



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

Curriculum Policy- December 2023

This is a non-statutory policy and is updated every two years.

1.Intent, Impact and Implementation

1.1 Intent: Aims of the Curriculum

The Ecclesbourne School Curriculum aims to:

- Provide a broad, balanced curriculum with a strong academic core
- Meet the requirements of the National Curriculum **including a three-year Key Stage 3** that preserves the widest possible choice for all
- Ensure students are equipped with the knowledge and cultural capital needed to be educated citizens conversant with the best that has been thought and said
- Engender an appreciation of human creativity and achievement
- Develop students' own creativity and ability to solve problems
- Provide every student with the skills knowledge and qualifications to enable them to access the next stage of their education/career
- Inspire, challenge, stretch and support students to achieve their potential
- Give students the experiences and opportunities to develop as caring, healthy and informed young people in the 21st century
- Develop in students the resilience and flexibility to be able to adapt to the changing world they will meet.
- Foster an enjoyment in learning and a commitment to lifelong learning
- Promote learning in its broadest sense, across and beyond the taught curriculum
- Open students' minds to the broad richness of our spiritual, moral, social and cultural heritages

1.2.Impact: Outcomes of the Curriculum

The Ecclesbourne School Curriculum will:

- Lead to qualifications that our students need to pursue their chosen path
- Lead to qualifications that are of worth to employers and for entry into Higher Education
- Meet the needs of students of all abilities at Ecclesbourne
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and KS5
- Help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills
- Be broad, balanced, relevant, differentiated and include personalisation.
- Adapt to changing requirements and expectations from Government and Higher Education
- Fulfil the statutory requirements of the school's funding agreement and meet the expectations of regulatory bodies.
- Exceed national standards in achievement, attainment and progress.
- Help students develop personal moral values, respect for religious values and tolerance of other beliefs and cultures

1.3 Implementation: Roles & Responsibilities

The Headteacher will;

- Ensure that the curriculum policy is implemented and regularly reviewed to ensure it remains relevant, fit for purpose and up to date with national and local initiatives.
- Make recommendations to governors when changes to the curriculum policy are required.
- Monitor the implementation of the curriculum policy and ensure the policy contributes to high standards, ensuring students leave well qualified with qualifications which are relevant to their next stage of their education.

The Governing Body will

- Hold the Headteacher to account for the successful implementation of the curriculum policy.
- Challenge the Headteacher where necessary to ensure the curriculum policy enables the students to achieve high outcomes in qualifications which are relevant to their next stage of their education.

The Director of Curriculum

- Monitor national developments
- Update the curriculum model to meet national requirements and the needs of the students
- Have an oversight of curriculum structure across the school
- Convene the Curriculum Leadership Team

- Ensure the school timetable delivers the curriculum efficiently and effectively
 - Liaise with the Heads of Lower school, Upper School and Sixth Form to ensure effective KS4 and KS5 Option processes
 - Advise the Headteacher on staffing requirements to deliver the curriculum

Strategic Leadership Team

- Monitor standards within departments
- Monitor curriculum delivery within departments

The Curriculum Leadership Team will

- Take the lead in the specific development and management of the curriculum
- Consider and debate curriculum developments
- Monitor curriculum delivery in their area of responsibility

Heads of School and Pastoral Leadership Team

- Manage Interventions to support progress across the curriculum
- Manage the options process at KS4 and KS5
- Manage students with personalised curriculum

Heads of Faculty and Subject will

- Work with the Curriculum Leadership team and SLT Line Managers to establish the **intent of the curriculum**
- Plan the sequencing and **implementation of the curriculum** within their department
- Lead teaching staff in the development of appropriate schemes of work and programmes of study
- Monitor and develop standards of teaching and learning
- Ensure appropriate assessment is carried out, moderated, recorded, analysed and acted upon to raise achievement
- Regularly review the **impact of the curriculum** making use of assessment information and student voice
- Manage interventions to support students within their subjects and liaise with Pastoral Leadership Team and SLT where appropriate
- Oversee CPD for their teams and ensure staff remain up to date with developments within their subject
- Work with the Head of Learning Services in timetabling their subjects.
- Select and develop courses and qualifications to best meet the learning needs of the students
- Liaise with SLT, Curriculum Leadership Team and the Director of Curriculum over proposed changes to curriculum delivery
- Work with the Examinations Office to ensure efficient administration of external and internal assessment including exam entries.

Teaching and Support Staff will

- Implement School & Faculty policies on curriculum, assessment and behaviour in their teaching.
- Use student assessment information, both external and from their own lessons, to inform their teaching to meet students' needs
- Adapt and scaffold teaching to respond to the strengths and needs of all students.
- Be proactive in seeking out opportunities to develop as teachers and identify through annual PM review process the CPD and INSET needed to develop their pedagogy

2. Monitoring, Evaluation & Review

The Governing Body will receive regular reports from the Headteacher on the standards achieved by the school and the impact of the curriculum. The Governing Body will review this policy biennially and assess its implementation and effectiveness.

The SLT and CLT will monitor and evaluate provision through regular Learning Walks and checks of books and folders. This will be minuted in CLT and FLT meetings.

3.The Curriculum

The Ecclesbourne Schools curriculum is designed around the three Key Stages.

3.1 Key Stage 3

The curriculum is comprised of 25, sixty minute lessons delivered across five days. In addition, on a Tuesday all students have a Personal Development & Citizenship (PDC) lesson of 50 minutes with their form tutor. The majority of lessons in Lower School are delivered through form based mixed ability teaching apart from Maths (Year 7 onwards) and Science and Languages (Year 9 onwards). A small number of students in Lower School are withdrawn from specified lessons for individualised support. Where this

is the case care is taken to consider student and parental preference, consult with subject staff and ensure that no area of the curriculum is used disproportionately and that students are not withdrawn from the same subject in consecutive years. The guiding principle is the maintenance of the broadest curriculum for all students. There are smaller class sizes in Technology to account for the practical nature of the subject.

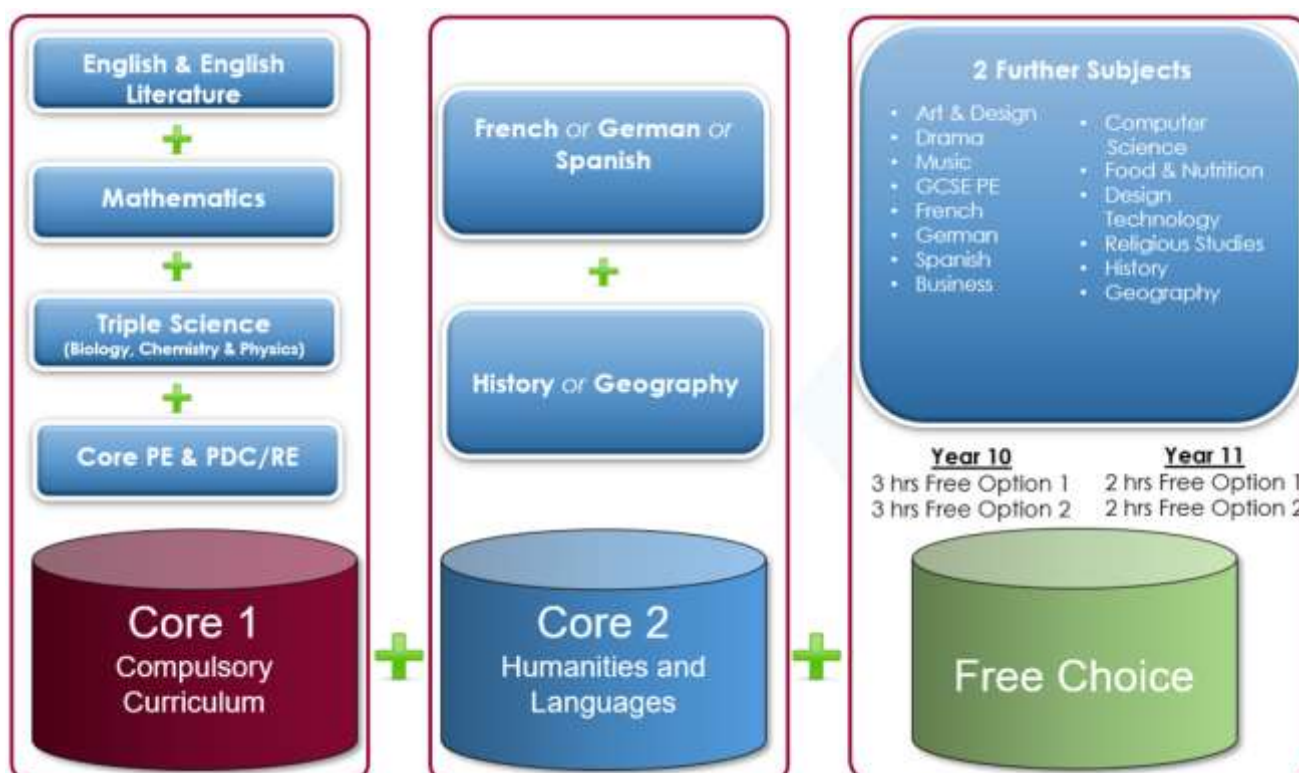
Core Curriculum					
SEND, Literacy & Numeracy across the curriculum, Religious Studies, Spiritual, Moral, Social and Cultural (SMSC), Relationships and Sex Education & British Values					
Subject Curriculum					
YEAR 7		YEAR 8		YEAR 9	
SCIENCE	3	SCIENCE	3	SCIENCE	3
MATHS	3	MATHS	3	MATHS	4
ENGLISH	3	ENGLISH	4	ENGLISH	4
HISTORY	2	HISTORY	1	HISTORY	1
GEOGRAPHY	2	GEOGRAPHY	1	GEOGRAPHY	1
RELIGIOUS ST.	1	RELIGIOUS ST.	1	RELIGIOUS ST.	1
FRENCH	2	FRENCH	2	FRE/ GER/SPAN	3
GER/SPANISH	1	GER/SPANISH	2		
COMPUTING	1	COMPUTING	1	COMPUTING	1
RES MAT	1	RES MAT	1	RES MAT	1
TEX/FOOD	1	TEX/FOOD	1	TEX/FOOD	1
ART	1	ART	1	ART	1
DRAMA	1	DRAMA	1	DRAMA	1
MUSIC	1	MUSIC	1	MUSIC	1
PE	2	PE	2	PE	2
PDC	1	PDC	1	PDC	1
TOTAL	26	TOTAL	26	TOTAL	26
Wider Curriculum					
Assemblies, Clubs, Events, External Speakers, House System, Sports, Student Leadership and Trips					

3.2 Key Stage 4

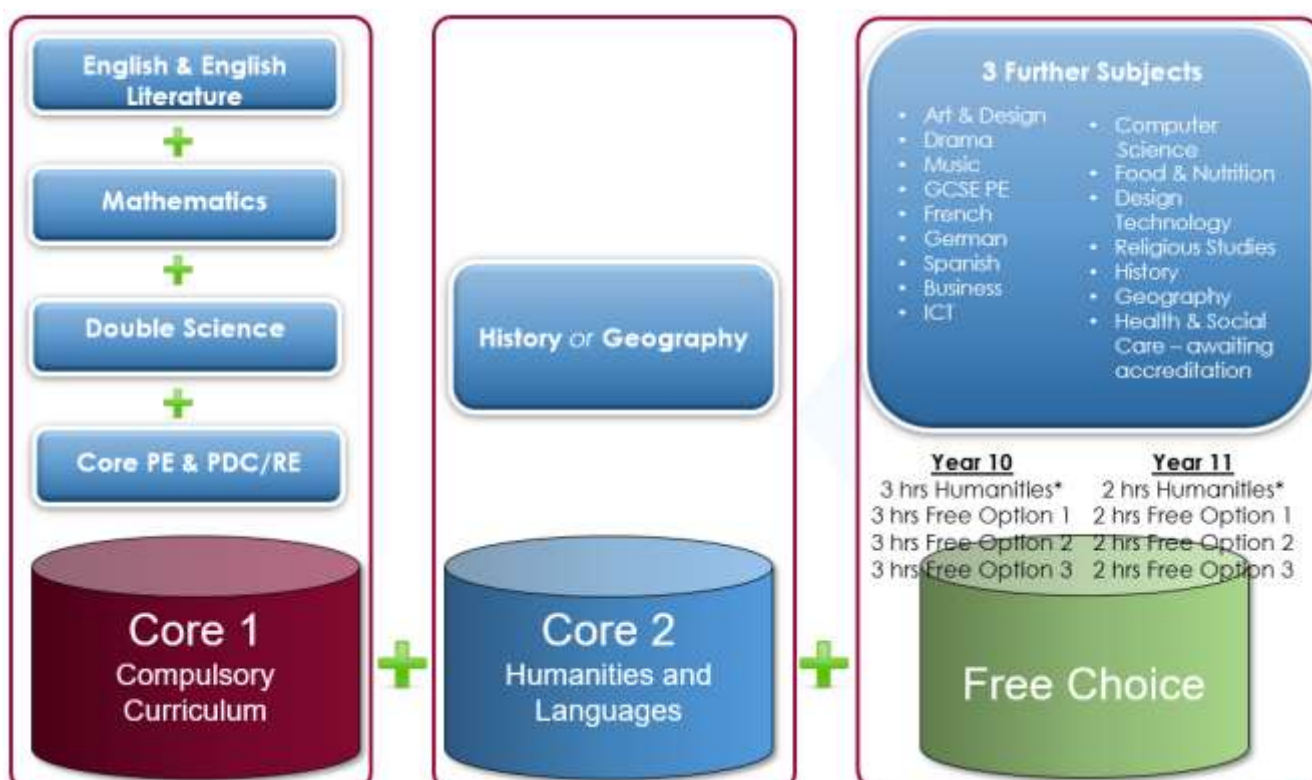
The KS4 Curriculum consists of the Core, Guided Option and Free Choices. The Core Curriculum comprises Mathematics, English Language, English Literature, Science and courses in Personal Development [including Religious Education, RSE, Careers, Citizenship and Health Education]. The Core Curriculum is compulsory. It is also compulsory to select a “Guided Option”, either History or Geography.

Students selected to study Triple Science are guided to study a Modern Foreign Language in most cases. Those students who choose Triple Science and a language will have two further free choices beyond the choices in the Core. Whilst those students who study Double Science (Trilogy) have three further free options.

Option Route A



Option Route B



3.3 KS4 Curriculum Allocation

Core Curriculum		
SEND, Literacy & Numeracy across the curriculum, Religious Studies, Spiritual, Moral, Social and Cultural (SMSC), Relationships and Sex Education & British Values		
Subject Curriculum		
Subject	Year 10	Year 11
English Language & Literature	3 hours	4 hours
Mathematics	4 hours	4 hours
Science	5 hours	7 hours
Humanities: Geography or History	3 hours	2 hours
PE	1 hour	1 hour
PDC	1 hour	1 hour
Option 1: MFL or Free Option	3 hours	2 hours
Option 2: Free Option	3 hours	2 hours
Option 3: Free Option	3 hours	2 hours
Study plus		1 hour
Modern Foreign Languages: French, German, Spanish		
Free Options: Computer Science, Food & Nutrition, Design & Technology, Religious Studies, History, Geography, BTEC Health & Social Care, Art & Design, Drama & Theatre Studies, Music, GCSE PE, OCR National PE, French, German, Spanish, Business, OCR National ICT		
Wider Curriculum		
Assemblies, Clubs, Events, External Speakers, House System, Sports, Student Leadership and Trips		

3.4 Key Stage 5

The KS5 Curriculum consists of a broad and balanced range of Level 3 qualifications and Level 2 Mathematics and English. Individualisation of provision is the priority and so the maximum weight is given to student choice with the option blocks created after optimisation of the curriculum organisation to allow the largest number to access their preferred choices. Entry requirements are set to ensure a broad access is maintained with the expectation that the majority of students will choose to stay on into the Sixth Form. The 16+ options processed is managed by a core team of Sixth Form and Upper School pastoral staff and is designed to ensure that all students are placed on an Ecclesbourne course of study or a suitable course at an alternative FE provider or an apprenticeship/employment with training. Timetable allocation is 5 hours per week in each of Years 12 and 13 per subject. 6 hours per week Study Periods, 1 hour per week PDC. All students take terminal examinations at the end of Year 13 at A Level or BTEC.

Subject offer: Art, Biology, Business, Chemistry, Computing, Product Design, Fashion & Textiles, Drama & Theatre Studies, Economics, English Literature, French, Geography, German, Health & Social Care, History, ICT, Mathematics, Further mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish.

In addition, from 2022, all students will choose a fourth option which may be an additional A level, AS level, EPQ, Enterprise or PE. Silent study is timetabled for one hour per week per subject studied.

4. Additional Needs

Students with SEND receive a full and balanced curriculum. A system for withdrawing students from some regular lessons has been developed and adapted to meet the needs of our students. The system works well; it achieves good results, uses staffing resources effectively and is widely supported by the Governing Body, staff, students and their parents/carers. Withdrawal has a very positive effect on the improvement of basic literacy, numeracy and social skills. Students withdrawn from any subject one year do not miss the same subject in subsequent years unless for exceptional circumstances. Teaching is either individual or in small groups and students have the opportunity to build self-esteem and confidence in their own abilities.

The school is committed to helping all children realise their potential. Students with SEND are provided with equality of opportunity so that they achieve the highest possible level of success. The school works within the guidelines of "The Revised Special Educational Needs Code of Practice".

5. Literacy across the curriculum

At The Ecclesbourne School we recognise that good literacy skills are key for students making good progress in all subjects. It is also essential for their future lives and careers. Therefore, we offer additional support to close any gaps, should they exist, including withdrawal from lessons and direct support in the classroom. From September 2022, literacy coordinators have been appointed.

6. Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. The school will expect students to complete homework in line with those expectations set out below.

Homework will be set according to a timetable published at the beginning of the academic year by the appropriate Year Head. The homework programme will be recorded by the students in their student planner and is shown on 'Show my Homework' which can be accessed by both students and parents/carers.

Students can expect to receive the following amount of homework:

- Year 7 20 minutes homework per subject per night, usually no more than two subjects per night.
- Year 8 25 minutes homework per subject per night, usually no more than two subjects per night.
- Year 9 30 minutes homework per subject per night, usually no more than two subjects per night
- Year 10 and 11 40 minutes homework per subject twice a week.
- Year 12 and 13 Five hours of 'private study' per subject per week.

Although homework is a joint effort involving parents, students, and teachers, it is the students' responsibility, supported by parents, to complete all homework set. Homework is a method for keeping the home and school in touch. Parents are able to see the curriculum as it unfolds through the year via the school website and the QR codes provided on subject reports. They are able to help their child learn to budget time, follow oral and written directions, and develop habits of discipline and self-reliance.

7. Religious Studies

The Governors believe that **Religious Studies** forms an essential part of a good general education and, therefore, it is taught throughout this school. In Years 7-9 students study the major religions of the world in a comparative way and are introduced to the multi-cultural nature of present day society. In Year 8 we cover some 'critical thinking' skills on the Science and Religion Course with Year 8. In Year 9 The Holocaust which is a legal requirement in schools. Students may also choose to take a GCSE or A-level course. In addition all Year 10 and 11 students are expected to follow a two-year general course within Personal Development and Citizenship (PDC) which examines some of the spiritual and social dilemmas of our time from a religious stand-point. There is also an "IDEAS" (Intellectual Development: Extending Able Students) Course, which complements other studies in the Sixth Form and Upper School.

8. Spiritual, Moral, Social and Cultural (SMSC) across the curriculum (please see below for detail)

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. Either through the taught curriculum or our extra-curricular activities. The impact of this is a school that is inclusive and aware of others needs and feelings. Students are open to new ideas and other cultures. We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do.

9. Personal Development and Citizenship

Personal Development and Citizenship is delivered to all students in the School by tutors, and other relevant agencies. Subjects covered are Careers Education Guidance, Personal Social Health Education, Relationships and Sex Education, Drugs Education and Citizenship.

Careers education and guidance aims to foster the development of the knowledge, skills and attitudes necessary for individuals to make well-informed educational and vocational choices. Structured input takes place through the Personal Development and Citizenship course, which covers principles of decision-making, the development of self-awareness and preparation for transition to the world of work, and careers advice. The school ensures it meets all of the 8 Gatsby Benchmarks for Careers Education and has a dedicated area on the school website for parents and students to access.

In addition, Year 9 can expect specialist advice on GCSE subject choices from the School and our External Careers Advisors. Throughout Year 10, students will be involved in preparation for work experience. In Year 11 every effort is made to support students and parents/carers in making Post 16 choices. A Post 16 Option Choice Evening and an Ecclesbourne Sixth Form Evening are part of this process.

Students are encouraged to access information from the careers library and Unifrog. Students are made aware of careers and vocational events

Personal Development continues in Years 12 and 13. A Post 18 day is held in July of Year 12 and all Year 12 students undertake a work experience placement.

10. Relationships and Sex Education

The Governors recognise that relationships education is a shared responsibility between home and the school. Relationships and Sex education is considered to be an important part of the curriculum and covers not only the biological facts of reproduction, but also emphasises the skills, attitudes and insights young people need in order to form supportive relationships. The School will present the facts whilst promoting discussion of related practical, emotional and ethical issues in an objective, balanced and developmental manner in such a way that students:

- appreciate the responsibilities of individuals in relationships
- know what is and what is not legal
- can comprehend the range of sexual attitudes and behaviour in contemporary society
- consider the influences of their own attitudes and feelings in making decisions which are appropriate to their age and maturity.

Any materials, which are thought to be controversial, are submitted for approval of Governors. The teaching will take place within a clear moral framework with due regard to the Department for Education 'Relationships and Sex Education Guidance 2019' which emphasises lifelong learning about physical, moral and emotional development. It is about the understanding of different family's lives with stable and loving relationships, respect, love and care. It is also about the teaching of sex, relationships and sexual health. Individual lessons will employ varied methods, which are designed to be appropriate to the age of the students concerned.

Relationships and Sex Education at Ecclesbourne does not feature as a discrete subject, but is subsumed within a range of curriculum areas, the principal ones being Science, English, Religious Studies and Personal Development and Citizenship. Apart from those aspects of human reproduction, which are still part of the National Curriculum in Science, parents/carers may withdraw their children from the sex part of the curriculum prior to their 16th birthday but not the relationship element of the teaching. Parents are informed via our website and information evening of the different topics that.

However, the teaching of apparently unrelated topics may occasionally lead to a discussion of sexual behaviour; such discussions are likely to be limited and unplanned, which places them outside the scope of the School's sex education programme and the regulations associated with it.

11. British Values

At The Ecclesbourne School the curriculum provides many opportunities for our pupils to explore the concept of British Values. This is achieved specifically within subject areas and Personal Development days as well as through our school ethos, which celebrates every child and marks significant events.

12. Links to other Policies and Legislation

- Relationships and Sex Education Policy
- Assessment and Reporting Policy
- SEND Policy
- Special Educational Needs and Disability Code of Practice (2015)
- Equality Act (2010)
- National Curriculum (2013)

Appendix 1- SMSC across the curriculum; SMSC at Ecclesbourne School

Introduction

'All National Curriculum subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by school ethos, effective relationships throughout the school, collective worship, and other curriculum activities.' (Department of Education)

The value of SMSC is best seen through its impact on learners. At Ecclesbourne School we recognise the link between SMSC and the well-being of our students. As such the development of students, spiritually, morally, socially and culturally plays a key part in their ability to learn, be happy and to succeed. SMSC is intrinsically linked to the promotion of fundamental British values. It promotes tolerance, respect as well as engendering a strong sense of self. It is important for all members of our community: students, staff, governors, parents and carers for its intent to develop empathy, build relationships with people from different groups and communities and to develop core values.

Therefore, at Ecclesbourne School we aim to provide an education that provides opportunities for our students to explore and develop their own values and beliefs, spiritual awareness, moral behaviour and an inclusive attitude towards others, and to appreciate the diversity and contribution of other cultures to our society. These principles are found in our school aims.

All curriculum areas contribute to our students' SMSC, in addition to the pastoral systems within the school. All members of staff promote and model high moral standards and show respect for individuals and their families.

Spiritual Development

Intent

Students will be supported to:

- Develop a sense of 'awe and wonder' (a light bulb moment)
- Develop the ability reflect on their own beliefs, religious or non-religious, and their own perspective on life's big questions, growing a sense of self.
- Be able to discuss their beliefs, feelings, values in relation to personal experiences
- Think critically and independently, whilst also having respect for different people's faith, feelings and values
- Develop an enjoyment in learning about the world around them
- Use their imagination and be creative in their learning

Implementation – examples inside the curriculum

English	Conflict poetry (KS3) – students reflect on their own beliefs and thoughts in relation to conflict and war. 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. 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. 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. 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.
Mathematics	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.

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</p>

	Indian Classical Music, for pleasure in the case of popular Music or for some other more intellectual purpose in the case of Experimental Music.
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.</p> <p>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	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.
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	Links to religious viewpoints and own beliefs in elements of work covered by some e.g. ASDAN Bronze Award looks at the death penalty & some SOW have spiritual content/links such as Slumdog Millionaire.
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.

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.

Impact

Evidence of spiritual development from student behaviour:

- An appreciation of the 'bigger picture' about how things work
- A willingness to reflect on their own experiences and to be able to articulate their ideas with confidence.
- A strong understanding of their own views and how they compare to the views of others
- An ability to question their own ideas and accept challenges to their views
- A respect for, and interest in, different people's beliefs, feelings and values
- A sense of enjoyment in learning about themselves, others and the world around them

Moral Development

Intent

Students will be supported to:

- Distinguish between right and wrong; making informed and independent actions
- Understand what is meant by integrity and justice, being aware that there are consequences of actions
- Take the initiative in acting responsibly regarding themselves, others and the environment, developing a sense of empathy
- Listen and respond appropriately to the moral views of others, appreciating that views different to their own can be held
- Gain confidence in coping with setbacks and learning from personal mistakes, able to forgive themselves as well as others

Implementation

Curriculum areas	Examples
English	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. 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

	<p>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	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.
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	The impacts of people on human and physical systems are 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).
History	<p>The question of blame and responsibility for slavery and the Holocaust and Empire. (KS3)</p> <p>The government’s actions in promoting public health reform in the 19th and 20th centuries. The rise of the Nazi Party (KS4).</p> <p>Examine 20th century totalitarianism (KS5).</p>
Religious Studies	<p>Religious moral laws, moral issues (KS3).</p> <p>Abortion, euthanasia; pacifism and war; crime and punishment (KS4)</p> <p>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).</p> <p>UK Political System – How the UK applies its moral codes into laws and structures (KS5).</p>
Art	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.

Drama	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.
Music	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.
PE	Pupils learn to value relationships and develop a sense of belonging through being a member of a team *Fixtures teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. *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.
Technology (Food Technology, Resistant Materials, Textiles)	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. 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.
Computer Science/IT	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.
Economics/Business	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.
Health and Social Care	Barriers to accessing health and social care, how and why these barriers are overcome; care values (KS4). Anti-discriminatory practice in health and social care; Code of Practice in health and social care (KS5).
Learning Support	Teaching of skills built into lessons e.g. discussion skills & respecting the views/opinions of others. Interventions for 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.

Implementation – examples outside the curriculum

Assemblies (e.g...

Thought For the Day

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

Impact

Evidence of moral development from student behaviour:

- Ability to recognise right from wrong and to apply this to their own lives
- Understanding the consequences of their actions and demonstrating a sense of fairness
- Appreciating, tolerating and caring about the perspectives of others
- Respecting the views of others
- Learning from mistakes

Social Development

Intent

Students will be supported to:

- Use a range of social skills in different contexts, working and socialising with people from different religious, ethnic and socio-economic backgrounds
- Help others
- Learn how to resolve conflicts effectively
- Show respect, tolerance and understanding of fundamental British Values.

Implementation – examples inside the curriculum

English

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.

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.

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.

Mathematics	When solving problems and discussing solutions students are encouraged to value other students ideas and develop a collaborative approach, particularly in class discussions.
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 CO₂ powered car.</p> <p>KS4 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 20th 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	Globalisation and Migration – Diversity in family structure, cultures and education (KS5).
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.</p> <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.</p>
Drama	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.
Music	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.
PE/Sports Science	All pupils are given the opportunity to perform a variety of roles including those of refereeing and umpiring in games. This makes pupil's

	<p>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.</p> <p>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>

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

Impact

Evidence of social development from student behaviour:

- Harmonious working and socialising with people from different backgrounds
- A willingness to help and support others, both within the social group they identify with, and with groups outside of their own
- The use of respectful and tolerant language and behaviours towards others

Cultural Development

Intent

Students will be supported to:

- Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Recognise and value the things that cultures share, across different communities
- Understand how democracy affects the culture of Britain
- Respond positively to artistic, musical, sporting and cultural opportunities
- Show acceptance and respect to different faiths and cultural diversity in our local community and in wider national and global communities.

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</p>

	<p>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> <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).</p>
Religious Studies	<p>Indian culture and the origins of Eastern religions in India (KS3).</p> <p>Attitudes to gender equality around the world; the Hajj pilgrimage (KS4).</p> <p>Theravada and Mahayana Buddhism; Western Philosophy (KS5).</p>
Art	<p>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.</p>
Drama	<p>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.</p>
Music	<p>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.</p>
PE/Sports Science	<p>Pupils explore the impact that the media have on our views and participation in sport.</p> <p>*Pupils learn to debate and discuss conflicting views, listening to each other and making informed decisions</p> <p>*socio-cultural issues, including publication/coverage of gender specific sports and competitions.</p> <p>Pupils explore culture as a barrier to a person's participation in sport and the influences that people have on participation in sport</p> <p>*Students look at sexism, religion, gender equality and racism as part of the AQA GCSE PE Specification.</p> <p>Pupils explore different cultures and dance styles from around the world.</p> <p>*Imagination and creativity of students is consistently being challenged when designing routines and sequences depending on the stimulus.</p>
Technology (Food Technology, Resistant Materials, Textiles)	<p>A range of foods from different cultures are produced and at KS4 knowledge is developed in cultural beliefs around several ingredients.</p>

	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.

<u>Implementation – examples outside the curriculum</u>	
<ul style="list-style-type: none"> • 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 	

Impact

Evidence from student behaviour:

- Respect and appreciation of other cultures and their traditions.
- Listening to the views of others and being prepared to assimilate ideas of others with those of their own.
- Enjoyment of the diversity in the arts
- Positive responses to visitors they encounter during extra-curricular activities.

Appendix 2: British Values

British Values	Curriculum Delivery – including extra-curricular activities.
Democracy	<p>Head Boys and Girls Prefect Duty House Captains Student Council Youth Parliament Visit from the Green Party Leader twice Visit from Pauline Latham MP Student Representative at SLT and Governors Debating Society History- Teaching on the Magna Carta, Suffragettes, First and Second World War. PDC Teaching- Year 8 Unit on Democracy- The Political System in the UK includes the role of Parliament and the Monarch PDC Teaching – Year 11 – Unit on Democracy PDC Teaching Year 12 and Year 13 Current Affairs Including Democracy Brexit Debate Thought for the week</p>
The Rule of Law	<p>Mock Trials Consent Workshop- Where's the Line Alcohol and Drugs – The Law 'PDC' The use of Social Media in PDC and ICT lessons Schools Code of Conduct Year 12 Drivers Awareness Day PDC- Year 7 Choices and Consequences PDC – Year 8 Rights and Responsibilities in society PDC- Year 11 and Year 8 Law, Police and the Justice System. Year 8 Focus on the UK and in Year 11 beyond the UK. PDC Teaching Year 12 and Year 13 Current Affairs Including the Rule of Law Behaviour Policy-The adherence to it and merits and behaviour points. PDC – Year 9- Term 1 Law and Order- includes the justice system and the police. PDC- Workshop for Year 10 'It's your call' (Consent). Visit from the Police in Year 9 to discuss Youth Crime and Consequences PDC Unit- Income and Expenditure. Income Tax and Debt Management Thought for the week</p>
Individual Liberty	<p>Workshop on Chelsea's Choice Workshop on Criminal Sexual Exploitation Behaviour Policy Anti-Bullying Policy Anti-Bullying Ambassadors The Options Process- Free Choice and Options Booklet House Plays – Licence to be creative and make their own decisions English Choice of books for example Of Mice and Men, To Kill a Mockingbird, Romeo and Juliet Drama Plays Studied- Alone in Berlin PDC – Year 7 Relationships PDC Lesson- Year 8 Self esteem PDC- Year 8- Being an active citizen and Peaceful Protests PDC- Year 9- Managing Risk and Exploitation PDC- Year 9 – Consent PDC- Year 10- Exploitation PDC- Year 12 – Staying Safe Different Rules for Sixth Form – Age appropriate Range of extra-curricular lessons timetabled PDC Workshop- Office Girls (Online Safety) Health Day In Business, Economics, Geography, Science and RS teaching includes costs of Multinationals, Unethical Behaviours, Employee Protection, Consumer Protection, Genetics.</p>
Mutual Respect	<p>Auschwitz Visit Beth Shalom Visit Anti-Bullying Project Peer Mentors Buddy Reading House Plays Visits abroad- different cultures School Code of Conduct Anti-Bullying Policy</p>

	<div>Behaviour Policy</div> <div>The Subject Mentor Program</div> <div>Buddy Reading</div> <div>House Sports</div> <div>House Music</div> <div>Homeless lesson in RS</div> <div>PDC Lesson- Year 10 Homophobia and Discrimination.</div> <div>PDC Year 8- Social Media and Relationships</div> <div>Assemblies and Thought for the Day</div> <div>PDC- Year 7 Unit on Healthy Relationships</div>
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Appendix 3: Extra-curricular Lunchtime

Art & Craft Clubs	Concert Band	Instrumental Ensembles	Running Club
Badminton	Cookery Club	Jazz Band	Saxophone Group
Book Pushers	Drama Club	Languages Film Club	School Orchestra
Library Club	Drama Rehearsals	Library	Squash
Chess Club	Fitness Club	Lunch Club [LS]	Orchestra
Choir	Board Games Club	History Club	Swing Band
Computer Club	Geography Club	Maths Challenge	Textiles Club
Wind Band	Homework Club [LS]		Trampolining
Team Practices: Basketball, Football, Hockey, Netball, Rounders, Rugby,			

After & Out of School

Archery	Drama Club	Physics	Squash Club
Art Workshops			
Athletics	Drama Rehearsals	Olympics	Team Practices (as above)
Badminton	Football	Musical Theatre Group	Tennis
			Rounders
Basketball	Hockey / Netball	Rock School	Trampolining
Cricket	Library every evening till seven.	Rugby	Volleyball
Lego Club			Warhammer Club

Additional Activities

Activities Evening	Enterprise Day (Year 9)	Rocket Day	Theatre visit (Yr 7)
		School Matches	
Art & Craft Exhibitions	Health Day (Yr 8)	School Plays	Trips to Industry – Rolls - Royce, , Cadburys
Athletics & Cross Country	House Competitions	School Productions Science Live	Visiting theatre groups – PDC e.g. Chelsea's Choice
Biology Field Trip	Interhouse & Interschool Comps.	Sixth Form Rotary	Visits by Authors
Book Club & Book Fairs	Mock Trial Competition	Spoken English Competitions	Vocational Interviews
Book Groups/Carnegie Shadowing	Music Concerts & Recitals – Royal Concert Hall Notts	Technology Day (Yr7)	Work Experience week
Debating	PE	Textiles Fashion Show	
Derby Arts Festival	Resistant Materials	Theatre & Concert trips	Duke of Edinburgh – Bronze-Gold
Humanities Trips: Beth Shalom; Hindu Temple; Lincoln Castle & Cathedral; Cromford; Field Work			

Past Visits Abroad

Belgium	France - Nice	Poland -Krakow	Spain – Madrid/Salamanca
Black Forest	Germany	Italy -Rome	Switzerland (Skiing)
Denmark	Rome	China	Peru
Uganda	Turkey – Istanbul	Morocco	Iceland
New York			

