

Spiritual Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>Students:</p> <ul style="list-style-type: none"> • are able to reflect on their own personal beliefs about religion and other concepts, which help them develop their own thoughts and ideas about life. • show an interest in (and respect towards) the varying thoughts, beliefs, faiths, and values of different people. • know about, can talk about and respect different peoples' faiths, feelings, and values. • experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them. • use imagination and creativity in their learning. • are willing to reflect on their experiences, both in school and at home. 	<p>Students:</p> <ul style="list-style-type: none"> • are supported through lessons, to develop the skills needed to express their own thoughts feelings, beliefs, and opinions. • ask and answer questions about their own beliefs, such as: <ul style="list-style-type: none"> ○ What makes me special/unique? ○ What do I enjoy doing? ○ What am I good at? ○ What am I thankful for? ○ How can I make a difference? • investigate and find out about the similarities and differences between major religions, beliefs, practices, and festivals. • understand and appreciate that we live in a culturally diverse country. • are supported in learning the importance of demonstrating empathy and can do so; • are inspired by engaging and exciting lessons and assemblies that encourage them to use imagination and creativity. • are able to talk about things they have done and what they have learnt, enjoyed or disliked.

Area/Subject	Evidence
Extracurricular Clubs and Activities	Debating club / Philosophy club Humanities club Drama club - after school on Tuesday leading to a school production in December PA opportunities every lunch time where students can book practice rooms to play instruments and rehearse drama and practice music skills
Trips	RE – Visit to local church / Sikh Gurdwara Y7 National Space centre Y8 The Deep Y10 Flamingo land Y12/Y13 Chemistry – SHU lab visits Y12/Y13 Physics Jodrell Bank Y12 Biology – Residential field course (Whitby) Y13 Biology – London
Assembly	Holocaust Memorial Day Remembrance Day LGBT Pride month Christmas hampers Character assemblies
English	Year 7 – A Victorian Christmas – Christian values/attitudes and how these have evolved with society Year 8 – Crime Unit – lessons focusing on tolerance and

	<p>attacks on Muslims Year 9 – ‘Heroes’ novel centred around Catholic beliefs and fundamentals Year 10 and Year 11 – ‘A Christmas Carol’ – Christian beliefs , ‘Macbeth’ Day of Judgement, Divine Right of Kings</p>
Maths	<p>Y7 – linear equations – the accomplishments of Muhammad Al Khwarizmi an Islamic mathematician. Y8 – conversion of currencies – exploring exchange rates between different countries and currencies. Y9 – plans and elevations – views of famous religious buildings KS4 – Population growth graphs – using different areas of the world and drawing conclusions</p>
Science	<p>Y7 – Adaptation of species and creation of the solar system, Science vs religious belief issue addressed/discussed. Y8 – Evolution and natural selection vs creationism Y11- Biology: Evolution and natural selection vs creationism debate addressed/discussed Physics: Space solar system and big bang vs creationism debate addressed/discussed Y13- Physics: Space solar system and big bang vs creationism debate addressed/discussed</p> <p>Y12/13 Biology: Evolution, natural selection, genetics, cloning vs creationism debate addressed/discussed</p>
RE	<p>Year 7 – Basic beliefs of religion/ what makes us special and unique Year 8 – Christian beliefs / Eastern religious beliefs – looking at the differences of faith Year 9 – Opportunity to develop philosophical understanding and questioning the world Year 10 / 11 – Deeper understanding of Christianity and Islam – why do people have these beliefs and how do they influence their lives</p>
Computing	<p>Y7 – Scratch, Kodu and Python showing creativity and expresses themselves through different programming creations. Y8 - Scratch, Kodu and Python showing creativity and expresses themselves through different programming creations. Y9 - Python showing creativity and expresses themselves through different programming creations. Business growth and cultures in large multinational companies. KS4 Business - Business growth and cultures in large multinational companies. Understanding of different attitudes towards different products and services.</p>
History	<p>Y7 – Life in the Middle Ages – the medieval Church AND Chopping and Changing: The Tudors – religious changes under Henry VIII Y8 – The Stuarts – impact of religious changes Y9 – The Holocaust – Jewish beliefs and persecution Y10 – The Anglo-Saxons and the Normans c1060 – 88 - AND Medicine in Britain c.1250-present – power and influence of the Medieval Church on people’s lives and actions. Y11 – Weimar and Nazi Germany, 1918-39 – Jewish beliefs and persecution under the Nazis Y12 – Britain Transformed, 1918-97 – immigration in the UK making Britain a culturally diverse country AND The USA 1920-55: Boom, bust and recovery – persecution of immigrant groups</p>

<p>Geography</p>	<p>Y7- Africa, colonialism, different levels of development between African countries. Population- Population control and migration. Y8- Middle East and Russia- conflict and war Y9- Climate change, Impacts. Development disparities and gender inequalities. Y10- Biomes- Tropical Rainforests/ Cold environments, value of and human impact. Poverty and inequality in Mumbai. London- Cultural diversity. . Y11- Resources- global inequalities in access to food, water and energy and the impact on wellbeing. Y12- Sense of place. Globalisation and its impacts.</p>
<p>Art</p>	<p>Yr7 – Artist research, looking in difference in work style, culture and opinions Y10 – Opportunity to study difference Artist, styles and cultures, meaning of art Y11 – Opportunity to study difference Artist, styles and cultures, meaning of art Y12 – In depth opportunity to study difference Artist, styles and cultures, meaning of art Y13 - In depth opportunity to study difference Artist, styles and cultures, meaning of art</p>
<p>Design and Technology</p>	<p>Y7 –Rotation, looking at all areas of creative, Mosaic project, Chinese culture, creation of mood board looking at work of other and different cultures. Yr7 food is international cuisine, looking at dishes from around the world, Textiles, exploring patterns as a language. Y8 – Rotation, looking at the teenage culture to create a trinket box, National project in Y8 food, looking at the foods dishes that have inspired dishes in Britain, Textiles/Art, research into David Hockney, his work and exploring his approach. Y9 – Designer research, use of this for a creative influence for the product of a Clock inspired by that movement, Food looking at food science, influence on foods, discussion, and debate Y10 – Exploring the opportunities for the world of work in construction, looking at the main factors, Looking at the areas of Hospitality, catering for other cultures and religious beliefs. Y11 – Exploring the opportunities for the world of work in construction, looking at the main factors, Looking at the areas of Hospitality, catering for other cultures and religious beliefs.</p>
<p>PE</p>	<p>Students will explore, creativity whilst displaying emotions through producing Dance and Gymnastic routines. Students will create and developing skills through drills and practices, for example looking at attacking and defensive set plays and tactics. Students are required to reflect and evaluate their own and others performances and suggesting how to improve. Using discovery style to allow students to have their own thoughts, ideas and concerns Questioning students throughout lessons – WHY, WHAT, WHERE and HOW</p>
<p>PSHE</p>	<p>Introduction to the Year – meet and great and relationship building. Friendships Maintaining genuine relationships and avoiding toxic ones How can we keep safe and positive relationships? Mental health support / anxiety Mindfulness Personal Safety and First Aid</p>

	<p>How can we avoid online groomers</p> <p>FGM – what is it, why is it so serious and what can we all do to help?</p> <p>Managing tough times: change, grief, and bereavement</p> <p>Suicide</p> <p>Managing social anxiety</p> <p>Homelessness</p> <p>Relationships with role models</p> <p>Effective time management</p> <p>Binge Drinking</p> <p>The right career for me</p> <p>Rights and responsibilities</p> <p>Obesity and positive body image</p> <p>What makes good sex</p> <p>Safe sex</p> <p>Relationship break-ups</p> <p>Happiness and positivity</p> <p>Mental health support</p>
Sociology	Y13 – Beliefs in Society – learning about major beliefs and faiths in society
MFL	Year 10 – Customs and festivals in French and Spanish-speaking countries, including religious festivals e.g. Eid, Christmas, Easter, Epiphany, Diwali. Understanding and respecting how these are celebrated differently in different countries. Year 11 – understanding the concept of laicism in the French education system
PA	All Performing Arts students are encouraged to use imagination and creativity in their learning and are supported through lessons to develop the skills needed to develop their own thoughts, feelings, beliefs and opinions Y8 Music The Blues, Reggae - show an interest in (and respect towards) the varying thoughts, beliefs, faiths and values of different people

Moral Development

Aims - What We Want to Achieve

students:

- are able to recognise the difference between right and wrong and can use this in their own lives;
- understand and recognise the need for rules and laws as boundaries;
- understand and respect the civil and criminal law of England;
- understand that their behaviour and actions have consequences;
- are interested in investigation and offering reasoned views about moral and ethical issues;
- are able to understand and appreciate others' viewpoints and opinions on moral and ethical issues.

Outcomes - What This Will Look Like

students:

- talk about and discuss moral issues, making links with previous experiences;
- talk about decisions they have made and how they were good or bad choices;
- know and respect school rules;
- are involved in the creation of rules and boundaries in school, their classroom, lessons and wider areas of school life;
- know about the criminal and civil laws of England;
- are able to express reasonable views and opinions on moral and ethical issues discussed in the classroom;
- are able to explain how others' viewpoints and opinions on moral and ethical issues may differ from their own and understand why this might be the case.

Area/Subject

Evidence

Extracurricular Clubs and Activities

Extracurricular Clubs and Activities - Drama club - after school on Tuesday leading to a school production in December

PA opportunities every lunch time where students can book practice rooms to play instruments and rehearse drama and practice music skills

Art Club – all years invited

Introduction to logic – Post 16

Trips

Theatre trips KS4, Higher Vision recording studio

Educational Visits Theatre trips KS4, Higher Vision recording studio

Y11-13 Trip - Oxford Natural History Museum and The Pitt Rivers Museum. Students will be exploring artifacts in the natural history museum with guided learning sessions from both museums. Students will explore the exhibitions which are arranged typographically. They will be able to compare objects from a range of cultures and time periods.

Y10 Railway project including visiting speakers, visit the local railway station and arts project creating artwork to install at the station.

Y7 - Yorkshire Sculpture Park - Students will be exploring artwork from a variety of makers with a variety of influences.

	Y7 National Space centre Y8 The Deep Y10 Flamingo land Y12/Y13 Chemistry – SHU lab visits Y12/Y13 Physics Jodrell Bank Y12 Biology – Residential field course (Whitby) Y13 Biology – London
Educational Visits	Y7 National Space centre Y8 The Deep Y10 Flamingo land Y12/Y13 Chemistry – SHU lab visits Y12/Y13 Physics Jodrell Bank Y12 Biology – Residential field course (Whitby) Y13 Biology – London
Assembly	Anti- Bullying week Yellow Day mental health Christmas hampers Character assemblies (various)
English	Year 7 – Animal testing/cruelty Year 8 – ‘Crime’ Unit dealing with elements of law and punishment Year 9 – Language of the Media focusing on fake news and bias KS4 – All key Literature texts ensure regular development of morals including ethics and respect for law and rulings.
Maths	Y7 – opinions on the belief of who ‘invented’ algebra Al Khwarizmi/Babylonians Y8 – statistics – designing questionnaires investigating people’s opinions on topics and the difference in people’s responses Y9 - theories and conjectures – creating a counter argument and justifying their answers KS4 – statistics – investigating relationships using crime data
Science	Y7- sexual reproduction/sexual education Y8- Alcohol and drug use and abuse, Genetic engineering and gene therapy Y9- Biology: sexual reproduction/sexual, genetic engineering and gene therapy education and alcohol and drug use and abuse Y10- Biology: sexual reproduction/sexual education, and alcohol and drug use and abuse. Pharmaceutical development and testing. Y11- Genetic engineering and gene therapy, IVF/Fertility treatments. Y12/13 Biology: Evolution, natural selection, genetics, cloning vs creationism debate addressed/discussed
RE	Year 7 – study elements of the law and why rules are important Year 10 – Crime and Punishment covers British law and what are the consequences of crime – why we punish people Year 9 – Ethics and laws – questioning why people need boundaries – why humans act in the way they do.
Computing	Year 7/8/9 – understanding of digital footprint and how actions can impact on different scenarios. Ks4 Business – Learning whats right and wrong in terms of actions, behaviours of using workforce.
History	Year 7 – Life in Medieval England – development of law and justice Year 8 – Empire and Slavery – ethical and moral issues surrounding slavery

	<p>Year 9 – The Holocaust – ethical and moral issues of the Holocaust include the treatment of Jews and other minority groups AND USA: Boom and Bust – treatment of minorities in the USA</p> <p>Year 10 – Anglo-Saxon and Norman England c1060-88 – Anglo-Saxon and Norman law and justice as a basis of the modern system</p> <p>Year 11 – Weimar and Nazi Germany, 1918-39 – life in a Police State</p> <p>Year 12 – Britain transformed, 1918-97 – changes to the law in Britain relating to both civil and criminal law and the effects of these changes on the population AND USA, 1920-55: Boom, bust and recovery – civil and criminal laws in the USA</p> <p>Year 13 – Protest, agitation and parliamentary reform, Britain c1780-1928 – changes in the law relating to social, political and economic rights.</p>
Geography	<p>Y7-13 Equality and inequality and how this varies globally.</p> <p>Y7-13- our roles and responsibilities as custodians of our planet.</p> <p>Y8- The Communist political system in Russia.</p> <p>Y10- the impacts of illegal logging on Tropical rainforests.</p> <p>Y12- How laws and rules are applied in Global commons- e.g. Antarctica</p>
Art	<p>Y7- Discussion and opinions shared about artist research, looking at media used and what messages are being put across Y10 – Focus of personal study, looking at the differences between work of others, discussion about right and wrong within topics Y11 – Focus of personal study, looking at the differences between work of others, discussion about right and wrong within topics</p> <p>Y12 – Focus of personal study, looking at the differences between work of others, discussion about right and wrong within topics, discussion around each other’s work Y13 - Focus of personal study, looking at the differences between work of others, discussion about right and wrong within topics</p>
Design and Technology	<p>Y7 – Discussion around health and safety and how to act and behave within the workshop or food room environment Y8 – Discussion around health and safety and how to act and behave within the workshop or food room environment Y9 – Discussion around health and safety and how to act and behave within the workshop or food room environment Y10 – Discussion around health and safety and how to act and behave within the workshop or food room environment Y11 – Discussion around health and safety and how to act and behave within the workshop or food room environment</p>
PE	<p>PE will teach students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should 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 own lives. The concepts of self-discipline to excel are essential. Students should be 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. Examples of Moral lessons in Physical Education: – Promote fair play and team</p>

	<p>work in lessons – Encourage good sportsmanship throughout – Respect with equipment both when using it and when storing it – Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations. – Respect for their facilities and the environment they are active in – Listening to teacher and peer feedback on sporting skills – Promote trust with peers through team building activities – Using students as sports leaders</p>
PSHE	<p>Friendships and how they are change / accepting changes in friendships Homelessness Running away Future pathways Social mobility Employability The right career for me Rights and responsibilities</p>
Sociology	<p>Year 12 – Education – changes to the law in England effects on the British education system AND Families and households – changes in civil law and the effects on relationships and families in the UK. Year 13 – Crime and Deviance – overview of the British legal system.</p>
MFL	<p>Year 8 – Voces Innocentes film about the civil war in El Salvador and the recruitment of child soldiers – discussion on the moral issues of conscription Year 10 – Social and Global Issues – offering and understanding viewpoints on poverty, voluntary work, and environmental issues</p>
PA	<p>Y8 Drama -An introduction to Theatre in Education through the exploration of the theme of Homelessness as a stimulus, SOW on Crime and Punishment- using a real crime as a stimulus to explore Drama techniques, SOW on Bullying - studying the play Sparkleshark addressing the moral issues, of bullying and responsibility-right and wrong Y9 Drama Let him Have it- justice- criminal law in England, The Spoils of War- SOW on WW2 as a stimulus, DNA-A play by Dennis Kelly that addresses the moral issues, of gangs bullying and responsibility--right and wrong, consequences Y10 and Y11- SOW throughout the course enable students to understand and appreciate others' viewpoints and opinions on moral and ethical issues. Students are presented with various moral dilemmas to explore; students study the play Blood Brothers which explores moral and ethical issues</p>

Social Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>When working with students:</p> <ul style="list-style-type: none"> • listen carefully and take turns to speak; • share resources, equipment and toys; • demonstrate patience and remain calm; • empathise and take into account different views and opinions; • respect personal space and boundaries; • relate well to all peers from all different backgrounds; • cooperate well; • work together to resolve conflicts. <p>students:</p> <ul style="list-style-type: none"> • understand the concept of belonging to a family, religion or another group; • join in with group activities both in school and the wider community; • understand how to resolve conflict; • engage with the British values of democracy and the democratic process; • show mutual respect and tolerance of those with different faiths and beliefs; • are developing skills and attitudes to help them participate in, and contribute positively to, life in modern Britain. 	<p>students:</p> <ul style="list-style-type: none"> • work well in pairs, small groups and as a whole class; • have excellent social skills in a variety of situations, in school and wider activities; • have numerous opportunities to practise empathy; • are exposed to, and discuss, a variety of views and opinions and are supported to understand why they may differ; • are given the opportunity to join different groups and activities at school; • have a strong sense of belonging to their school community; • regularly discuss the concept of belonging and what they feel they belong to; • regularly identify and discuss the notion of what it means to be British and how they can encompass British values; • take part in democratic votes as part of school life; • are exposed to a variety of cultures and beliefs through a multicultural curriculum running through all lessons and subjects; • are given opportunities to apply the skills and develop attitudes to help them become positive and responsible citizens of modern Britain.

Area/Subject	Evidence
<p>Extracurricular Clubs and Activities</p>	<p>Extracurricular Clubs and Activities - Drama club - after school on Tuesday leading to a school production in December</p> <p>PA opportunities every lunch time where students can book practice rooms to play instruments and rehearse drama and practice music skills</p> <p>Duke of Edinburgh Award – Silver</p> <p>STEM Club science</p> <p>Rugby / Badminton / Netball/ Football / Girls Football / Dance</p> <p>Art / DT / Hospitality and catering support</p>
<p>Trips</p>	<p>Theatre trips KS4, Higher Vision recording studio</p> <p>Educational Visits Theatre trips KS4, Higher Vision recording studio</p> <p>Y11-13 Trip - Oxford Natural History Museum and The Pitt Rivers Museum. Students will be exploring artifacts in the natural history museum with guided learning sessions from both museums. Students will explore the exhibitions</p>

	<p>which are arranged typographically. They will be able to compare objects from a range of cultures and time periods.</p> <p>Y10 Railway project including visiting speakers, visit the local railway station and arts project created by Y7 National Space centre Y8 The Deep Y10 Flamingo land Y12/Y13</p> <p>Chemistry – SHU lab visits Y12/Y13 Physics Jodrell Bank Y12 Biology – Residential field course (Whitby) Y13 Biology – London artwork to install at the station.</p> <p>Y7 - Yorkshire Sculpture Park - Students will be exploring artwork from a variety of makers with a variety of influences.</p> <p>North Star science trip</p> <p>Magna GUTS event</p> <p>PE visit to Wimbledon</p>
Assembly	<p>Careers Week</p> <p>Apprenticeship Week</p> <p>Open water / Rail safety / Dark nights</p> <p>Human Rights Day</p> <p>Character assemblies</p> <p>PSHE assemblies – based on community need</p>
English	<p>All year groups have lessons focused on debate and discussion, developing communication skills KS3 contemporary novels include multiple individual and group tasks based on tolerance, relationships, and British values. Y8s also participate in a group cross-curricular enterprise project at the end of the year to encourage development of communication skills KS4 poetry anthology and fiction and non-fiction reading and writing schemes consider ideas centred around power, conflict and social skills required to interpret and contribute to life in modern Britain</p>
Maths	<p>Y7 – probability – data collection group tasks and interpreting results</p> <p>Y8 – statistics – group task on a statistical enquiry</p> <p>Y9 – probability – group task on listing outcomes from experiments</p> <p>KS4 – after school sessions for pupils plus Saturdays and holidays</p>
Science	<p>All year groups- practical work and group work pretty much embedded in every scheme of work throughout all years where group and team work is vital. Y7 – Adaptation of species and creation of the solar system, Science vs religious belief issue addressed/discussed. Y8 – Evolution and natural selection vs creationism Y11- Biology: Evolution and natural selection vs creationism debate addressed/discussed Physics: Space solar system and big bang vs creationism debate addressed/discussed Y13- Space solar system and big bang vs creationism debate addressed/discussed. Y12/13 Biology: Evolution, natural selection, genetics, cloning vs creationism debate addressed/discussed.</p>

RE	<p>All years consider the reason why faith is important and how this can then create boundaries</p> <p>Year 9 - Tolerance – prejudice and discrimination and protected characteristics Group work consistent part of lessons – sharing ideas Encourage a strong sense of belonging and understand British Values Philosophy for children</p> <p>Year 10 – Relationships and family – importance of families and different types of family</p> <p>Year 11 – Peace and conflict looks at the reasons we go to war – British Values</p>
Computing	<p>Across all years developing empathy, are exposed to a wide range of views and opinions, beliefs, and cultures. Throughout KS3-KS5 there is also a clear emphasis on British Values. Y7 – Y9 – local history incorporated into SOW to develop a sense of belonging/community. Y8 – Industrial Revolution – democratic process. Y8/Y9 – First and Second World War – look at the reasons for conflict.</p>
History	<p>Across all years developing empathy, are exposed to a wide range of views and opinions, beliefs, and cultures. Throughout KS3-KS5 there is also a clear emphasis on British Values.</p> <p>Y7 – Y9 – local history incorporated into SOW to develop a sense of belonging/community.</p> <p>Y8 – Industrial Revolution – democratic process.</p> <p>Y8/Y9 – First and Second World War – look at the reasons for conflict.</p>
Geography	<p>Fieldwork- working collaboratively in an out of school environment. Group work and group project work is encouraged in all years. Lifestyles of communities and cultures around the world and how they differ from the UK.</p> <p>Y7- Understanding of the local community. Y8- The Communist political system in Russia. Y10- Y11- the UK’s links with the EU, Commonwealth, and wider world. Y12- Community and sense of place. Globalisation and interconnectedness.</p>
Art	<p>Y7 – Use of resources, using and sharing of ideas, importance of communication skills Y10 – Use of resources, using and sharing of ideas, importance of communication skills Y11 – Use of resources, using and sharing of ideas, importance of communication skills Y12 – Use of resources, using and sharing of ideas, importance of communication skills Y13 – Use of resources, using and sharing of ideas, importance of communication skills</p>
Design and Technology	<p>Y7 – Use of resources, using and sharing of ideas, importance of communication skills Y8 – Use of resources, using and sharing of ideas, importance of communication skills Y9 – Use of resources, using and sharing of ideas, importance of communication skills Y10 – Use of resources, using and sharing of ideas, importance of communication skills, looking at the diverse range within the work place and promoting British values Y11 - Use of</p>

	resources, using and sharing of ideas, importance of communication skills looking at the diverse range within the work place and promoting British values
PE	Students in PE will use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, 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. Also, students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs. Examples of Social lessons in Physical Education: – Creating a sense of community in lessons and clubs – Interact with the community and primary schools through coaching – Encourage students to recognise and respect social differences and similarities – Celebrate sporting success both in and out of school – Use of sports leaders running clubs and activities – Encouraging the attendance to extracurricular activities – Promoting team work throughout lessons supporting one another to develop their skills in a cooperative situation.
PSHE	Which career path Labour Market Information Budgeting your money Managing risk with finances Suicide and anxiety Grief and loss What makes good sex Relationship break-ups Happiness and positivity Applying to College and University Preparing for Job Interviews Independent Living Health and Safety at Work Trade Unions How can we keep good mental health and spot the signs of depression Maintaining genuine relationships and avoiding toxic ones
Sociology	Across Y12 and Y13 students are exposed to a wide range of opinions and views. Y12 – Families and Households – what it means to belong to a family. Y12 – Education – identity. Y13 – Beliefs in Society – different beliefs in society.
MFL	All years – Listening carefully and taking turns to speak in the foreign language in pair, group, and whole class activities All years – Exposure to a variety of cultures and beliefs through resources which depict a range of ethnic groups and cultures from French and Spanish-speaking countries.
PA	All year groups in PA subjects are given frequent opportunities through all SOW to develop and refine their social development skills through frequent

collaborative tasks- pair and group challenges in which they hone communication and cooperation skills. Year 7- All SOW Year 8 All SOW Year 9 All SOW Year 10 All SOW Year 11 All SOW

Cultural Development

Aims - What We Want to Achieve	Outcomes - What This Will Look Like
<p>students:</p> <ul style="list-style-type: none"> • are able to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others; • are able to understand and appreciate the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; • are able to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities; • demonstrate knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and how it continues to develop Britain; • are willing to participate in, and respond positively to, artistic, musical, sporting and cultural opportunities; • show interest in exploring different faiths and cultural diversity, showing respect for and demonstrating interest in improving their understanding of these; • can understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p>students:</p> <ul style="list-style-type: none"> • are given opportunities to learn about a variety of different cultures which have had an impact on their own and others’ lives; • are given opportunities to learn about the range of cultures in their own school; • are given opportunities to learn about the cultures of the wider community and the country in which they live; • spend time investigating, exploring and understanding the similarities that we share across different communities; • learn about the operation of Britain's democratic parliamentary system; • learn about how Britain’s parliamentary system has been central in shaping our history and values and how it helps to continue the development of Britain; • have opportunities to engage with a variety of artistic, musical, sporting and cultural activities; • learn about different faiths and cultural diversity in RE and other curriculum lessons; • demonstrate positive attitudes to all people from all backgrounds, locally, nationally and globally; • understand what it means to treat everyone equally, what equality looks like and why it is important. • are not involved in racist, homophobic, sexist or other abuse towards individuals in the school and wider school community.

Area/Subject	Evidence
<p>Extracurricular Clubs and Activities</p>	<p>Extracurricular Clubs and Activities - Drama club - after school on Tuesday leading to a school production in December</p> <p>PA opportunities every lunch time where students can book practice rooms to play instruments and rehearse drama and practice music skills</p> <p>ADT Club / Art Club</p> <p>Inspiring Digital Enterprise Award</p> <p>Languages clubs – Spanish / Italian</p> <p>BTEC Business</p>
<p>Trips</p>	<p>Theatre trips KS4 , Higher Vision recording studio</p>

	<p>Educational Visits Theatre trips KS4 , Higher Vision recording studio</p> <p>Y11-13 Trip - Oxford Natural History Museum and The Pitt Rivers Museum. Students will be exploring artifacts in the natural history museum with guided learning sessions from both museums. Students will explore the exhibitions which are arranged typographically. They will be able to compare objects from a range of cultures and time periods.</p> <p>Business BTEC trip Manchester United Year 10</p> <p>Y10 Railway project including visiting speakers, visit the local railway station and arts project creating artwork to install at the station.</p> <p>Y7 - Yorkshire Sculpture Park - Students will be exploring artwork from a variety of makers with a variety of influences.</p>
Assembly	<p>Apprenticeship week</p> <p>Careers Week</p> <p>British Values</p> <p>Human Rights Day</p> <p>World Book Week</p> <p>Science week</p> <p>Character assemblies</p>
English	<p>KS3 – various topics allow students to learn about a democratic society and what would happen in a situation without one, consideration of ideas and beliefs through poetry and discussion around ideas surrounding race / tolerance of a range of cultural beliefs</p> <p>KS4 - Power and Conflict poetry, Blood Brothers, Language Reading and Writing skills all contain lessons focusing on cultural capital including demonstrating positive attitudes to cultural diversity.</p>
Maths	<p>Y9 – number – taxes, bills and banking</p> <p>KS3 and KS4 has cultural capital embedding into the SoW for all blocks of learning.</p>
Science	<p>All year groups – cultural capital embedded in all schemes in all of the 3 disciplines, specifics can be found signposted in the ks3/4/5 III documents.</p>
RE	<p>All year groups look at community as a theme and understand why communities are important.</p> <p>Look at different cultural ideas – Islamic culture</p> <p>Opportunity to share ideas about the Commonwealth and Britain as a democratic country – Human Rights and Equality Act</p> <p>Y10 – Persecution and the Worldwide Church – what it is like to live in other countries</p> <p>Explore ideas about LGBT and discuss racism / homophobia – Year 9 and Year 10</p> <p>Encourage tolerance and acceptance of all religions and cultures</p>
Computing	<p>Y9 – Growth of Apple, change of owners and how different leaders can impact how organisations create brand image. KS4 Business - understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards</p>

	<p>different ethnic and socio-economic groups in the local, national and global communities. Market Segmentation and how segments determine different products.</p>
History	<p>Across KS3-KS5 students learn about different cultural, religious, ethnic and socio-economic communities.</p> <p>Y8 – Industrial Revolution – Britain’s democratic system.</p> <p>Y9 – Russia: Lenin to Stalin, USA: Boom, Bust and Recovery, Germany: Weimar to Hitler – students learn about a range of political systems both democratic and non-democratic.</p> <p>Y7 National Space centre Y8 The Deep Y10 Flamingo land Y12/Y13 Chemistry – SHU lab visits Y12/Y13 Physics Jodrell Bank Y12 Biology – Residential field course (Whitby) Y13 Biology – London</p> <p>Y13 – Geography Field Trip / Y10 Geography field trip / Y12 residential Geography</p> <p>Apprenticeship event LEAF / STEM</p> <p>Y10 Manchester United trip</p> <p>Maths visit Leeds – Year 7-9</p> <p>Year 7 Yorkshire Sculpture Park</p>
Geography	<p>Y8 – cultural diversity in the UK</p> <p>Y10- British Law and the EU.</p> <p>Y9- Globalisation – cultural impact.</p> <p>Y11- strategies to reduce the UK’s North/South divide- levelling up.</p> <p>Y12- Global political systems and organisations e.g. NATO, WTO, UN, EU etc.</p>
Art	<p>All year groups look and discuss and can understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Students able to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others</p>
Design and Technology	<p>All year groups look and discuss and can understand, accept, respect and celebrate diversity, shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Students able to understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others</p>
PE	<p>The PE can encourage 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 communities. Examples of Cultural lessons in Physical Education: – Learning about the developments of sports in different countries – Learning where different sports originate from and what the national sports of different countries are – World Cups and Olympic games – Exploring and respect a variety of different cultural dances – Gaining an understanding of different sports and their foundations – Use of international examples of different athletes and their achievements – Cultural engagement through elite performers both at school and in their own sporting environment.</p>
PSHE	<p>Savings and loans / interest rates/ consumerism</p>

	<p>How to stay mentally well</p> <p>Good sleep and exercise</p> <p>Going to university and student finance</p> <p>Drugs and the risks</p> <p>Healthy and unhealthy relationships</p> <p>Selfie obsessed</p> <p>Online safety</p> <p>Responsibilities in the workplace</p> <p>Safety online</p> <p>Employability</p> <p>Social mobility</p>
Sociology	<p>Across Y12 and Y13 students learn about different cultural, religion, ethnic and socio-economic communities.</p> <p>Y12 – Education – differences between ethnic and socio-economic groups in the context of education.</p> <p>Y12 – Families and Households – different cultural traditions in relation to family structure.</p> <p>Y13 – Beliefs in Society – different religious beliefs locally, nationally and globally.</p> <p>Y13 – Crime and Deviance – discrimination and why it is important that everyone be treated equally.</p>
MFL	<p>All year groups – encourage acceptance of all cultures; learn about how life/culture is different and similar in French and Spanish-speaking countries</p>
PA	<p>Music Students have opportunities to engage with a variety of musical and cultural activities. After school singing club and Band are open to all year groups Lunchtime enrichment is offered to all students, where they can book practice rooms, enjoy playing a choice of instruments, improve their musicality and rehearse for performances. Year 7 PA Lion King Sow- African Music Year 8 World Music, Samba, The Blues, Reggae -reinforces student understanding of diversity and the similarities we have in different communities Year 9 - opportunities to engage with a variety of musical, cultural activities Year 10 and 11 BTEC opportunities to engage with a variety of musical, cultural activities. The course requires students to refine their Musical techniques and skills through investigation, exploration, appreciation and discussion of a variety genres and styles. Students have access to a variety of instruments and technologies Drama Students have opportunities to engage with a variety of artistic, musical, and cultural activities. Drama club offers students the opportunity to explore and celebrate their own and the cultures of others through creating devised and interpreting scripted performances. Lunchtime enrichment is offered to all students, where they can book practice rooms to rehearse for performances. The drama KS3 SOW enable students to learn and apply drama techniques and skills through investigation, exploration, appreciation, and discussion of a variety themes, historical facts, images, photos, paintings, poems, news articles, plays, novel extracts, and music as stimuli. This reinforces student understanding of diversity and the similarities we have in different communities Year 7 PA Introduction to Shakespeare SOW Year 8 Homelessness, Crime and punishment</p>

Year 9 Spoils of War –Students are given opportunities to learn about a variety of different cultures which have had an impact on their own and others’ lives , Let Him Have it- students explore the criminal justice system, Blood Brothers, understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others Year 10 and 11 GCSE Drama- the course is mapped so there are numerous opportunities to engage with a variety of artistic, musical, cultural activities. AQA GCSE drama requires students to refine drama techniques and skills through investigation, exploration, appreciation, and discussion of a variety themes, historical facts, images, photos, paintings, poems, news articles, plays, novel extracts and music as stimuli. This strengthens student empathy and understanding of diversity and the similarities we have in different communities and cultures, both locally and globally.
