

## **Implementation – examples inside the curriculum**

English	<p>Conflict poetry (KS3) – students reflect on their own beliefs and thoughts in relation to conflict and war.</p> <p>Changing Hearts and Minds (KS3)- students discuss their beliefs, feelings and values in relation to current issues in the media. For example, the poem ‘Home’ by poet and activist Warsan Shire helps students understand the plight of refugees.</p> <p>Poetry from Around the world (KS3) – students think critically and independently about the poems being taught. For example, Search for my Tongue encourages them to discuss the experience of having a second language.</p> <p>Gothic (KS3) – students use their imaginations and are creative in their learning. They demonstrate their knowledge of the genre by using the conventions of gothic in their own writing.</p> <p>Conflict poetry (KS4) - spiritual awareness and religious context explored in poems such as A Poison Tree, the Destruction of Sennacherib, There’s A Certain Slant of Light.</p>
Mathematics	<p>Students are taught to question where the Maths comes from and not to just do it. Real life examples are used where appropriate e.g. compound interest and its relevance to debt, exponential growth in relation to the pandemic.</p>
Science	<p>Science (KS3): Pupils are encouraged to make links to the content they are learning in lesson to their lives outside the classroom and to ask thought provoking questions regarding their subject matter. Science club, STEM club and Practical Action projects allow pupils to study Science topics that are not directly involved in the national curriculum and develop pupils curiosity. During topic debates students are asked to consider all viewpoints and elaborate on why a person may feel differently regarding a topic discussion.</p> <p>Biology (KS4): Students are encouraged to be aware of ethical and religious beliefs when learning about a variety of processes in Biology such as IVF and genetic engineering. Students are constantly reminded of new technologies and treatments being developed in our world and the impact of these on society.</p> <p>Biology (KS5): Students link the theory in the course to real-life examples, such as immunity and vaccination related to the COVID-19 pandemic.</p> <p>Psychology (KS5): Students study ethical issues and ways of dealing with them in the module ‘Research Methods’. They are encouraged to consider the effects from both the participants’ and researcher’s perspective and weigh up the costs/benefits of the research, considering whether the ends justify the means and the scientific value of the research. Ethical implications and reference to social sensitivity is covered in the module on Issues and Debates.</p>

Languages	<p>Students gain an understanding of languages spoken not only in France, Germany and Spain, but also in other countries of the world. Students also learn about the cultures, customs and traditions of target language countries. (KS3/4)</p> <p>Students learn to express opinions on a wide range of topics and listen to the opinions and points of view of others. (KS3/4)</p> <p>At A Level students learn about the culture, society and history of target language countries in the widest sense and acquire knowledge and understanding on a wide range of subjects, including religion, integration, immigration and racism. (KS5)</p>
Geography	<p>Humanity as part of (rather than separate from) the Earth System runs throughout our KS3 curriculum. For example, in Year 7 what is Geography? The Living World (KS4) and Global Systems and Governance (KS5)</p>
History	<p>The power and influence of the Church in the Middle Ages through to the Reformation (KS3)</p> <p>Compromise, tolerance and religious extremism in Elizabethan England (KS4)</p> <p>How Revolutionary France tried to restructure the nation in response to the Enlightenment (KS5)</p>
Religious Studies	<p>Religious leaders; the problem of evil and suffering (KS3)</p> <p>Christianity and Islam (KS4)</p> <p>Arguments for the existence of God (KS5)</p>
Sociology	<p>Global belief systems and globalisation (the importance of religion in global culture) – KS5</p> <p>Identity (internal) and childhood (where students ‘come from’ and who they see themselves as) – KS5</p>
Art	<p>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. For example, KS3: Multicultural sculpture making, self-portraiture, independent projects. KS4: Portfolio development. KS5: Personal investigations.</p>
Drama	<p>Through the stimulus provided for K.S.3 devising projects, students are encouraged to discuss, debate and formulate opinion in relation to “big questions”, these include topics related to the environment, capital punishment and race. These ideas are further explored through scripted work such as <i>Let Him Have It</i>, <i>The Case of Derek Bentley</i>. At K.S.4/5, devising projects and set texts (<i>Hedda Gabler</i>, <i>Equus</i>, <i>The Crucible</i>) provide opportunities for practical exploration and discussion related to equality, social responsibility and faith.</p>
Music	<p>In Music, students focus on a range of different musical styles and genres, understanding how Music moves people in different ways and the range of purposes Music possesses, whether it be for religious reasons in the case of Indian Classical Music, for pleasure in the case of popular Music or for some other more intellectual purpose in the case of Experimental Music.</p>

PE	<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 have access to Yoga and health related fitness lessons to improve self-esteem and relieve stress</p>
Technology (Food Technology, Resistant Materials, Textiles)	<p>In Food technology students develop their knowledge of a range of ingredients and dishes from different cultures in KS3 and KS4.</p> <p>In KS4 religious beliefs of different cultures are studied regarding their food choices and diets.</p> <p>In Textiles students are exposed to several topics that are designed to push their imagination and their creative ability. We work on the design and development of products and students can work right from the products conception through to their final products being constructed. Throughout this process students are also introduced to new items of machinery that enable them to think critically and encourage them to work independently and solve their own problems, also helping to grow their confidence and sense of self at KS3 and 4. We consider different artists and designers and their influence on the world KS3, 4 and 5. These projects are designed to develop students love of learning and aim to give them a greater appreciation of the world around them by demonstrating that the skills learned are applicable in all areas of life. In KS5 students undertake a personal investigation which helps them consider the wider world and gives them a greater appreciation for creativity and imagination.</p>
Computer Science/IT	<p>New developments in ICT and Computing can be viewed differently depending on people's feelings beliefs and values. Where a new ICT development occurs in the news which warrants discussion from a spiritual development standpoint, we will add this in to our teaching as a discussion point or an extended response question.</p>
Economics/Business	<p>In economics and business students have to decide whether the needs of the business override the needs of the other stakeholders. For example, should shareholders receive high dividends when production occurs in developing economies where they are paid very low wages. Students also need to consider how fair the tax system is within the UK and who should absorb the bigger burden.</p> <p>Marketing mix where adaptations are made to account for different religious and cultural needs.</p>
Health and Social Care	<p>The development of self-concept over the life stages and factors which contribute to our sense of self (KS4)</p> <p>How religious and cultural beliefs impact on well-being (KS5)</p>
Learning Support	<p>Links to religious viewpoints and own beliefs in elements of work covered by some e.g. ASDAN Bronze Award looks at the death penalty &amp; some SOW have spiritual content/links such as Slumdog Millionaire</p>

PDC	During PDC students are encouraged to reflect on their sense of self in whilst considering issues such as transitions, challenging assumptions, relationships and living in a wider world.
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### **Implementation – examples outside the curriculum**

Assemblies

Thought For the Day

Y7 visit to Lincoln (Humanities)

Y9 visit to Hindu Mandir (RS)

Y9 visit to Holocaust Memorial Centre (RS/History)

Art exhibitions visited for self-reflection and to spark debate

Lower School Drama Club-Exploration of characters developed to explore contrasting opinion in relation to a given topic

KS.4/5 Drama, devised performances-practical responses to stimulus related to life's big questions

Science Club and STEM Club allow pupils to study topics not covered in the national curriculum to develop curiosity.

Y8 visit to the Big Bang Science Fair (Science).

Year 12 Derby university trip, GCSE and A Level trip to V&A museum London.

Learning Support – Study of Millennium Meadow