

## Implementation – examples inside the curriculum

English	<p>The Boy at the Top of the Mountain (KS3) – learning about the Nazi's treatment of Jewish people in WW2 helps students to understand why we need to continue to promote respect, tolerance and understanding in our own society.</p> <p>Of Mice and Men (KS3) – students learn about racism, discrimination and sexism in 1930s American society. This helps students to see why the fundamental British Values are important in current society; the scheme shows how damaging it is when society fails to show respect, tolerance and understanding.</p> <p>A range of group work tasks and presentations across all key stages enables students to work collaboratively and respond sensitively to others and include all members of the group.</p>
Mathematics	<p>When solving problems and discussing solutions students are encouraged to value other students ideas and develop a collaborative approach, particularly in class discussions.</p>
Science	<p>Science KS3: Students work collaboratively during practical activities and practical action projects, allowing them to explore effective communication with others and allowing them to take on leadership roles when required. Race to the Line allows pupils to work on creating the best CO<sub>2</sub> powered car.</p> <p>KS4</p> <p>KS5</p> <p>Biology (KS4 and KS5): Students are provided with many opportunities to develop their social skills in lesson through group work, presentations and practical work. Students are reminded of careers in science and the skills/experience required for these.</p> <p>Psychology (KS5): Students study social behaviour e.g. Social Influence module, reflecting on real-life behaviour/behaviour in the lab in the context of Nazi Germany and the role of social influence processes in social change e.g. Suffragettes. In the Stress module they learn about the role of social support in coping with stress and in the module on Addiction they learn about risk factors in the development of addiction including the role of family and peers</p>
Geography	<p>KS3 Population change and socio-economic development, including migration.</p> <p>KS4 urbanisation and the issues faced by people living in megacities.</p> <p>KS5 Population and the environment</p>
History	<p>Explore the changing nature of British Democracy and pivotal moments such as the creation of the Magna Carta (KS3)</p> <p>Crisis and resolution during the Cold War (KS4)</p> <p>Learn from failures to resolve conflicts effectively in the 20<sup>th</sup> century (KS5)</p>

Religious Studies	<p>Rites of passage; Lincoln group work (KS3)</p> <p>Relationships, homosexuality, marriage, religious attitudes to the family (KS4)</p> <p>Buddhist attitudes to women; Utilitarianism</p>
Politics	<p>UK Political Theory – how the UK allows for diversity and regulates representation of that; how the UK sees British values; how the UK democratic system functions (KS5)</p> <p>UK Political Systems – How Parliament works, where sovereignty lies and the roles of different institutions in the life of people in the UK (KS5)</p> <p>The US Political system – Partisanship, the role of ideology and finding the middle ground (KS5)</p>
Sociology	<p>Globalisation and Migration – Diversity in family structure, cultures and education (KS5)</p>
Art	<p>Student's experience working individually, in pairs or larger groups to create artwork. Visiting practitioners are utilised, both on site and out of the school setting, to broaden their life experiences and social skills. Students gain an understanding of wider world and societal views, issues and themes through their practical work/projects. Opportunities for independent and research-based work is built in at each key stage.</p>
Drama	<p>Conflict resolution and the ability to socially navigate situations is addressed through the core of collaborative work throughout all year groups. Text exploration as part of K.S.4/5 component three, encourages discussion related to socio-economic background, faith, belief systems and tolerance. The role of theatre and its responsibility to encourage diversity and inclusion is discussed throughout all year groups.</p>
Music	<p>Many topics in Music involve working in groups. Therefore students can build working relationships and learn to be diplomatic when talking to their peers and be able to offer advice to each other as well as help and support those who need more intervention.</p>
PE/Sports Science	<p>All pupils are given the opportunity to perform a variety of roles including those of refereeing and umpiring in games. This makes pupil's deal with the issues surrounding honesty, integrity and what is right and wrong.</p> <p>*Team games teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson 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>

	<p>*Students in PE use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social setting, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels</p> <p>*students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p> <p>*Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself</p> <p>*discussions about variations of team games in different cultures. Talk about the accepted levels of contact and violence in sport and the repercussions of these actions.</p> <p>*all students encouraged to be part of a team; these are picked by staff to discourage being singled out and raise enjoyment.</p>
Technology (Food Technology, Resistant Materials, Textiles)	<p>At KS3 and KS4 all practical lessons involve working collaboratively with others and supporting their peers.</p> <p>At KS3 and KS4 all practical elements involve a degree of working around and with others. When Using the sewing machine students are encouraged to work together in a number of different learning activities to help build their confidence but also to support each other with areas they do not feel secure on.</p>
ICT / Computing	<p>Student's experience working individually, in pairs or larger groups on topics throughout KS3 and KS4. Students gain an understanding of wider world and societal views, issues and themes through their practical work/projects. Opportunities for independent and research-based work is built in at each key stage.</p>
Economics/Business	<p>Where a business decided to trade and market globally, they need to consider how this will be done. For example, will they market and make the product to complement the social identity of the country, or will they use an ethnocentric marketing technique where all products are standardised globally around the world. Motivation theorists; to what extent is money or human and social interaction important for well being.</p>
Health and Social Care	<p>Factors affecting social development across the life stages; self-concept, self-esteem and self-image (KS4)</p> <p>Attachment theories and the impact of attachment on the ability to form relationships (KS5)</p>
Learning Support	<p>Targeted support for some students who struggle with social difficulties. Including how to deal with certain situations as they arise. Mindfulness class deals with how to solve difficult social situations.</p>

PDC	<p>KS3: Good Habits, Making decisions, Relationships, Bullying, Getting involved, can-do attitude. Skills Builder (listening, staying positive).</p> <p>KS4: Britain: Who are We? Lessons; Justice and Forgiveness, including case studies of restorative justice. Ethics.</p>
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### **Implementation – examples outside the curriculum**

- Children in Need, Comic Relief and other charity work
- Assemblies
- Y9 Enterprise Day (Careers) working in groups
- Y10 and Y12 Work Experience, applying for posts, being in the workplace
- Y9,10,12/13 art students work with professional artists
- LS – Social club at break & lunch
- Cookery club : Sixth form students socialise and work with Lower school students developing their understanding of resilience in difficult situations through practical activities
- Science club and STEM club: pupils work collaboratively with other year groups on projects