

## Implementation – examples inside the curriculum

English	<p>All KS3 class novels help students to develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Of Mice and Men and Echo Mountain deal with the aftermath of the Great Depression. The Boy at the Top of the Mountain teaches students about the effects of the Treaty of Versailles on Germany, WW1 trauma and the treatment of Jewish people in WW2.</p> <p>Literature and society (KS3) – students read a range of influential texts in history and understand how culture has changed. For example, when they read The Canterbury Tales, students learn about the power of the Church at the time and how it was being questioned for its corrupt practices.</p> <p>Spoken English competition (KS3) – students are given the opportunity to participate in a spoken English competition.</p> <p>An awareness of the cultures of others is explored at KS4 in the Conflict poetry cluster – particularly in Honour Killing, Partition, Punishment.</p>
Mathematics	<p>The major Mathematical breakthroughs are discussed and the cultures that allowed Maths to become important. Pythagoras, Newton and the origin of the word algebra are all taught in the context of cultural development</p>
Science	<p>Science (KS3): Students learn about the challenges faced by various notable Scientists during their discoveries, particularly during British Science Week and Women and Girls in Science Day. Project Action allows pupils to explore the difficulties some less developed face and how new discoveries and engineering products can help minimise these issues, e.g. looking at water sanitation systems to be used in Kenya in the Ditch The Dirt Practical Action Projects.</p> <p>Biology (KS4): Students learn about scientific discoveries that have taken place over time and the opposition that these faced, e.g. Charles Darwin and the theory of evolution through natural selection.</p> <p>Psychology (KS5): Students are encouraged to reflect upon cultural bias in the research process e.g. Ainsworth's types of attachment research and imposed etc. There is a discrete section on 'Gender and Culture' in the Issues and Debates module in which ethnocentrism and cultural relativism are explored</p>
History	<p>We explore British society and culture from the Middle Ages to the present, tracking the development of democracy and changes in society (KS3)</p> <p>The shift from Weimar Germany to the Nazi dictatorship (KS4)</p>

	Students explore changes to Russian society and how art and culture changes with the shift from the Tsarist regime to the Soviet period(KS5)
Religious Studies	Indian culture and the origins of Eastern religions in India (KS3) Attitudes to gender equality around the world; the Hajj pilgrimage (KS4) Theravada and Mahayana Buddhism; Western Philosophy (KS5)
Art	Students are exposed to artwork from a range of different time periods, cultures, genders and viewpoints throughout each key stage. At GCSE and A Level, students increasingly select artists of interest and significance to them and their own personal work. KS3 projects focus on an aspect of multicultural work in a three-dimensional construction project and the independent project activities. Students gain an understanding of wider world and societal views, issues and themes through their practical work/projects. In addition, art exhibitions are visited to spark debate and celebrate work from different time periods, genders and cultural backgrounds.
Drama	Throughout K.S.3, students engage with multiple dramatic genres that are programmed to extend cultural awareness. K.S.3-Commedia Dell'arte, practitioner influence of Berkoff and Stanislavki. Through devised and scripted work, they explore race and the celebration of diversity. K.S.4/5 devising projects and set text exploration prompt discussion in relation to justice, faith and individuality. Digital theatre platforms are used to enrich the curriculum by helping students to access culturally diverse forms of drama that explore contemporary issues.
Music	The very nature of our subject is rooted in expanding pupils knowledge and views regarding Music. Our curriculum at all key stages aims at pushing students to think about different ways of making music. Just some examples of topics include: Reggae, Klezmer music, Kraftwerk, The Blues, Programmatic Music, Film Music, Experimental Music to name a few.
PE/Sports Science	Pupils explore the impact that the media have on our views and participation in sport. *Pupils learn to debate and discuss conflicting views, listening to each other and making informed decisions *socio-cultural issues, including publication/coverage of gender specific sports and competitions. Pupils explore culture as a barrier to a person's participation in sport and the influences that people have on participation in sport *Students look at sexism, religion, gender equality and racism as part of the AQA GCSE PE Specification. Pupils explore different cultures and dance styles from around the world.

	*Imagination and creativity of students is consistently being challenged when designing routines and sequences depending on the stimulus.
Technology (Food Technology, Resistant Materials, Textiles)	A range of foods from different cultures are produced and at KS4 knowledge is developed in cultural beliefs around several ingredients. A variety of cultures are covered at both KS3 4 and 5 including African prints and designs, Japanese artists and designers at KS3. At GCSE students consider a range of different cultures and the variety of decorative techniques these cultures provide. This is continued at A Level.
Computer Science/IT	Within computing we give students a number of ethical questions to consider relating to current issues in the news which relate to the field of computing / ICT. When responding, students are required to consider the moral, social and cultural issues relating to this at KS3, KS4 and KS5.
Economics/Business	How different cultures reflect the way that we produce and market products for different audiences. For example, how should advertise change to reflect the culture and religious needs of the audience. How does this then impact on the way that businesses are run, profit made and the competitive advantage they have. We also look at how we can divide the market up into different market segment and then target these groups based on shared characteristics, for example religion and ethnic origin. We also consider the impact that large multinationals can have on develop countries and the relative powerlessness that these countries have in amending the behaviours of multinationals thus sometimes eroding cultures that have been built up over a number of years. Suitable marketing strategies to reflect different cultures.
Health and Social Care	How culture affects physical, intellectual, emotional and social development (KS4) Treatment plans which take into account cultural and religious beliefs (KS5)
Learning Support	Further guidance offered through support given in lessons, this can be reinforced in targeted support in LS.
PDC	KS3: Living in a Democracy, Being an active citizen KS4: Britain: Who are We? Lessons; Justice and Forgiveness, including case studies of restorative justice. Living in the Wider World – discrimination, extremism, intolerance. Democracy – democratic process, diverse identities in the UK, active citizenship.

### Implementation – examples outside the curriculum

- Responsibility positions appointed democratically

- School council
- Extra-curricular programme
- Student panel for Staff Interviews
- Appreciation of performances of other students, e.g. Spoken English, Debating, House Plays, Stars In Your Eyes, Whole School Production
- Appreciation of Art displayed throughout the school and on the website
- Art exhibitions visited for self-reflection, to spark debate and to be exposed to diverse types of creative work
- Welcoming a diverse range of visitors in school
- Supporting a range of charities
- Theatre trips/use of Digital Theatre platforms to support access to performances created by theatre makers from a range of cultural backgrounds