

Implementation

Curriculum areas	Examples
English	<p>Animals non-fiction (KS3) - students develop knowledge of endangered species and the reasons for why they are endangered. They also research the arguments for and against vegetarianism. Their learning helps them to take the initiative in acting responsibly regarding themselves, others and the environment, developing a sense of empathy.</p> <p>The Boy at the Top of the Mountain (KS3) - the novel deals with indoctrination and propaganda and the students consider the potential damage they can cause. Learning about this helps to equip students with the skills to distinguish between right and wrong, and to make informed and independent actions.</p> <p>Macbeth (KS3) – Macbeth and Lady Macbeth’s actions in the play are used to discuss what is meant by integrity and justice, and their demise encourages students to see that there are consequences of actions.</p> <p>Changing Hearts and Minds (KS3) - Students read an article by the historian David Olusoga on his views about the removal of statues, such as Edward Colston. This develops their awareness of the topic and gets them to consider multiple viewpoints, appreciating that views different to their own can be held.</p> <p>Conflict poetry (KS3) – students understand how and why certain conflicts occurred and consider the consequences of conflict on individuals both at the time and in the aftermath of war.</p> <p>Spoken language at KS4 enables students to articulate feelings about wider issues eg treatment of women in societies</p> <p>Conflict poetry at KS4 encourages students to consider moral dilemmas posed by conflict.</p> <p>The Strange Case of Dr Jekyll and Mr Hyde encourages discussion of the role of religion in Victorian society and the nature of good and evil.</p>
Mathematics	<p>Students are encouraged to try questions even if they are not confident that they are right, there is an emphasis on the correct idea for solving problems rather than the correct answer being all important.</p>
Science	<p>Science (KS3): Students begin to learn about making informed choices during topic debates, such as should mosquito devices be used to deter social gatherings in town centres and the impact of climate change due to burning of fuels.</p> <p>Biology (KS4): Students evaluate their impact on the environment when learning about global warming. Students learn about sustainable food production and fishing and its importance for the future. Students are encouraged to think about the moral aspect of killing a potential life when discarding an embryo.</p>

	<p>Psychology (KS5): Students are encouraged to reflect on research where the participant has been put into a situation requiring a moral dilemma to be addressed and a decision taken as to how they should behave e.g. Milgram's study in the Social Influence. Would they obey the man in the white coat and go all the way to 450V?</p>
Geography	<p>The impacts of people on human and physical systems is central to the teaching of geographical patterns and processes. Examples include the living world and human impacts and management thereof (KS4), the ethical and moral impacts of transnational investment and the choices of the individual (KS5), the tragedy of the commons (KS5).</p>
History	<p>The question of blame and responsibility for slavery and the Holocaust and Empire. (KS3) The government's actions in promoting public health reform in the 19th and 20th centuries. The rise of the Nazi Party (KS4) Examine 20th century totalitarianism (KS5)</p>
Religious Studies	<p>Religious moral laws, moral issues (KS3) Abortion, euthanasia; pacifism and war; crime and punishment (KS4) Teleological and deontological normative theories (KS5)</p>
Politics	<p>Ideologies (Conservatism, Liberalism and Socialism): students engage in the State of Nature thought experiments and discuss the nature of morality (KS5) UK Political System – How the UK applies its moral codes into laws and structures (KS5)</p>
Art	<p>Students are encouraged to value the work and efforts of everyone during their art studies. They gain an understanding of wider world and societal views, issues and themes through their practical work/projects. In addition, art exhibitions are visited and can spark debate and challenge preconceptions. Opportunities for independent and research-based work is built in at each key stage.</p>
Drama	<p>Practical work throughout all K.S.3/4/5 lessons is centred on collaboration. Through this, students are encouraged to listen, challenge and compromise, taking into consideration the viewpoints of their peers. Through script exploration and devising, students are encouraged to analyse character actions and discuss the motivation, strengthening their ability to empathise. K.S.3- Documentary Theatre, K.S.4/5 Component One stimulus exploration.</p>
Music	<p>Practicing Music is all about determination and perseverance. Learning from mistakes and being able to better yourself is one of the key pillars of Musical development and learning.</p>
PE	<p>Pupils learn to value relationships and develop a sense of belonging through being a member of a team</p>

	<p>*Fixtures teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship.</p> <p>*Students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</p>
Technology (Food Technology, Resistant Materials, Textiles)	<p>Topics including the use of Fairtrade, Organic, Free range, MSC and Red Tractor ingredients are all discussed and the advantages and disadvantages of using such foodstuffs.</p> <p>Students cover topics including Zero waste and Fair Trade at KS3. During A level they cover these topics again and cover Environmental topics that discuss Textiles impact on the world. They watch documentaries including Stacey Dooley's Fashions Dirty Secrets which gives them a great appreciation for the often-hidden impact of fashion and its ethics. They can formulate views and opinions on how to best combat these issues by considering environmental fabrics and making techniques.</p>
Computer Science/IT	<p>New developments in ICT and Computing can be viewed differently depending on peoples morals. Where a new ICT development occurs in the news which warrants discussion from a moral standpoint, we will add this in to our teaching at KS3 as a discussion point or an extended response question. Computing and ICT essay questions at KS4 and KS5 require students to consider moral and ethical issues so we will cover morals extensively in a Computing /ICT context.</p>
Economics/Business	<p>In business and economics and business we look at how businesses behave and whether we think their decision are ethical. For, example the amount of tax that Amazon pay in relation to other small companies. We also look at how businesses are contributing to greater environmental impact and whether they should be restricted or fined for their actions. Consider the ethical behaviour of multi-national firms. Social enterprise and not for profit businesses, how their objectives may differ to other businesses because of this. Corporate culture, examples of ruthless cultures and their consequences. Sustainability – is it a moral duty for businesses to care for the environment.</p>
Health and Social Care	<p>Barriers to accessing health and social care, how and why these barriers are overcome; care values (KS4)</p> <p>Anti-discriminatory practice in health and social care; Code of Practice in health and social care (KS5)</p>
Learning Support	<p>Teaching of skills built into lessons e.g. discussion skills & respecting the views/opinions of others. Interventions for</p>

	targeted Support relating to behaviours & respecting others, as well as coping in difficult situations.
PDC	KS3: Relationships, Volunteering, Fair Wages, The Law, Skills Builder (staying positive) KS4: Relationships, Justice and forgiveness lessons

<u>Implementation – examples outside the curriculum</u>	
<p>Assemblies (e.g... Thought For the Day</p> <p>Year 9 Enterprise Day (Careers), working in groups on designing a healthy restaurant Year 10/11 Consent Workshop (PDC) Year 10 and 12 Work Experience Charity work Student Council Art exhibitions visited for self-reflection and to spark debate LS - Guidance offered through the keyworker system & through support at unstructured times Drama-whole school production-working with students from multiple year groups to stage a performance All Year groups: Theatre visits/Digital theatre experience-analysis of character, exploring the capacity to empathise Yr 8 School Food Champions – Reviewing effect on society in terms of food consumed in socially deprived areas</p>	