students with an understanding of different sports and their foundations
- Through Dance in years – expression of different cultures for example Bollywood, salsa and lindy hop
- Use of international examples of different athletes and their achievements

Business/Computing

Students learn about international trade, pressure groups, and corporate/social responsibility

Students develop an awareness and appreciation of the digital divide and the differing cultural and spiritual or religious views towards the use of digital technology.

Performing Arts

Students follow a world music unit including African, Indian, and S American music

Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain

School Experience

The PSHE/Citizenship curriculum allows some elements of looking at different groups within society.

RE

Year 11 - Community Cohesion – Entire unit which focuses on prejudice and discrimination, equality, multi ethnic and multi faith societies, asylum seekers.

Study of world religions and different viewpoints on approaches to life and ethical issues.

English

Explicitly, through literature and non-fiction texts at all levels, pupils will explore different perspectives and be encouraged to develop tolerance for points of view different to their own

Science

In all lessons there is a clear standard for behaviour, all pupils are encouraged to share their personal experiences and the other pupils are asked to be respectful of these views when they are different from their own.

Humanities

Students study the moral issues of the growth of favelas in Brazil. Students also study the long term impact of slavery.

In geography students are able to see the contrast of rich societies with the examples of less economically developed societies.

MFL

We celebrate multilingual and dual heritage students.

Design Tech

Year 7 Textiles Culture Project and Year 11 project opportunities

	<p>Year 8 – 11 Food- pupils prepare a range of different multi-cultural dishes</p> <p>Different dietary requirements in religion throughout all years.</p> <p><u>Art</u></p> <p>Students develop their knowledge of a range of diverse artists, craftspeople and designers from the past and contemporary and from other cultures. The students are taught to reflect on the cultural context in which the work has been produced. This allows the students to develop their knowledge and understanding of artist's ideas and concepts, understanding and identifying how meanings are conveyed. This can often develop understanding for life in modern Britain</p> <p><u>PE</u></p> <ul style="list-style-type: none"> • Linking sports to how it can help them in real life situations • Teaching the impact of health & fitness on lifestyle <p><u>Business/Computing</u></p> <p>Students learn about finance skills, market segregation, pressure groups, UK employment law</p> <p><u>Performing Arts</u></p> <p>Students follow a world music unit including African, Indian, and S American music</p>
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop our country	<p><u>School Experience</u></p> <p>Democracy is part of the PSHE/Citizenship curriculum</p> <p><u>RE</u></p> <p>Year 11 – Unit 1 - Rights and Responsibilities lessons on the importance of democratic and electoral processes.</p> <p><u>English</u></p>

Pupils explore a variety of topics and issues based around British Values and demonstrate knowledge of Parliamentary procedure through the way that they conduct a debate. Pupils will learn about traditions of Parliament.

Exploring texts from the 19th Century pupils will explore the impact of the Poor Laws.

Humanities

Students study the impact of major industry and the challenges of economic factors vs legislation.

Students also study the growth and development of parliamentary democracy.

I History students see the growth of British democracy . This is an entire unit in GCSE History.

MFL

In discussing other countries history and values we reflect on British history and values

Art

Visual representation of British values have been explored.

*William Morris Wallpapers are in the houses of parliament and referred to.

Business/Computing

Students learn role of the EU, import and export taxes and subsidies, and the corporate structure

Performing Arts

Students learn about British modern and pop music including the Beatles. They study Blood Brothers and investigate the political and social issues of the time.

Willingness to participate in, and respond to artistic, sporting and cultural opportunities

School Experience

There are a number of extra curricula clubs which are offered to students.

RE

Year 7 – Images of Jesus

Year 7 – Savio House

English

Through the study of relationships poetry and other literary texts students will explore human relationships, the nature of love and the importance of family. They will also be sensitive to the ideas of loss and loneliness, exploring the essence of the human condition.

Science

There are some opportunities for pupils to demonstrate their learning in an artistic way and develop materials for different audiences.

Humanities

Students are given opportunities to do a number of field trips ie. Iceland, France, the Somme. They also study the growth and development of football in the UK.

Design Tech

GCSE Pupils participate in and respond to a number of briefs which require them to consider different cultures.

MFL

In discussing other countries history and values we reflect on British history and values

Art

Art work is used in preparation and in assemblies

	<p>Year 11 students work is celebrated through an exhibition, where parents and friends can experience and appreciate the hard work of our talented students</p> <p>Art Clubs</p> <p>Art has helped with school productions</p> <p><u>PE</u></p> <ul style="list-style-type: none"> • Teach the role of Sport England and sporting infrastructure • Links to NGBs and local clubs for students to attend <p><u>Business/Computing</u></p> <p>Students learn enterprise skills, as well as the difference between creative and lateral thinking</p> <p>In Computing Empowering pupils to apply their ICT and computing skills and knowledge to the wider curriculum and acknowledge links between subjects. Coordinates in programming and their connections with Maths and Geography, for example.</p> <p><u>Performing Arts</u></p> <p>All lessons have additional extra curricula activities linked to them</p>
Interest in exploring, understanding of, and respect for different faiths, and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	<p><u>School Experience</u></p> <p>Whilst the majority Collective Worship focuses on Christian teachings there will be elements of utilising aspects of other cultures and faiths ie. Ubuntu, Be the Change you want to see in the world</p> <p><u>RE</u></p> <p>Year 9 – 11 – a study of CAFOD</p> <p>Fairtrade Fortnight</p> <p>Operation Christmas Child</p>

Visiting Jewish Museum – Year 9 and 10

Year 11 – Community Cohesion, Peace and Conflict and Human Rights

English

Pupils will have the opportunity to explore beliefs and experiences of people living in different eras and respect the feelings of people from different social and cultural contexts.

Maths

Maths is developed from other cultures

Maths in cultural symbols

Patterns in different cultures (tessellations)

Science

There are some opportunities for the pupils to demonstrate these skills and develop their understanding (list above)

Humanities

The study of History develops students understanding of the world and their respect for British institutions and culture but also other cultures and traditions

MFL

We have a tradition to organise trips to the cinema and to university to raise our student's aspirations.

Design Tech

Year 7 Textiles choose their own culture to research and use for inspiration within the culture project.

Pupils look at other cultures who are benefitting from Fairtrade in all areas.

Art

SOW incorporates a range of critical and contextual influences and inspirations, covering a variety of cultures, beliefs, ideas and religions. Students are encouraged to appreciate that all cultures have expression, purpose and artistic worth. Many schemes are based on particular cultures and students are encouraged to explore the culture or artefacts to enrich the practical experience. For example African culture in year 7, Chinese/Mexican/Egyptian/Aboriginal cultures and Mehndi in Indian culture have also been used in SOWs and are often used as starting points at GCSE. Pupils are encouraged to appreciate how this has become part of our society in Britain

Business/Computing

Students learn about the equal opportunities legislation, corporate social responsibility, pressure groups

Encourage the sensible use of digital technology in the classroom and homework situations given that you are currently living in a digitally cultural environment.

Performing Arts

Students learn and study different roles and characters in the plays, they look at the world music unit and are taught to develop their own taste and preferences to music