



Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings, and values
- A sense of enjoyment and fascination in learning about themselves, others, and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

Moral development

Through the curriculum, pupils develop:

- An ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- An understanding of the consequences of their behaviour and actions
- An interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Social development

Through the curriculum, pupils develop:

- A use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic, and socio-economic backgrounds
- A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively.
- An acceptance of 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. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- An understanding and appreciation of the range of diverse cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- An ability to recognise, and value, the things we share across cultural, religious, ethnic, and socio-economic communities.
- A knowledge of Britain’s democratic parliamentary system and its significant role in shaping our history and values, and in continuing to develop Britain.
- A willingness to participate in and respond positively to artistic, musical, sporting, and cultural opportunities.
- An interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity.
- An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global communities)

Subject	Spiritual	Moral	Social	Cultural
English	<p>Pupils acquire insight into their own personal existence through literacy appreciation and analysis.</p> <p>Through reflection on literacy works, pupils consider the attribution of meaning to experience.</p> <p>Through carefully selected novels and plays, pupils consider the belief that one’s inner resources provide the ability to rise above everyday experiences.</p>	<p>Pupils explore and analyse appropriate text which furnishes them with the knowledge and ability to question and reason. This will enable them to develop their own value system and to make reasonable decisions on matter of personal integrity.</p> <p>Novels and plays are selected that extend pupil’s ideas and their moral/emotional understanding.</p> <p>Through reflection on a writer’s presentation of ideas and motivation and behaviour of</p>	<p>Pupils read novels, short stories, poems, and non-fiction texts that offer perspectives on society and community.</p> <p>Pupils are provided with opportunities to read texts that portray issues and events relating to contemporary life or experience in ways that are both interesting and challenging.</p> <p>In taking distinct roles in group discussion, pupils are</p>	<p>A range of texts have been selected which encourage pupils to empathise with the feelings and experience of others to develop their understanding of other people’s attitudes, ideas, and behaviour.</p> <p>Pupils develop sensitive awareness of, and the ability to respond constructively to, the background, experience, concerns, feelings, and commitment of others through poetry, imagery, drama, role play, myth, and historical narrative.</p>

	<p>Through empathy with characters, pupils develop a growing understanding of how ideology contributes to personal identity.</p> <p>Pupils will be provided with opportunities to extract meaning beyond the literal, consider alternative interpretation and hidden meaning while engaging with ideas in fiction, non-fiction, poetry, and drama.</p> <p>They explore how choice of language and style affects implied and explicit meaning</p>	<p>characters, pupils express informed subjective opinions.</p> <p>Pupils learn to articulate their own attitudes and values through being provided with opportunities to discuss matters of personal concern, related to a range of texts.</p> <p>Pupils are given opportunities to talk for a range of purposes including exploration and hypotheses, consideration of ideas, argument, debate, and persuasion.</p>	<p>introduced to ways of negotiating consensus or agreeing to differ.</p>	<p>Cultural Capital is developed through a broad and varied curriculum.</p>
Examples:	<ul style="list-style-type: none"> • Address issues of discrimination (race, gender, age etc.) through texts • Pupils encouraged to make reasoned judgements on moral dilemmas that occur in texts. • Pupils think through the consequences of actions: advertising, charitable campaigns, or sensationalism in media. • Given opportunities to visit the theatre. • Given opportunities to take part on national writing competitions. • Give opportunities to work with local authors, writing and press companies. • Encouraged to attend extra-curricular activities/enrichment. • Explore a range of time periods 			

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Maths	The 'awe and wonder' of Mathematics is demonstrated to pupils.	The use and interpretation of data	Experimental and investigative work provide an ideal opportunity for	Mathematics through culture. Opportunities for pupils to explore aspects of personal culture and identity.

	<p>Mathematics can be used to explain the world and the mathematical patterns that occur in nature (symmetry of snowflakes, motion of the planets for example)</p> <p>A sense of wonder in the exactness of Mathematics as well as a sense of personal achievement in solving problems</p> <p>Mathematics as a 'universal language' across humanity.</p>	<p>Pupils are given the opportunity to be aware of the use and misuse of data in all issues, including those supporting moral argument.</p> <p>When the changes in the world that pupils are experiencing (e.g., The price of fuel and food) involves quantities then their communications involve key mathematical knowledge and concepts.</p>	<p>pupils to work collaboratively together – problem solving aspects of Mathematics.</p> <p>Brain -> Book -> buddy -> Boss (Pupils are encouraged to support each other as a classroom community).</p> <p>Mathematics allow pupils to apply their own intuitive feelings and check these against what they have learnt to make sense of the world.</p> <p>Lessons in Mathematics often link to social situations e.g., budgets, finance, and travel plans/timetables</p>	<p>E.g., A recent reading form meaning task allowed pupils to discuss a female Ukrainian Mathematician who was only the second woman to ever win the field medal for Mathematics – questions around protected characteristics were explored.</p> <p>Recognition is given to symmetry patterns; number systems and mathematical thinking form other cultures.</p>
<p>Examples:</p>	<ul style="list-style-type: none"> • Pupils investigate different number sequences and where they occur in the real world e.g. How many pieces of wood are needed to construct a certain repeating structure. • Pupils consider the development of pattern in diverse cultures, including work on sequences that form a pattern. E.g., Fibonacci sequence • Discussion and debate on the use and abuse of statistics in the media. • Discussion on the cultural and historical roots of mathematics (e.g., Pythagoras). • Discussing the use of Mathematics on cultural symbols and patterns. • Opportunities to take part in national competitions – Junior Maths challenge for the past 3 years. 			

- Encouraged to explore Mathematical options as a career.
- Explore financing and banking, as well as managing a budget.
- Explore reading of timetables for travel plans

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Science	<p>Sometimes, Science and spiritual ideas do cause conflict but in a modern society, it is important to understand why these conflicts arise so we can respect views of others and move forward.</p> <p>Science is using evidence to make sense of the world. It can make us feel both emotionally insignificant (scale of the universe) and enormously significant (genetically unique)</p> <p>Science helps us to understand our relationship with the world around us.</p> <p>Making new discoveries increases a pupils' sense of awe and wonder at the complexities and elegance of the natural world. For scientists, this can be seen as a spiritual experience and drives us</p>	<p>Our understanding of science has allowed us to develop technology we could not have imagined 50 years ago. Now, however, we must start deciding if we should do all the scientific activities, we are able to do, or morally should we decide not to.</p> <p>Whether it is the ethics behind certain medical treatments, the environmental impact of industry, or how government funding is allocated to scientific projects; moral decisions are an important aspect of science.</p> <p>Scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence (not prejudice)</p> <p>As teachers, we encourage pupils to both open minded and</p>	<p>Science is changing our society. Life expectancy is increasing, people are driving more efficient and more eco-friendly cars, and more people are putting solar panels on their rooftops. Our society has become dependent on scientific developments which we could not have foreseen 50 years ago. Also, our lives are likely to change significantly in the future because of our reckless damaging activities to the environment as a human society.</p> <p>Scientists are collaborators. Sharing ideas, data, and results (for future testing and development by others) is a key principle of the scientific method.</p>	<p>Scientific developments come from across the world, from people of diverse backgrounds and cultures. One of scientist's most important discoveries have come from other parts of the world and it is important for pupils to understand this as many believe that progress comes largely from the UK or USA. It is also important to understand how diverse cultures around the world can have different impacts on the planet.</p> <p>Science permeates modern culture and has played a key part in developing it.</p> <p>It is both, currently and historically, an international activity.</p> <p>In science lessons, we explore and celebrate research and development that take place in many diverse cultures, both past and present.</p>

	<p>onward in our search for understanding.</p>	<p>critical and to use their understanding of the world around them in a positive manner.</p>	<p>Science encourages pupils to use teamwork on scientific investigations and to work collaboratively to share results and come to conclusions.</p> <p>Science has a major impact on the quality of our lives. In science lessons, pupils consider the social and economic impact (both positive and negative) of science and technology and its uses within the world.</p> <p>Pupils must consider their own impact on the world around them and start to look at what we can do to help the next generation have a habitable planet.</p>	<p>We explore how scientific discoveries shaped the beliefs, cultures, and politics of the modern world.</p>
<p>Examples:</p>	<ul style="list-style-type: none"> • STEM • Extra-curricular opportunities including such as visiting the London museums. • Gaining an insight into the chemical nature of natural changes in the lithosphere, hydrosphere, atmosphere, and biosphere. • Debating the ethical issues surrounding issues such as the use of stem cells to treat diseases, the use of IVF and genetic engineering animals, plants and humans, and the effects this may have on society in the future. • Learning about the future implications of the use of Earth's finite and renewable resources and how these impact on the landscape. 			

- Learning about theories concerning the creation and ending of the universe, evolution of life and natural selection, and the theories of the universe structure, and how religious beliefs interacted with the scientific discoveries.
- Looking into the future options for production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general.
- Investigating the historical impact of scientists from around the world in numerous famous discoveries.
- Considering how scientific perceptions can alter across the planet; from the phases of the moon, the safety of food additives and the local importance of recycling.

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RE	<p>Pupils experience and search for meaning, the purpose of life and the values by which we live by and to be reflective of their own beliefs.</p> <p>In learning about different religions and why people believe/do not believe, pupils will have the opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.</p> <p>Pupils are encouraged to pursue a sense of enjoyment and fascination in learning about themselves, others, and the world around them.</p>	<p>Pupils learn about shared and different moral values, while debating moral dilemmas about right/wrong, good/bad, and so on. They understand the consequences of their behaviour and actions linked to both religious and moral issues.</p> <p>Pupils discuss issues such as people's responsibility towards the world and future generations.</p> <p>Pupils can make a personal response to right and wrong and show interest in other people's responses to moral issues.</p>	<p>Pupils explore similarities and differences in religions and cultures through which they should begin to link religion to personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together cooperatively.</p> <p>Through the study of different religions, pupils are made aware of the similarities and differences they may have with other pupils in their class and community.</p> <p>There is a clear acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty, and mutual respect/tolerance of</p>	<p>Pupils learn about other religions, giving them an opportunity to see what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing British society.</p> <p>Pupils can recognise, and value, things we share across cultural, religious, ethnic, and socio-economic communities.</p> <p>Interest in exploring, improving understanding of, and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity.</p>

			<p>those with different faiths and beliefs.</p> <p>Pupils develop and demonstrate skills and attitudes (such as empathy and debate) that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	
<p>Examples:</p>	<ul style="list-style-type: none"> • Pupils are introduced to a variety of different religions from the 6 main world religions and compare/contrast beliefs, practices, and personal identity. • Pupils are taught various worldviews and that to be a Christian, Muslim etc. does not necessarily mean the same for each unique individual. • Pupils in Y7 are taught about the development of Judo-Christian/monotheistic religions starting from animism. • Pupils are taught with subject discipline in mind and taught substantive, disciplinary and personal knowledge on all religions and beliefs • Pupils are encouraged to form opinions and justified reasons for their own beliefs and/or lack of belief • Three primary areas guide the delivery of RE (Religious Education) – Theology, Philosophy and Human/Social Sciences • Pupils are taught how the divide in Christianity occurred in reference to the historical implication for Great Britain. • Pupils visit places of worship such as a St. Wulfram’s Church, the Grantham Islamic Centre, and Lincoln Cathedral in KS3 • Year 8 pupils are taught about scepticism within religion. • Year 9 pupils are given the opportunity to explore stilling/meditation linked to the practice of Buddhism. • Pupils discuss life and death topics such as abortion and euthanasia and are taught moral/ethical dilemmas from religions/non-religious perspective as well as changes to both UK and worldwide law. • Pupils are taught that Christianity is the main religious tradition of Great Britain (linked to British Values) but that other religions (such as Islam) are still part of both identity and culture in the UK • Pupils are given the opportunity to taste food from diverse cultures (Ramadan celebrations) • Pupils watch a variety of videos and documentaries on both religious and moral content including a personal experience of Hajj, the role of polygamy in religion and a debate between religion and science. 			

	<ul style="list-style-type: none"> • Pupils investigate contemporary religious figures such as Martin Luther King, Malala Yousafzai, Dietrich Bonhoeffer etc. and explore their role and impact in religion. • All pupils complete a short course GCSE in RE and there is an option to choose a full course GCSE that investigates further Theological, Philosophical and Ethical issues • Opportunity to learn how to debate (based on Aristotle’s initial instructions) to help support making reasoned and justified decisions. • An opportunity to hear from guest speakers including those of faith and non-faith. • Pupils are presented with opportunities to explore different artistic images and literature form religious and cultural perspectives. They also investigate aspects of religious architecture, paintings, symbols, and their meanings. • Pupils challenge the media perception of religion in the news and through TV/film and social media. They are made aware of media bias and false news.
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Geography	<p>Geography inspires awe and wonder in the natural world: both physical and human features</p> <p>It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate.</p> <p>It also includes the effect that the environment continues to have on the settlement and people’s daily lives.</p> <p>Pupils are given a sense of place – indigenous people and groups</p>	<p>Geography provides opportunities for pupils to recognise that development takes place within a global context, and that local decisions affect and are affected by decisions and processes in other countries – for example, river pollution.</p> <p>Issue of justice, fairness and democracy are central and can be debated in terms of pupil’s own experiences as well as using geographical issues as contexts</p>	<p>The study of real people in different societies</p> <p>Looking at their own locality and others in the world, pupils’ sense of identity and community can be strengthened.</p> <p>Pupils are given opportunities to explore their British Values and elements of Citizenship.</p> <p>Pupils look at the challenges and opportunities facing their local community.</p>	<p>Geography involves the study of real people in real places in the present.</p> <p>It also provided an opportunity to discuss globalization.</p> <p>Provides opportunities for multi-cultural education through recognising commonalities and differences.</p> <p>It encourages pupils to reflect on their own personal reality of sense of space.</p> <p>Pupils can discover how different cultures can impact the</p>

	Pupils also develop an understanding of community after a natural disaster. This is so pupils develop their thinking, understanding and empathy skills.	Pupils are given an opportunity to develop an understanding of migration (causes, effects, and solutions) Pupils are encouraged to take responsibility for their actions; and look at the impact's actions have on the planet as a whole e.g. Climate change	Pupils are given an understanding of the level of uneven development around the world, and this impacts the lives of the people who live there.	development, sense of place and view of an area
Examples:	<ul style="list-style-type: none"> • Pupils are given opportunities to conduct Field Study work and visit places such as Sheffield and Skegness to develop their physical and human geographical knowledge and understanding • Pupils learn the power of Earth's forces, for instance the effects of earthquakes and their impact on people at differing levels of development • Understanding the threats to the planet now and in the future, including global warming • Pupils debate conflict – for example, coastal management strategies and the Middle East • Pupils discuss the changing urban environments as well as discussing people in the decision making process • Pupils become aware of social problems for rural decline • Pupils develop an understanding of Fairtrade, International Aid and EU Migration • Pupils study the serious geographical issues facing countries around the world e.g. deforestation in Brazil and industry in China. • Pupils look at their place in terms of Grantham, the UK, Europe, and the rest of the world 			

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History	History involves the mystery of how and why events in the past happened and their many causes, helping pupils to a realisation that events did not have to happen	History involves pupils being encouraged to comment on moral questions and dilemmas. History is a story of right and wrong and pupils develop the	Encourages pupils to think about what past societies have contributed to culture today	Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

	<p>that way. They could have taken other directions.</p> <p>It involves realising the incredible significance that some individuals have had in the past, the distortions that can take place though time and the multitude of different interpretations that can be made about one single event.</p> <p>History allows pupils to see the similarities between people now and in the past and sometimes, through sources and artefacts, we feel that we can also reach and touch them. Artefacts, for example, can bring us closer to people though touching what they felt, their clothes and so on.</p>	<p>ability to empathise with the decisions which ordinary people made at the time, based on their historical situation</p>	<p>Pupils are encouraged to study non-European societies to understand ways of life and belief systems.</p> <p>Pupil's own social development is encouraged though working together and problem solving</p> <p>History also has a role to play in helping people to express themselves clearly and communicate better though writing and speaking</p>	<p>Pupils are encouraged to access a wide range of historical cultural materials.</p>
<p>Examples:</p>	<ul style="list-style-type: none"> • Pupils are given the opportunity to explore the beliefs and values from past societies and from a range of different countries. They are then able to use this information to compare with their own values and beliefs and, those of modern Britain. • Pupils explore and question the moral codes of different societies • Pupils explore the nature of slavery and the slave trade in the 18th and 19th centuries. They compare the values with their own beliefs about rights and slavery. • Pupils explore the wider socio-economic and political causes of the First World War and the lasting implications of post-war international political relations. • Explore the treatment and persecution of minorities in Hitler's Germany 			

- Consider social and economic changes as well as attitudes toward women, for example the Normans and Eleanor of Aquitaine
- Given opportunity to visit local museums
- Educational visits are organised to visit local places of interest such as Harlaxton Manor and places further afield of historical significance such as Sheffield Manor Lodge

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MFL	<p>MFL (Modern Foreign Languages) concerns pupils wondering at the number of ways that people have developed to express themselves and their ideas.</p> <p>Pupils look at both the simplicity and the complexity of these ideas.</p> <p>Pupils explore ways in which we learn and construct language</p>	<p>Pupils use language in MFL as a vehicle to discuss right and wrong</p> <p>All language carry messages about every aspect of life, including moral development and pupils can consider other people's responses to moral issues</p>	<p>MFL concerns communicating for a purpose with people of other cultures and social backgrounds.</p> <p>The social element of language learning comes both from learning about other societies and learning together in a classroom</p>	<p>Pupils value languages and there learn to understand and respect other people from diverse backgrounds.</p> <p>Through learning about other countries and cultures, pupils develop a deeper understanding of their own culture, customs, and traditions</p> <p>Pupils develop a cultural awareness through studying film and authentic text.</p>
Examples:	<p>Looking at festivals and traditions that we celebrate, and discovering how those celebrations might be different in other countries</p> <p>Discovering tradition and festivals that we do not celebrate in Britain, and learning why they are important in various parts of the world.</p> <p>Breaking down stereotypes and looking at similarities, as well as difference, between countries and culture</p> <p>Pupils taking part in educational visits to Spain to give pupils the opportunity to experience other culture and speak another language.</p>			

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Art	<p>Enjoyment in learning about themselves, others, and the world around them: year 7 Charlie and the chocolate factory sculpture, year 8 Alice in wonderland painting. Identity mixed media printmaking. GCSE Human Condition painting.</p> <p>Use of their imagination: year 9 Metamorphosis/Surreal sculpture. Creating final pieces after researching ideas, artist research and experimenting with media.</p> <p>Willingness to reflect on experiences: GCSE Human Condition.</p> <p>Pupils are taught new techniques to build confidence: progressive drawing tests. year 7 termly shoe, Year 8 crushed can, year 9 still life. GCSE portraiture.</p> <p>Nurture pupil's creativity and imagination by encouraging experimentation, independent thinking and risk-taking mixed</p>	<p>Be interested in investigating ideas and concepts: researching artists/ designers to influence final pieces.</p> <p>Reasoned argument: when discussing personal feeling about artist's or pupil's artwork.</p> <p>Behaviour expectations are high, and pupils must conduct themselves appropriately.</p> <p>Respecting others' ideas and values: sharing ideas and supporting progression of exploring ideas, media and inspiration of artists, designers, and architects towards creating final pieces in sculpture, printmaking, painting, and drawing.</p>	<p>Co-operating with pupils on work: group work in year 8 large cultural printmaking, figurative sculpture, and year 9 everyday objects mixed media painting and metamorphosis/architecture/surreal sculpture.</p> <p>Group work, pair work, where all participants need defined roles.</p> <p>Pupils reflect and review the impact of art on society: year 7 portraiture, year 9 identity, GCSE human condition.</p> <p>Celebration of pupil work throughout the academy and through gallery evenings. Year 11 summer exhibition for parents, governors, and friends.</p>	<p>Exploring the work of artists from throughout the globe, both historical and contemporary: Year 8 printmaking: researching female African, Islamic, Aboriginal contemporary artists.</p> <p>Appreciation cultural influence and what effect it may have: year 7 natural forms, year 8 cultural pattern, year 9 Identity.</p> <p>Participation in artistic and technological opportunities outside the classroom: Termly award art group contented to pastoral points.</p> <p>A willingness to explore and respect cultural diversity.</p> <p>LTP (Long Term Plans) and MTP (Medium Term Plans) include contextual influences from various cultures and traditions.</p>

	media ideas and final pieces in all years.			<p>Pupils are exposed to a variety of cultures, beliefs, ideology, and religion.</p> <p>Develop a knowledge of arts and creativity and celebrating it.</p> <p>Promoting Art as a legitimate career path: ex students attending art courses at college. Interest in Photography, Fashion, Graphic Design, Fine Artist.</p>
Examples:	<p>Trips to national galleries: GCSE Tate Modern, London.</p> <p>Use of local area/nature for inspiration: 'Natural World' Photography year 10.</p> <p>Working collaboratively across different departments: GCSE History German Expressionism 2nd World War. Otto Dix.</p> <p>Indigenous cultures year 8: Geography. Maths: Geometry.</p>			

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PE	<p>Pupils create and develop their own attacking/defensive set plays and tactics.</p> <p>Pupils reflect on and critique their own and others performance.</p> <p>Pupils display emotion through their physical activities.</p>	<p>PE promotes fair play and teamwork in lessons.</p> <p>Pupils understand the importance of respecting equipment both when using it and storing it.</p>	<p>Pupils create a sense of community in lessons and clubs.</p> <p>Pupils interact with the community and other schools through external fixtures.</p>	<p>Gaining an understanding of different sports and their foundations</p> <p>Use of international examples of different athletes and their achievements.</p>

	<p>Pupils develop a knowledge and understanding of their bodies performance and how to improve.</p> <p>Pupils build a positive mindset and promote progression in building their skills.</p>	<p>Pupils show respect for their facilities and the environment they are active in</p> <p>PE staff encourage and reward positive attitude to learning and behaviour.</p> <p>Pupils listen to the teacher and peer feedback</p> <p>Trust is built through team building activities.</p> <p>The pupils are given the opportunity to umpire and referee small games.</p> <p>In KS4, pupils consider the ethical and moral use of enhancement drugs in sport.</p>	<p>Pupils are encouraged to recognise and respect social differences and similarities.</p> <p>Pupils celebrate success both in and outside of school.</p> <p>As a department, we offer clubs and activities as well as extracurricular opportunities.</p>	<p>A discussion on the global tournaments taking place worldwide.</p> <p>In KS4, pupils will discuss how culture affects participation in sport.</p>
<p>Examples:</p>	<p>We instil the key focus of personal excellence, passion, self-belief, respect, determination, honesty, and teamwork</p> <p>Pupils learn to cope with both success and defeat with dignity.</p> <p>Pupils listen and discuss the learning objectives and then reflecting upon how they can work towards meeting them.</p> <p>Questioning of pupils throughout the lesson for a better understanding of Why, What, Where and How.</p> <p>Pupils work on team building, understanding the important of motivation, determination, and character building.</p> <p>Pupils listen to the teacher understanding strategies and tactics being introduced.</p> <p>Pupils reflect upon the need for rules and fair play.</p> <p>In match situations pupils follow instructions and decisions made by officials and abide by the rules</p> <p>Pupils becoming aware of different culture attitudes and preferences towards different activities in sport.</p> <p>Pupils learn about a selection of world class athletes both past and present, their training ethos and success.</p>			

<p>Pupils understand the origin of the Olympic Games and World Cup.</p> <p>Pupils learning to cope with their emotions in a socially acceptable way during competitive situations.</p> <p>Pupils learning to empathise and console each other through disappointment.</p> <p>Using Sports Leaders to promote 'good etiquette and sportsmanship.'</p> <p>Encouraging pupils to attend extra-curricular activities.</p>

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Drama	<p>Pupils engage with various stimuli that present a range of issues, encouraging them to interrogate their own beliefs and understand other perspectives while using their creativity and imagination.</p> <p>Pupils are encouraged to explore their spirituality through the creation of original pieces of drama, experiencing a sense of personal achievement when demonstrating courage through performance.</p> <p>Themes within drama units often relate to human experience, relationships, and spiritual issues. Pupils study subject matter that requires them to reflect on their own</p>	<p>Pupils frequently explore moral and ethical issues through the drama they study and perform, expressing their own responses to challenging dilemmas and emotions. Consequences of a character's actions are discussed, and different drama techniques are used to uncover the reasons behind the decisions and how people learn from their mistakes.</p> <p>The drama curriculum addresses unfairness, injustice, race, gender, war and more, utilising these themes as a stimulus for creative work. This encourages discussions on equality and empathy, leading to the consideration of their effects in dramatic pieces and the wider world.</p>	<p>During group activities students share, improve, and refine ideas using cooperation and communication skills. They learn to be sensitive, respectful, and considerate of the feelings and opinions of others, whilst learning to voice their own thoughts and successfully participating in supportive group work.</p> <p>Collaborative work is embedded within the units, which requires pupils to look at a variety of different lifestyles and circumstances from a range of viewpoints, leading to awareness of social differences.</p> <p>The use of non-verbal communication is encouraged to develop the recognition of</p>	<p>The drama curriculum is full of key theatrical teachings and dramatic texts. Students can explore significant British texts such as Macbeth, Private Peaceful and Harry Potter.</p> <p>Pupils also gain wider cultural understandings through our Theatre Around the World unit, in which we share an appreciation of where many drama conventions originate, considering and valuing differences. Pupils can also begin to make connections between diverse cultures and their own.</p> <p>Pupils can participate in performances and will have the opportunity to attend theatre trips which allow cultural</p>

	views and to empathise with others.		emotions and alternative methods of portraying a message. Pupils are encouraged to perform which increases their ability to interact with others. Performance work is watched respectfully by peers and given constructive and supportive feedback. Freedom of expression and individuality is encouraged.	enrichment. Use of video clips from a range of sources celebrates diversity in performing arts.
Examples:	<p>Pupils explore a range of time periods and discuss the differences between then and now.</p> <p>Each year group in key stage 3 participates in units centred around Black female icons and the hardships that they have faced historically: Rosa Parks (Y9), Katherine Johnson (Y7) and Harriet Tubman (Y8).</p> <p>Pupils in Y7 are taught about the effects of war when they study Private Peaceful.</p> <p>Pupils in Y7 study Silent Film in which they learn key communication skills without the use of voice.</p> <p>In Y8, pupils participate in an emotions unit based on the Pixar film Inside Out, exploring the connotation of different feelings and how they can be recognised and accepted in a positive way.</p> <p>Pupils in Y8 explore diverse cultural conventions in drama in the unit Theatre Around the World.</p> <p>Social differences are explored in Y9 through the play The Curious Incident of the Dog in the Night-Time.</p> <p>Pupils can attend drama club after school and drama enrichment weekly.</p> <p>Pupils will be able to attend trips to the theatre.</p>			

Subject	Spiritual	Moral	Social	Cultural
Design Technology	Students will learn about other world religions and their dietary requirements.	Students will understand how legislation is used to keep people safe in industry	Students will learn how to work independently and as part of a team.	Students will develop an appreciation of a variety of cultural influences and how these have contributed to global gastronomy

	<p>They will develop an understanding and appreciation of how religious observance might impact individual's nutritional intake and needs.</p> <p>Students will develop a knowledge of, and respect for people's lifestyle choices and how these might affect their dietary requirements; the values that might underpin these choices and the right of individuals to make their own choices in that regard.</p> <p>Learners will develop an appreciation and fascination of world foods and hospitality services and the way that diverse cultures might affect these provisions.</p> <p>They will develop creativity when designing, preparing, creating, and presenting their own products and an appreciation for design as an art form through their understanding of ideas such as molecular gastronomy.</p>	<p>They will learn how to work safely in practical applications across design technology.</p> <p>They will understand the difference between what is right and wrong in design technology and how, in the world of industry, this can have significant ramifications.</p> <p>Students will develop an understanding of health and safety systems, how these are enforced in industry and the sanctions that can be incurred because of wilful negligence or deliberate harm.</p> <p>They will learn about ethical issues such as animal welfare, the use of hormones or chemicals in food production for example and environmental sustainability across all sectors studied.</p>	<p>They will develop an understanding of the qualities required to be an effective team player in the relevant industry</p> <p>They will learn how to meet the requirements of all consumers including those from different religious, ethnic, and socio-economic backgrounds.</p> <p>They will develop experience of working in industry through direct experience and the ways in which they must operate to keep themselves and others safe, to respect and contribute positively to industry and to maintain a company's productivity.</p>	<p>and the rapid development of Engineering across time.</p> <p>They will develop a willingness to participate and respond positively to a range of cultural opportunities.</p> <p>They will develop an interest in exploring different faiths and cultural diversity through the foods that we experience and create as well as through the products we design and create.</p>
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	Learners will develop the ability to reflect objectively on their own practical work with due regard for the intended consumer and their needs.			
Examples:	<ul style="list-style-type: none"> • STEM • Extra-curricular opportunities including such as visiting the London museums. • Gaining an insight into the chemical nature of natural changes in the lithosphere, hydrosphere, atmosphere, and biosphere. • Debating the ethical issues surrounding issues such as the use of stem cells to treat diseases, the use of IVF and genetic engineering animals, plants and humans, and the effects this may have on society in the future. • Learning about the future implications of the use of Earth's finite and renewable resources and how these impact on the landscape. • Learning about theories concerning the creation and ending of the universe, evolution of life and natural selection, and the theories of the universe structure, and how religious beliefs interacted with the scientific discoveries. • Looking into the future options for production of electricity, alternative fuels, and methods to reduce pollution with discussion of how these can improve people's lives and the environment in general. • Investigating the historical impact of scientists from around the world in numerous famous discoveries. • Considering how scientific perceptions can alter across the planet; from the phases of the moon, the safety of food additives and the local importance of recycling. 			

Subject	Spiritual	Moral	Social	Cultural
Music	<p>Pupil's spiritual development is encouraged through their experience and the emotion of responding to performing, listening, and composing music.</p> <p>Pupils are encouraged to express their feelings verbally to improve</p>	<p>Pupils engage in critical discussions of musical performances and presentations from other students and visiting professionals, where possible.</p> <p>Where there is a specific cultural or social reference that</p>	<p>Pupils collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress.</p>	<p>The resources and musical examples used by our pupils encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles.</p>

	<p>their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.</p> <p>Pupils are encouraged to build a sense of enjoyment and fascination in learning about themselves, others, and the world around them</p>	<p>is explicit in the work examined, we encourage pupils to reflect upon this.</p> <p>Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.</p>	<p>We encourage the skills of independence, resilience, and time management.</p> <p>Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively.</p> <p>Where they are required to express their feelings, pupils are encouraged to do this sensitively with an awareness of the needs of others.</p>	<p>This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions.</p> <p>We encourage pupils to create their own music and to incorporate different musical influences in their own composition.</p> <p>Build understanding and appreciation of the range of diverse cultures within school and further afield as an essential element of life in modern Britain.</p> <p>We use a variety of instruments and musical features from around the world including African Drumming, Chinese Music, and Latin American Samba to enrich the cultural experiences of our students</p>
<p>Examples:</p>	<ul style="list-style-type: none"> • Pupils can listen to, and participate in, performance for the school and wider community including event to raise money for charity and visits to residential homes. • An appreciation of how diverse cultures have contributed to popular musical genres today is encouraged and nurtured in our pupils, by learning about the Blues, Reggae, Britpop. 			

- Pupils’ cultural experiences are broadened and strengthened through our extra-curricular programme and the use of world music resources which reflect the world we live in today.
- Pupils are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.
- Pupils take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles.
- Pupils can take peripatetic lessons in an instrument of their choice

Subject	Spiritual	Moral	Social	Cultural
ICT	<p>Pupils explore their own creativity and imagination when designing and constructing digital products.</p> <p>Pupils consider the attitudes and views of a particular target audience, when creating digital products.</p> <p>Throughout a variety of topics, students explore the potential use of technology to make the world that they live in a better place for all.</p>	<p>Pupils explore moral issues around the use of digital technology. For example, copy-right, plagiarism and their own online etiquette regarding e-safety</p> <p>Pupils are encouraged to respect other people’s views and opinion, as well as being expected to take care of the equipment in the classroom.</p> <p>Pupils are encouraged to reduce their impact on the environment – for example, printing less out when they do print.</p> <p>Pupils use ICT to investigate moral issues within society and globally. They learn to</p>	<p>Lessons include problem solving and pupils work together to help solve issues.</p> <p>Pupils are encouraged to use the appropriate social behaviours in the classroom and emphasis is put on the importance of their online behaviour and how they portray themselves outside of the academy.</p> <p>Pupils learn the importance of, and ability to use sharing and commenting features, including how to communicate effectively and politely when using such features. They use</p>	<p>Pupils have been encouraged, and thus, empowered, to apply their ICT and computing skills/knowledge to the wider curriculum and acknowledge links between subjects.</p> <p>There is an awareness and appreciation of the digital divide and further awareness is shown towards diverse cultures, spiritualities and religions in reference to sue of digital technology.</p> <p>Pupils gain the necessary skills to not only use, but to program and develop applications, so that they may potentially impact society in a positive way.</p>

		<p>reference and give credit to the work of others, demonstrating an understanding of licensing (including Creative Commons), and create work with the intent to gather support and awareness around topics of importance to them.</p> <p>Pupils study various aspects of cybersecurity, including the impact of malware, social engineering, and ransomware, and explore ways to reduce this impact and increase their own digital security.</p>	<p>these to provide each other with feedback on their work.</p> <p>Students study the ways in which the media categorise audiences, and consider concepts such as representation, and how products are targeted at mass and niche audiences.</p>	<p>Pupils develop skills deemed necessary to succeed within the demands of the working world.</p>
<p>Examples:</p>	<ul style="list-style-type: none"> • Pupils produce solutions to design briefs. • Pupils touch upon the history of computing to gain an appreciation of the achievements of innovators and understand how they overcame historical attitudes towards technology. • Pupils explore methods for combating online crime and protecting ICT systems. • Pupils gain an understanding of data representation which provides them with a deeper insight into the difference between, and importance of, data and information. • They investigate what in which ICT can be used to monitor individual's movements and communications. • Pupils learn about the Data Protection Act, Computer Misuse Act, Copyright, Designs and Patents Act. • Pupils learn how to create webpages and develop apps so that they are equipped with the skills to not only participate it, but contribute towards an ever-increasing digital society. • Pupils also consider the ethical, environmental, and legal consideration, when creating computing systems. • Pupils discuss hardware and software developments that are changing the way we live. 			