

# ARCHBISHOP BLANCH SCHOOL



Archbishop Blanch  
— SCHOOL —

## SPIRITUAL, MORAL, SOCIAL & CULTURAL POLICY

DATE WRITTEN:	January 2017
WRITTEN BY:	C O'Doherty
GOVERNOR COMMITTEE:	Pastoral
DATE FIRST RATIFIED BY GOVERNORS:	February 2017
DATE REVIEWED:	Jan 2018/Oct 2019
DATE FOR REVIEW:	October 2021

**Community, Compassion, Forgiveness,  
Friendship, Thanksgiving, Trust**

# ARCHBISHOP BLANCH SCHOOL

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL POLICY

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

All schools have a duty to promote equal opportunities for all, regardless of race, colour, religion or sexual orientation. Students are taught the importance of developing their personalities and characters in 4 ways: spiritually, morally, socially and culturally.

At Archbishop Blanch our students are encouraged to think for themselves and develop their own beliefs. Through Religious Education, Worship and PSHE lessons students are given the opportunity to regularly reflect upon their own attitudes and opinions towards topics. SMSC is not only specialised to these three areas; it is embedded into all curriculum areas.

SMSC is promoted through a caring and supportive ethos in order to bring out the best in every student. Students are provided with opportunities to:-

- explore and develop their own values and beliefs
- develop spiritual awareness
- reflect high standards of personal behaviour
- develop a positive caring attitude towards other people
- enhance understanding of social and cultural traditions and develop an appreciation of the diversity and richness of other cultures within the local area and beyond

Curriculum areas contribute to the spiritual, moral, social and cultural development by planning opportunities for this in lessons.

Students respect and explore issues from all and non- faith backgrounds.

Students are able to recognise diversity of spiritual traditions through accessing alternative views.

Staff model and promote expected behaviour, treating all people as unique and valuable individuals and showing respect for students and their families.

Our school community is built on an ethos where students can find acceptance for themselves as unique individuals, we promote an understanding of acceptance and tolerance.

Students learn to differentiate between right and wrong and develop an awareness of how their actions affect others.

They are encouraged to value themselves and others

Students are taught to understand the need for rules and the need to abide by rules for the good of everyone.

School and classroom rules reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

All curriculum seek to use illustrations and examples drawn from a wide range of cultural contexts; these are reflected in teacher's planning.

## **Spiritual Development**

- giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives.
- encouraging pupils to reflect and learn from reflection.
- giving pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful.
- developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected.
- accommodating difference and respecting the integrity of individuals.
- promoting teaching styles which:
  - value pupils' questions and give them space for their own thoughts, ideas and concerns
  - enable pupils to make connections between aspects of their learning
  - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
- monitoring our spiritual offer regularly

## **Moral Development**

- providing a clear set of school rules as a basis for behaviour which is promoted consistently through all aspects of the academy.
- promoting measures to prevent discrimination on the basis of race, religion, gender or sexual orientation.
- giving pupils opportunities across the curriculum to explore and develop moral concepts and British values – eg personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.
- developing an open and safe learning environment in which pupils can express their views and practise moral decision-making.
- rewarding good behaviour.
- modelling, through the quality of relationships and interactions, the principles we stand for – eg fairness, integrity, respect for people, pupils' welfare, respect for minority interests, resolution of conflict.
- encouraging pupils to take responsibility for their actions; for example, respect for property, care of the environment, and developing codes of behaviour.
- providing models of moral virtue through literature, humanities, sciences, arts, assemblies and acts of worship.
- monitoring our moral offer regularly.

## **Social Development**

- identifying key values and principles on which academy and community life is based.
- fostering a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation and religion can flourish.
- encouraging pupils to work co-operatively.
- providing positive teamwork experiences – eg through assemblies, team activities, residential experiences, school productions.
- helping pupils develop personal qualities which are valued in modern Britain, eg thoughtfulness, honesty, respect for difference, moral principles, independence, self-respect
- providing opportunities for engaging in the democratic process and participating in community life.
- providing opportunities for pupils to exercise leadership and responsibility.
- providing positive and effective links with the world of work and the wider community.
- monitoring our social offer regularly.

## **Cultural Development**

- providing opportunities for pupils to explore their own cultural assumptions and values.
- presenting authentic accounts of the attitudes, values and traditions of diverse cultures.
- addressing discrimination on the grounds of race, religion, gender, sexual orientation and promoting racial and other forms of equality.
- recognising and nurturing particular gifts and talents.
- providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance.
- developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, foreign exchanges.
- reinforcing the school's cultural values through displays, posters, exhibitions, etc.
- auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum.
- monitoring our cultural offer regularly.

SUBJECT	SOCIAL	MORAL	SPIRITUAL	CULTURAL
	<p><i>How does your subject?</i></p> <ol style="list-style-type: none"> <li>Inspire pupils, give them aspirations and motivate them to success?</li> <li>Enable them to appreciate the world in which they live?</li> <li>Give them an understanding of their attitudes and values and those of others?</li> </ol>	<p><i>How does your subject?</i></p> <ol style="list-style-type: none"> <li>Help pupils to understand issues of right and wrong that relate to the subject?</li> <li>Give pupils an opportunity for moral discourse in this subject area?</li> <li>Expect staff and pupils to model ethical standards in their work and interactions?</li> </ol>	<p><i>How does your subject?</i></p> <ol style="list-style-type: none"> <li>Give pupils an opportunity to understand the importance for society of this subject area?</li> <li>To enable pupils to work together in collaboration for a shared end and common good?</li> <li>To help students develop the skills of communication necessary to negotiate clear outcomes?</li> </ol>	<p><i>How does your subject?</i></p> <ol style="list-style-type: none"> <li>Help pupils understand this subject's contribution to British or world culture?</li> <li>Enable pupils to appreciate their own culture both at a local level and national level?</li> <li>Enable pupils to understand and appreciate the cultures of others in a way that values others?</li> </ol>
<b>English</b>	<p>Analysis of texts from other cultures and traditions</p> <p>Analysis of the social and historical context of all the texts – debates on way of life.</p> <p>Persuasive writing / inspirational speeches</p> <p>Spoken language study</p>	<p>Justice lack of justice presented in literature texts</p> <p>Opportunity for debating and presenting on controversial topics</p> <p>All staff model positive moral ethics in their teaching</p>	<p>For every text we study, the pupils have to have an understanding of the social and historical conditions during the time period it was written in. This helps with discussions on society and what makes a well-rounded society.</p> <p>Pupils are expected to work collaboratively as well as independently during speaking and listening activities.</p>	<p>Study of social, cultural and historical background of all texts.</p> <p>Comparison of own cultures and traditions . Comparison of Elizabethan England to now.</p>
<b>Mathematics</b>	<p>Discussions regarding TMG and current performance.</p> <p>Use of QLA's to identify weakness.</p> <p>GCSE exams – identify where marks are thrown away or silly mistakes</p> <p>Use set moving to encourage students to achieve</p> <p>Use lollypops, stickers etc for good work.</p> <p>Pyramids, word sequences, foreign famous mathematicians.</p> <p>Development of calculator/using log tables</p> <p>Symmetry of buildings/tiling/tessellations/golden ratio/binary numbers</p> <p>Positive working environments which enable students to take risks and get answers correct or incorrect.</p> <p>All students feel valued so class discussion can take place.</p>	<p>In Mathematics you either get it right or wrong</p> <p>Consider the ethics of representing data in certain ways</p> <p>We teach students to pay tax, be careful with money and not to corrupt the system.</p> <p>Follow the general code of good practice for a teacher.</p> <p>Expect students to work to the best of their ability</p>	<p>Numerate workforce means "Ships wont crash, planes will fly"</p> <p>Skills for life – money, time, travel etc</p> <p>Group work tasks.</p> <p>Problem solving in pairs/groups</p> <p>Sharing ideas/methods of solving problems leads to greater understanding for all.</p> <p>Logical process taught, not just words as communication.</p> <p>Discuss ideas and explain to others how they have worked something out.</p>	<p>Money – conversion rates / Euro / £</p> <p>Food/water quantities for duration of journey</p> <p>Functional skills</p> <p>Conversion miles/km /litres/gallons/pints etc</p> <p>Imports / Exports; Revenue / taxes</p> <p>Percentage increase/decrease = sales etc</p> <p>Islamic patterns / Architecture</p> <p>For rotational / line symmetry</p> <p>Look at flags for symmetries</p> <p>Money</p> <p>Algebra – the global language</p> <p>Number systems e.g. Egyptian fractions, roman numerals, Development of number e.g. 0, negatives</p>
<b>Science</b>	<p>Bring in ex pupils who are studying science related courses at university, or working in healthcare careers. Support career decision making and run intervention sessions to support student progress.</p> <p>Learn about the world around them through our curriculum.</p> <p>Bring understanding of earth processes, and the advantages and disadvantages of exploiting the planet's resources.</p> <p>Debate issues such as stem cell research, genetic engineering and transplants.</p>	<p>Develop an understanding that rights and wrongs depend on the situation, and the person involved.</p> <p>Debate the advantages and disadvantages of scientific research programmes or medical interventions.</p> <p>Staff discuss with students the ethics behind some laws applying to science.</p> <p>Discussions develop which cover the reasons for different countries having differing laws.</p> <p>Staff never judge or reveal their own opinion on a subject.</p>	<p>Relate each topic to real life application wherever possible.</p> <p>Allow pupils to see the relevance of studying science.</p> <p>Model good scientific research practice of working in collaboration for a shared end and a common good.</p> <p>Develop clarity of explanation in practical science. Encourage clarity when sharing plans, methods, control variables and data/findings. Communication in science is not just literacy but also communication through tables, graphs and statistical analysis.</p>	<p>Study the work and findings of scientists who have made ground breaking discoveries over the centuries, and how this work has moved society forward worldwide.</p> <p>Study scientific research that has been carried out in Liverpool or elsewhere in the UK, and the reasons to be proud of the work done by British scientists and universities.</p> <p>Study scientific research that has been carried out by scientists outside of the UK, and the reasons to be proud of the work done by all</p>

				scientists and universities as it has given the global society the information and skills to move forward.
<b>RE/ Philosophy &amp; Ethics</b>	<p>RS curriculum offers opportunities for students to learn about famous people (Heroes and Heroines -role models) from religion. Spiritual and moral reflection promoted throughout lessons – ethics and morals taught – equality, fairness, compassion, empathy etc.</p> <p>Promotion of success within subject and why it can help them in the future.</p> <p>Consideration of how special people are (yr 8 unit 1)</p> <p>Students reflect and develop their own faiths and beliefs throughout their work</p> <p>Teaching world religions in a way that is relevant to their own spiritual development i.e. focusing lessons around questions of meaning and purpose.</p> <p>KS3 and KS4 - Focus on Community / Citizenship in the UK</p> <p>Giving an opportunity in lessons to explore their own opinion, as well as other (religious) view i.e. looking at pilgrimage – why someone would make a special journey. Then pupils explain one special journey they have made/want to make.</p> <p>A consideration of peer pressure and why we are different in different situations and Christian teachings about being yourself</p> <p>Understanding of the reasons behind the journeys</p>	<p>Lessons aimed around moral decisions i.e. Is it right to discriminate? Is abortion wrong? Etc</p> <p>Religious studies in KS3 and KS4 offer plenty of opportunities to engage with moral/ethical issues within a safe environment and for them to formulate their own opinion of what is right and wrong.</p> <p>Crime and Punishment</p> <p>Considering different view points on moral issues and staking own opinion i.e. What do other religions think about whether war is just?</p> <p>Is there any ideas I think are right or I agree with and can I formulate/state my own standing on this moral issue?</p> <p>Why do some people choose not to take illegal drugs or legal drugs such as alcohol? (yr 10 unit 2-Christian/Islamic view of the body being God’s temple), Value of Life (Yr 8)- abortion, capital punishment, animal rights</p> <p>Euthanasia (yrs 9 &amp; 10)</p> <p>Behaviour strategies and class room expectations are designed to develop students’ moral and ethical development.</p> <p>Students examine a range of moral and ethical issues to support them in developing their own opinions. This can be through role plays or developed in written work</p>	<p>Curriculum offers opportunities for students to reflect on the importance of morality that is promoted by religious and the positive impact this can have on our local communities and society as a whole.</p> <p>GCSE Unit 1 Topic 4 – Community Cohesion</p> <p>Group work activities, role plays, questionnaires, interviews with people of different faiths, presentations etc.</p> <p>Class room strategies for behaviour.</p> <p>Outside agency links – to share viewpoints and work together.</p> <p>Debates on a range of issues.</p> <p>GCSE Unit 1, Topic 4 – Community Cohesion</p> <p>Class presentations for external homework projects.</p> <p>Literacy promotion throughout programme of study to enhance vocabulary.</p> <p>EAL support.</p> <p>Opportunities for extended writing projects to improve literacy.</p> <p>Presentation of ideas to groups / class</p>	<p>Community Cohesion module looking at equality, race relations, multi-ethnic/faith society</p> <p>Development of ideas related to how religions respond to and work to promote national identity.</p> <p>Research based upon belief and how society has responded to popular movements (Rastafarianism)</p> <p>Identification of different views within religious groups and the reasons behind their standing.</p> <p>GCSE Unit 1 topic 3 - Marriage and the family</p> <p>Individual research into ethnic / faith based values and beliefs</p> <p>Looking at the impact that faith-based communities have within the development of cohesion in the UK</p> <p>Identification of cultural responses to issues pertaining to contraception, abortion, euthanasia, marriage, divorce, war and conflict, bullying.</p> <p>GCSE Unit 1 topic 2 – Life after death</p> <p>Comparison of beliefs and the reasons that cultures respond to issues in the way they do eg through Pilgrimage</p> <p>Apply different religious teachings to ones own belief, comparing views and learning from them to develop a sense of personal morality.</p> <p>A study of Muslim lifestyle and a discussion regarding the possible benefits or disadvantages of keeping the Five Pillars. (Year 8)</p> <p>All KS4 modules</p>
<b>Geography</b>	<p>Job prospects for Geography – Year 9 and Year 11</p> <p>Rivers – Environmental Management. Year 12 and 8</p> <p>Coasts – Population Town Planning. Year 12 and 8</p> <p>Tectonic – Hazard Management. Year 13, 10/11</p> <p>Year 9 development</p> <p>All topics link to job opportunities</p> <p>Study of places – integral to every topic</p> <p>Africa – Year 9</p>	<p>Sustainability, development, tourism,</p> <p>Africa – use of resources Year 9</p> <p>Tourism – use of resources Year 9/11</p> <p>Population – population policies Year 8/11/12</p> <p>Challenge perceptions of stereotypes – Year 9 Africa, All years e.g. LEDC’s</p> <p>Sustainability Issues – Year 9/11 Tourism and Year 9 Africa</p> <p>Year 8 Population and urbanisation</p>	<p>Environmental issues</p> <p>Year 9 Population / Tourism</p> <p>Planning for the Future – Year 8 sustainable cities</p> <p>GCSE – Changing urban environments</p> <p>– throughout all year groups.</p> <p>Year 10 – GCSE Controlled Assessment</p> <p>Group Work / Discussion – Slum building</p> <p>Concept mapping</p> <p>Debating</p> <p>Analysis</p>	<p>Study of place/space</p> <p>Year 8 – migration, population and urbanisation</p> <p>Year 9 Tourism, GCSE topic - Africa</p> <p>Globalisation</p> <p>International Week</p> <p>Study of my personal geography</p> <p>Issues on local/regional/national scales through topics taught</p> <p>Study of places – India, China, Africa, Thailand,</p>

	<p>Population – Year 8/ GCSE and year 12</p> <p>Coastal / River Management – years 8 and 12</p> <p>Geography of my space (links with around the world - Africa)</p> <p>International connections – throughout topics</p> <p>Year 8 Ecosystems – the effect on the local people of the Amazon / Tundra</p> <p>Ethnic segregation within GCSE</p> <p>Changing Urban Environments topic</p> <p>Conflict Year 13</p>	<p>Recycling / saving environments</p> <p>Consider other points of view</p> <p>Giving both sides of the argument – justifying answers.</p>	<p>Literacy based activities</p> <p>GIS systems throughout year groups</p>	<p>Ghana, Kenya, Russia, Dubai, UK</p> <p>Case studies – topic related</p> <p>Development &amp; Population</p> <p>Urbanisation</p> <p>Tourism</p>
<b>History</b>	<p>High expectations</p> <p>Encourage literacy tasks</p> <p>Feedback from assessments</p> <p>Learning about past mistakes – Holocaust</p> <p>Tolerance</p> <p>Migration in post-war Britain</p> <p>“the wind rush” generation</p> <p>Looking at different societies / cultures and nations – year 9</p> <p>Democracy and Dictatorship in the interwar years</p>	<p>Law &amp; order – Jack the Ripper</p> <p>Protesting – violent/non-violent – all years.</p> <p>Holocaust (Year 9)</p> <p>Should we be proud of British Rule</p> <p>Key human rights people value – Year 9.</p> <p>Slavery (Year 9)</p> <p>Year 8 – English Civil War</p> <p>Rights of people</p> <p>Migration in Post war Britain</p> <p>Learning from historical mistakes – Hague – ‘Butcher of the Somme’ (Year 9); Hitler and Stalin – Interwar Dictators (Year 9)</p> <p>Case studies</p>	<p>Slavery</p> <p>Industrial Revolution / Child labour (year 8)</p> <p>Society set up / class / feudal system (year 7)</p> <p>Vietnam/Civil Rights</p> <p>Medicine and society – NHS (year 7 – 9 public health topics)</p> <p>Opportunity for group work and projects e.g. Witch trials</p> <p>Debate – Was Germany to blame for WW1?</p>	<p>Medieval culture / make up</p> <p>British Empire and trade (Year – British Rule in India)</p> <p>Cold war and Asia (wars?)</p> <p>Migration in post war Britain –generation</p> <p>Local history – Year 7</p> <p>Medieval London; Public health in Medieval London</p> <p>Importance of England in WW1 and WW2, trade.</p> <p>British Rule in India</p> <p>How positive was the experience of migrants to Britain after WWII</p>
<b>Computing</b>	<p>Online services such as social networking sites</p> <p>Use of email and communication methods via technology</p> <p>Delivery of presentations and peer assessment, communicating by forms of IT</p> <p>Computing Year 9 Binary Loops and IF statement loops – working in teams</p> <p>Work in groups for animation – idea generation, planning, looking at scenario’s for audience target</p> <p>Peer assessment, paired activities</p> <p>working in group for idea generation</p> <p>Being safe online unit in Year 7</p> <p>look at social impacts, cyberbullying</p> <p>How multimedia platforms affects people and audiences in a social perspective</p>	<p>Radio News Report creating questionnaire, report and radio audio file on moralises such as how computer games affect young people, do you spend too much time on the Internet</p> <p>Laws and Legislations, Data Protection, Copyright, Design and Patents, RIPA, Computer Misuse Act</p> <p>Being safe online, Netiquette, what is personal information·</p> <p>GCSE Computing –</p> <p>Environmental impact of IT and computing</p> <p>Computer ethics use of drones and technology to track and monitor individuals/groups</p> <p>Essay questions on digital divide</p> <p>Games club – how violence and women are depicted in computer games</p> <p>Automated computing and decision making and morals of such systems</p>	<p>Game Design – how individual designs are affected by intrinsic view of world</p> <p>Looking at IT in job roles and the affects to the working world</p> <p>Benefits of online services</p> <p>What machines are better at, consequences of using computer technology</p>	<p>Barriers of online communication</p> <p>Cultural awareness of audience and looking into barriers of communication</p> <p>Cultural awareness of audience to target appropriately with products of when analysing a product</p> <p>Looks at cultural impact of animation to an audience</p> <p>Computing all years discuss affects of cultural changes to IT such as how other cultures view and lock access e.g. china</p> <p>Scaffolding interests by discussing current IT and computing news trends</p> <p>SMSC in Technology</p>
<b>MFL</b>	<p>Pass on the motivation through E baccalaureate, famous linguists, school trips, events (e.g. international week, day of European language, etc)</p> <p>Pupils study, about health issues such as drug addiction, about world issues such as poverty, gender issues, equality. Year 11 study environment, education, job.</p>	<p>Students told not to cheat in exams, not to laugh when others are trying to speak in the target language.</p> <p>The topic of healthy living in Year 9 and Year 10 includes discussion about drug and alcohol addiction.</p>	<p>MFL is the ideal subject for some careers and develop personal interest towards foreign cultures.</p> <p>MFL lessons include many opportunities for the pupils to work in groups, pairs in speaking and listening activities.</p> <p>Pupils are asked to assess themselves, their performance</p>	<p>MFL includes the study of the cultures of the countries where the language is spoken</p> <ul style="list-style-type: none"> <li>• food</li> <li>• religion</li> <li>• art</li> <li>• architecture</li> <li>• music</li> <li>• cinema</li> <li>• history</li> </ul>

	<p>A level study is more in depth e.g. racism. Discussion in class breaks down stereotypes and clichés that students might have about people/cultures of other countries.</p>	<p>This is also covered in topics such as the environment and racism. Professional relationship with each other in the faculty. We have good rapport with the pupils. We expect good behaviour and politeness from pupils. We teach them those values (manners, politeness, be nice to each other). We also cover social etiquette of the cultures and languages studied.</p>	<p>for a test, and say what they have learnt at the end of the lesson.</p>	<p>Comparing UK and the rest of the world e.g. when writing an assessment about their local area, and students are talking/developing their knowledge about London and foreign countries.</p> <p>Music, cinema, art and school trips, enables the pupils to appreciate / understand the foreign countries.</p>
<b>Art/ DT</b>	<p>Past students work is shown to inspire current year groups (KS3 – KS5) A Level students work alongside KS3 and GCSE groups to encourage and motivate. enable them to Year 7 appreciate the Islamic world in which they live?</p> <p>Year 7 Islamic art – Understanding the meaning behind using symbols in Islamic Arts. Mandalas and their use in religion and meditation Year 8 Day of the Dear – spiritual beliefs associated with the festival Year 9 Self-Portraits encourages spiritual reflection about identity Key Stage 5 Art – Identity project – self-reflection and cultural identity</p> <p>Year 7 Islamic Art – the comparison between modern western beliefs and that of other cultures. Year 9 Self-portrait “Outsider Art”</p>	<p>Copyright – students are encouraged not to copy the work of others but be inspired.</p> <p>Understanding the reasons why work should not be copied. The legal implications for copying the work of others.</p> <p>Staff model the expectations expected from the students Students able to share and discuss their work with peers during presentations and peer assessment.</p>	<p>Year 8 – Day of the Dead. Understanding the Latin American traditions surrounding this event. Year 9 Pop Art – how it was influenced by changes in society during the 60s</p> <p>KS3 – enable students to work in pairs and groups to create a shared piece of work Year 7 Formal elements and collaborative final piece. Art Clubs, projects and transition projects</p> <p>Discussions during starters and plenaries – expressing personal opinions. Building confidence in negotiating ideas and thoughts. Key Stage 3 assessment – students are expected to articulate what they have learned and what their final piece means to them</p>	<p>cultural projects in lower school as well as GCSE and A-level art. Where A level students look at their own or other cultures and base their project on it. We include a project in Yr 9 where we look at self identity – where students can look and explore their own culture. KS4 trips KS5 Visual Arts trips</p>
<b>Performances</b>	<p>(Exploring the music profession)</p> <p>Students look at job opportunities in the music industry. They are motivated to explore different roles. Positive ethos – All students are encouraged to participate. Inspire Works - School Choir</p> <p>Use relevant/modern examples of music appropriate to our students. World Music African / Gamelan Samba / Blues Chords (Pop culture/Western classical music)</p> <p>Team work / performances of their compositions Song writing – Students write songs based on their own feelings, emotions and experiences.</p>	<p>Cultural respect for instruments (Gamelan) Copyright issues song / illegal downloading Sampling (Acknowledgement of others work) Reliable sources / plagiarism</p> <p>Copyright issues – Class discussions based around downloading and sampling</p> <p>Modelling of expectations Teacher demonstrations</p>	<p>World music – including it’s cultural context Blues – slavery Latin – Carnival Gamelan – Spiritual African – Celebration / Social / Communication Music and the media Song – Current issues/culture</p> <p>All group performances / composition but particularly musical futures where students learn a piece of music (their choice) and learn informally Whole class performances Public performances – selected students Whole school performances Group work</p>	<p>Music industry jobs (KS4) Western classical music World music Popular culture Song Music and the media</p> <p>Talent shows – freedom of choice on what is performed</p> <p>Cultural aspects examined throughout the programme</p> <p>World music</p> <p>Respect for instruments and communication with god – Gamelan Music considered equal for their own merits and places in society</p>
<b>Physical Education</b>	<p>Competitions – lessons and other schools</p>	<p>Rules Responsibility</p>	<p>Healthy active lifestyle Physical well being</p>	<p>Sports from around the world – football, rugby</p>

	<p>Sportsmanship Winning / losing Leadership Ability to accept defeat and success Role models Perseverance!</p> <p>Social etiquette – shaking hands Rules of games – reflection on society – disciplines right and wrong Appreciation – value of other teams Values and morals of others Communication – with team mates Cohesion Communication skills Interaction Respect Rules Etiquette</p>	<p>Leadership Cheating</p> <p>Evaluation Communication Debates</p> <p>Our actions Consistency Behaviour Standards</p>	<p>Importance of PE</p> <p>Team work School teams Leadership Self esteem</p> <p>Discussions Debates Group work Leadership</p>	<p>Olympics – GCSE PE World in unity Our fixtures, extra curricular</p> <p>Local – school teams, sports week, county competitions National –youth Games International - Olympics</p> <p>Themed competition</p>
<b>Psychology</b>	<p>Social education in Psychology involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand different human behaviours that occur in these cultures and societies. Throughout Psychology students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each other as a team.</p>	<p>Moral education in Psychology involves students discussing values, attitudes and beliefs relating to a range of ethical, social and controversial issues. This includes areas of study on culture bias, ethical costs of conducting research, non-human animals, scientific status and sexism. Moral education spans across all areas of study in psychology with ethical issues being discussed and applied to a range of theories, studies, contemporary debates and applications for the various topics studied. In addition to this, students investigate crime and punishment in depth within the Forensic Psychology unit.</p>	<p>Spiritual education in Psychology involves students having the opportunity to consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs. Students are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other students' opinions to develop a range of balanced view points. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.</p>	<p>Cultural education in Psychology involves students studying human behaviour in different cultures. Students will develop their understanding of and respect for the different influences people have and the effect it may have on their behaviour. They will also discuss how research carried out in traditional western societies may not be applicable to other cultures. Students will explore topics such as masculine and feminine behaviour and how that may be different in different cultures, looking in detail at culture bias and gender bias; studying different types of culture and cultural differences, ethnocentrism, androcentric, beta bias and alpha bias.</p>
<b>PSHE</b>	<p>Providing students with enjoyable lessons and catering for students who have different preferred ways of learning Using praise and reward appropriately and encouraging participation in lessons through stickers and the school's reward system. Citizenship &amp; PSCHEE curriculum is accessible to all students and they are sometimes given a choice of tasks so that they can make use of their strengths and all students are encouraged to take an active part in lessons and this will hopefully, develop their self-confidence. Rights Law</p> <p>A consideration of peer pressure and why we are different in different situations through</p>	<p>Looking at the issues surrounding 'the rights of young people' (Year 8); moral issues, environmental pressure groups, alcohol, relationships, the criminal justice system</p> <p>Looking at the issues surrounding 'the rights of young people' (Year 8); moral issues, environmental pressure groups, alcohol, relationships, the criminal justice system Why do some people choose not to take illegal drugs or legal drugs such as alcohol?</p> <p>Behaviour strategies and class room expectations are designed to develop students' moral and ethical development.</p>	<p>'What is a Citizen' looking at rights and responsibilities in school, UK and global environment 'The rights of young people' in the UK and globally Local Government, Parliament and the Criminal Justice System</p> <p>Group work activities, questionnaires, presentations etc. Class room strategies for behaviour. Outside agency links – to share viewpoints and work together. Debates on a range of issues. students have the chance to voice their opinions and learn how to express their views and formulate arguments. Giving students the chance to be heard is very valuable for their mental health and discussion skills enable the students to gain</p>	<p>What is a Citizen' looking at rights and responsibilities in school, UK and global environment 'The rights of young people' in the UK Local Government, Parliament and the Criminal Justice System Elections British Identity</p> <p>Citizenship Being healthy – homophobia, FGM</p>

	looking at Drugs, Relationships, Anti Bullying.		confidence. Students are given the space to talk about and share personal experiences without fear of being ridiculed or not accepted.	
<b>Travel &amp; Tourism</b>	<p>Students investigate real people in places not only locally but also nationally and internationally.</p> <p>They are also given the opportunity to understand how important team work and participation are in the Travel and tourism industry. This provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality and sense of space</p>	<p>Students look at the moral impacts of the travel and tourism industry by looking at the wider environment, both locally and globally.</p> <p>Students learn the benefits sustainable tourism and eco-tourism can have on preserving habitats and raising standards of living for people in poorer parts of the world. Tourism helps students to show empathy for the lives of people from different cultures around the world through looking at the costs and benefits tourism brings for people in both richer and poorer countries.</p>	<p>Students learn about spiritual education in Travel and Tourism when looking at historic sites, beautiful natural scenery and the cosmopolitan nature of many of the world's largest cities.</p> <p>They also learn about the costs and benefits of tourism both locally, nationally and internationally.</p>	<p>Students learn about different cultures in Travel and Tourism. They look at how different cultures and beliefs can have an impact on a destination. Students look at the development of settlement within the United Kingdom and the importance of leisure and tourism and how shifts in culture have impacted on tourism.</p>
<b>Health and Social Care</b>	<p>Students participate in enrichment within different health and social care settings.</p> <p>Y13 students have experienced a week placement in the Royal Hospital – 'A taste of the NHS' course.</p>	<p>Review safeguarding case studies where poor working practices by individuals have let service users down and resulted in death/ injury.</p> <p>Regular use of case studies for discussion to provoke students thinking about what would they do in given situations.</p>	<p>Sociological and psychological units examine how our society works, looks at demographic change and its effect on society. Also examines the effects of immigration and emigration. Students work together and produce presentations through allocating tasks and working collaboratively.</p>	<p>Students examine the effects of culture and diversity on the health and wellbeing of individuals.</p>
<b>Business</b>	<p>Clear pathway to University and Apprenticeships. We have used multiple visiting speakers to talk about industry relevant work. Business Studies also explores the pay and salary of different jobs and highlights the benefits of studying this SUBJECT at KS4 / 5.</p> <p>Students appreciate world that they live in through debates on ethical business / linking to environmental concerns vs. corporate objectives of Profit.</p> <p>Students are asked to consider other people's POV and this encouraged when writing exam style questions</p>	<p>Aspects of Right and wrong are developed through debate and independent research. Ethical considerations play apart in case studies such as Primark Year 10 when pupils consider the impact of exploitation on third world countries.</p> <p>Students take part in role play scenario's when they must consider their objectives in terms of wants and needs of various stakeholder groups</p> <p>Professional dress for all extra-curricular engagements. Pupils expected to dress in business attire for Mock interviews / Accountancy completions</p>	<p>Year 12 pupils consider the implications of Tax avoidance on society and the lasting effects on Publicly owned organisations.</p> <p>Numerous opportunities for group work, collaborative marking of tests. Pupils are often put into groups that allow them to reflect on their strengths and needs as learners. Self-Marking exams before teacher marks them.</p> <p>Keywords highlighted throughout learning, pupils expected to give a range of presentations to a variety of audiences / guests</p>	<p>Variety of case studies used from businesses that operate in national and worldwide settings</p> <p>Aask pupils to suggests examples that they are aware of....i.e. questions news reports / they may have seen</p>
<b>Child Development</b>	<p>Students are provided with real life case studies and examine documentaries that shows them how children behave in real life and how children can be treated differently.</p>	<p>In unit 3 students identify the importance of inclusive practice to ensure that all individuals are treated equally.</p>	<p>Students look at the importance of communication between adults and children.</p> <p>Discussion work is promoted to encourage and develop interpersonal skills and the sharing of ideas/ views.</p>	<p>Students identify how cultural differences are part of inclusive practices and the role of adults to ensure that all children feel that they are included in their own care setting.</p>