

# The Ecclesbourne School

'Learning Together for the Future'

## QUALITY OF EDUCATION: CURRICULUM POLICY

February 2020

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### Intent: Whole School Vision & Aims

#### Vision

Mission Statement

**Learning together for the future.**

School Motto

**Integrity, Tenacity, Service.**

Governing Principle

**To make our school even better.**

The Ecclesbourne School strives to be a successful and caring learning community in which individuals are inspired to meet the challenges of the future.

#### School Aims

1. A broad and balanced curriculum that develops the knowledge and skills pupils need to thrive now and for a fulfilling future.
2. Develop pupils' resilience and confidence in themselves and their capacity for growth.
3. Ensure pupils feel valued, value others and learn to work together to make a positive contribution.
4. Ensure pupils stay safe and healthy in mind and body.
5. Develop creativity in an innovative learning environment.
6. Appreciate the spiritual, moral social cultural richness of the world at large.

#### Performance

We will measure our success by the extent to which:

1. Our pupils experience the best possible learning opportunities through exceptional teaching and support, and access to high quality resources and opportunities.
2. Our pupils achieve more, and make better progress, by attending Ecclesbourne than would otherwise be expected. We add value.
3. Our school is full and oversubscribed because of its popularity, reputation and success.
4. Our school is staffed with expert people with passion for and pride in their work, in a context of effective support and challenge.
5. Accommodation and facilities are high quality and the best they can be.
6. Infrastructure, administration and compliance is effective and efficient.
7. Management systems are coherent and cohesive, and staffed by people who are innovative, adaptable, and capable of absorbing new initiatives.
8. Our school is held in the highest regard by others within and beyond the education sector, and our work and its impact is validated by external accreditation.

## **Intent: Aims of the Curriculum**

The Ecclesbourne School Curriculum aims to:

- Provide a broad, balanced curriculum with a strong academic core
- Develop pupils' resilience and confidence in themselves and their capacity for growth.
- Ensure pupils feel valued, value others and learn to work together to make a positive contribution.
- Ensure pupils stay safe and healthy in mind and body.
- 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 21<sup>st</sup> 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

## **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
- Ensure our students achieve more, and make better progress, by attending Ecclesbourne than would otherwise be expected.
- 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

## **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 Head of Learning Services will

- 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

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 PLT 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, CLT and the Head of Learning Services 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 differentiate 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

### **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 annually and assess its implementation and effectiveness.

### **The Curriculum**

The Ecclesbourne Schools curriculum is designed around the three Key Stages. Please see appendix 1 for a detailed curriculum diagram.

### 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.

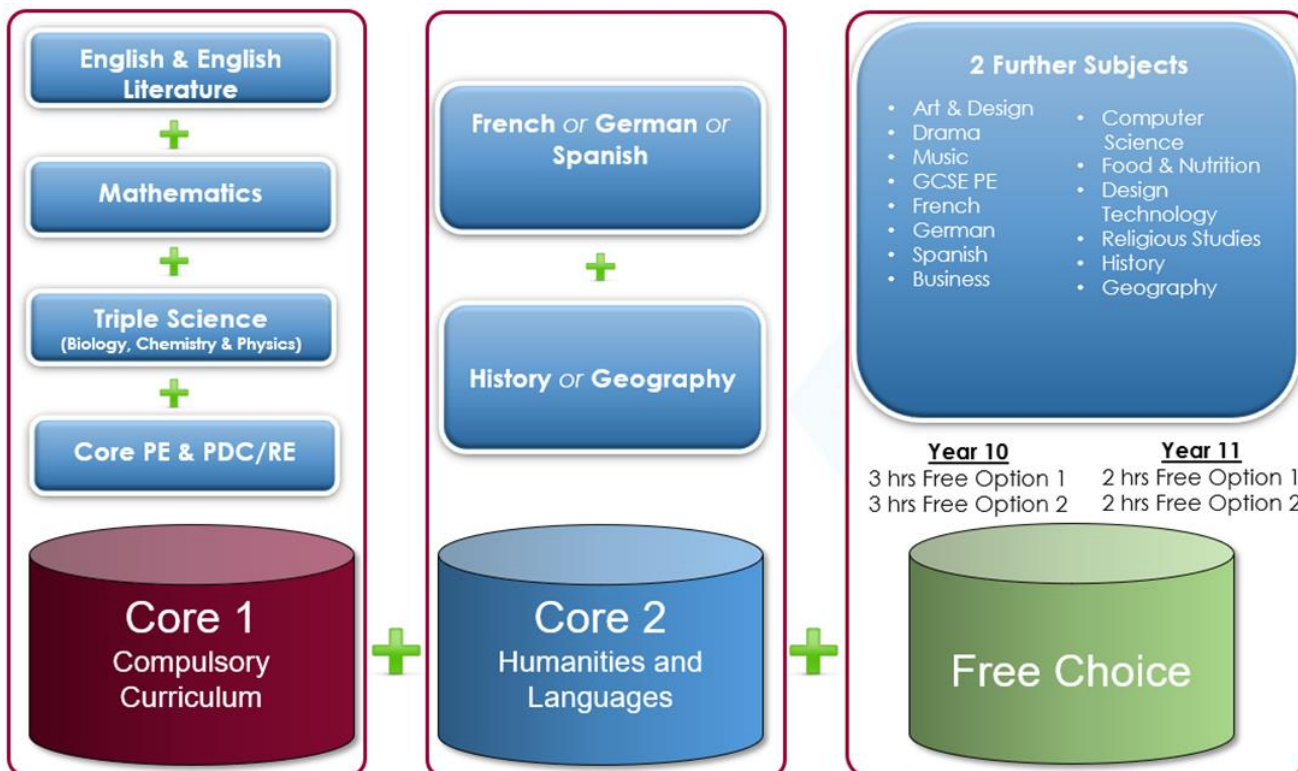


## Key Stage 4

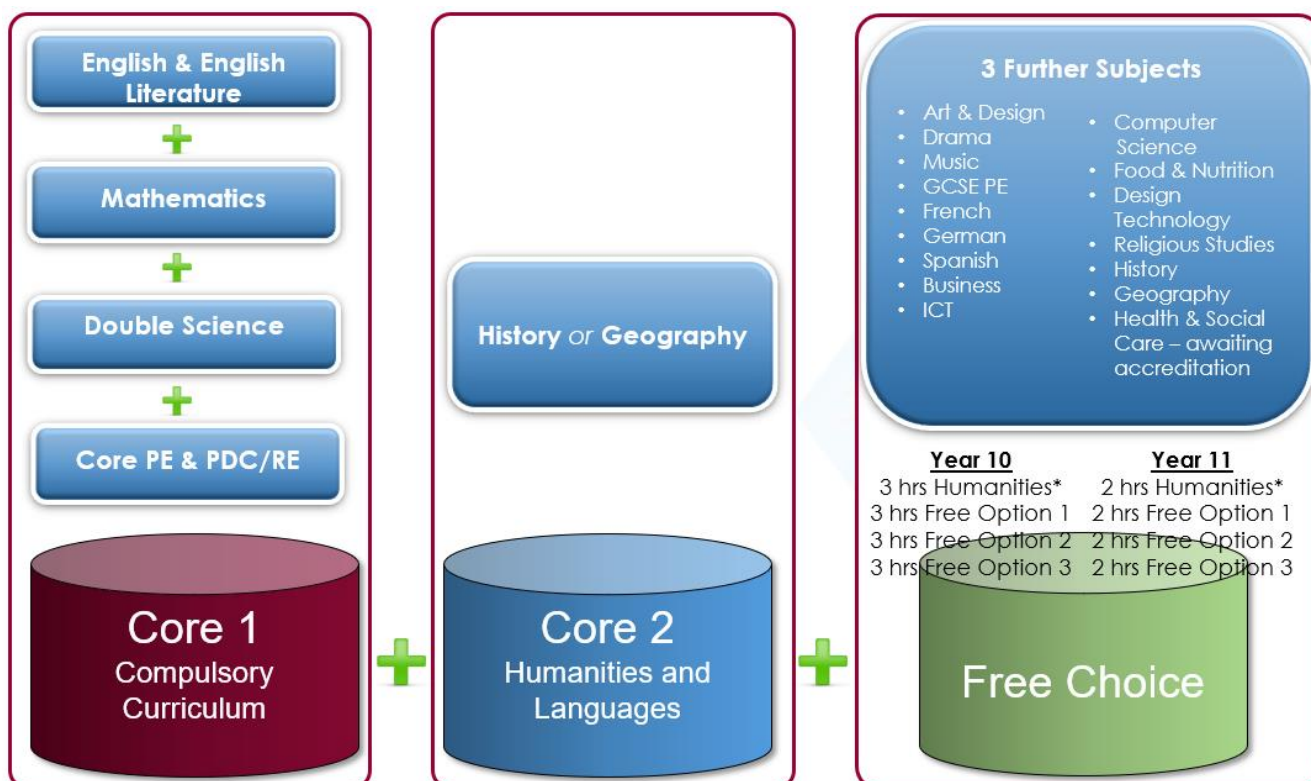
The KS4 Curriculum consists of the Core, Guided Option and Free Choices. The Core Curriculum comprises Mathematics, English Language, English Literature, Science and courses in Personal Development [including Religious Education, RSE, Careers, Citizenship and Health Education]. The Core Curriculum is 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



## KS4 Curriculum Allocation

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
Enrichment		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, BTEC PE, French, German, Spanish, Business, BTEC ICT		

## 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 a 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, Textiles design, Drama & Theatre Studies, Economics, English Literature, French, Geography, German, Politics, Health & Social Care, History, ICT, Mathematics, Further mathematics, Music, Physical education, Physics, Psychology, Religious Studies, Sociology, Spanish.

## The School Day and Year

### Times of the Day 2019- 2020

Normal Times of the Day				Exam Times of the Day	
Monday Wednesday Thursday Friday		Tuesday		Monday to Friday	
09.00 - 09.20	Registration	Registration/ PDC	09.00 - 09.50	09.00 - 09.10	Registration
09.10 - 09.20	Assembly			09.10 - 10.10	Period 1
09.25 - 10.25	Period 1		09.50 - 10.45	10.10 - 10.25	Break
10.25 - 10.40	Break		10.45 - 11.00	10.25 - 11.25	Period 2
10.40 - 11.40	Period 2		11.00 - 11.55	11.25 - 12.25	Period 3
11.40 - 12.40	Period 3		11.55 - 12.50	12.25 - 13.15	Lunch
12.40 - 13.30	Lunch		12.50 - 13.40	13.15 - 13.40	Registration & Thought for the Day
13.30 - 13.40	Registration		13.40 - 13.50	13.40 - 14.40	Period 4
13.40 - 14.40	Period 4		13.50 - 14.45	14.40 - 15.40	Period 5
14.40 - 15.40	Period 5		14.45 - 15.40		

### Term Dates 2019 – 2020

Term	Start	Finish
Autumn 1	Monday 2 <sup>nd</sup> September	Friday 25 <sup>th</sup> October
Autumn 2	Monday 4 <sup>th</sup> November	Friday 20 <sup>th</sup> December
Spring 3	Monday 6 <sup>th</sup> January	Friday 14 <sup>th</sup> February
Spring 4	Monday 24 <sup>th</sup> February	Friday 3 <sup>rd</sup> April
Summer 5	Monday 20 <sup>th</sup> April	Friday 22 <sup>nd</sup> May
Summer 6	Monday 1 <sup>st</sup> June	Monday 20 <sup>th</sup> July
<b>Bank Holidays</b>		
25 <sup>th</sup> and 26 <sup>th</sup> December 2019      1 <sup>st</sup> January 2020      10 <sup>th</sup> April and 13 <sup>th</sup> April 2020 8 <sup>th</sup> May 2020      25 <sup>th</sup> May 2020      31 <sup>st</sup> August 2020		
<b>Whole School Closure Days</b>		
Monday 2 <sup>nd</sup> & Tuesday 3 <sup>rd</sup> September 2019      Monday 4 <sup>th</sup> November 2019 Friday 24 <sup>th</sup> April 2020      Monday 20 <sup>th</sup> July 2020 (Twilight INSET)		

### Academic Year 2020 - 2021 (Provisional)

Term	Start	Finish
Autumn 1	Tuesday 1 <sup>st</sup> September	Friday 23 <sup>rd</sup> October
Autumn 2	Monday 2 <sup>nd</sup> November	Friday 18 <sup>th</sup> December
Spring 3	Monday 4 <sup>th</sup> January	Friday 12 <sup>th</sup> February
Spring 4	Monday 22 <sup>nd</sup> February	Thursday 1 <sup>st</sup> April
Summer 5	Monday 19 <sup>th</sup> April	Friday 28 <sup>th</sup> May
Summer 6	Monday 7 <sup>th</sup> June	Wednesday 21 <sup>st</sup> July
<b>Bank Holidays</b>		
25 <sup>th</sup> and 28 <sup>th</sup> December 2020      1 <sup>st</sup> January 2021      2 <sup>nd</sup> April 2021 5 <sup>th</sup> April 2021      3 <sup>rd</sup> May and 31 <sup>st</sup> May 2021      30 <sup>th</sup> August 2021		
<b>Whole School Closure Days (Provisional)</b>		
Tuesday 1 <sup>st</sup> & Wednesday 2 <sup>nd</sup> September 2020      Monday 2 <sup>nd</sup> November 2020 Friday 23 <sup>rd</sup> April 2021      Wednesday 21 <sup>st</sup> July 2021 (Twilight INSET)		



## **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".

## **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.

### **Strategies employed to stimulate the development of literacy skills for all students include;**

- spelling and definitions of vocabulary which is specific to each subject
- use of dictionaries
- mind mapping/thought showers /study skills
- taught library lessons
- proof reading
- dictation
- punctuation/grammar skills
- IT/Technology – use of lap tops/electronic spell checkers, software to enhance basic skills.
- home/school reading arrangements in lower school through the passport to reading scheme
- taught library lessons

## **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 also often shown on the ICT program '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. They are able to help their youngster learn to budget time, follow oral and written directions, and develop habits of discipline and self-reliance.

Suggested guidelines:

- become familiar with the homework policy of the school;
- provide feedback to the school regarding problems such as time, difficulty, and progress;
- provide a home atmosphere suitable for quiet study: a place with adequate light, a desk or table, and a dictionary. Limit distractions;



- encourage children to study at a regular time;
- check in the student planner or on Show my Homework to ensure that homework is not put off until the last minute;
- take an interest in homework set but do not over-supervise;
- give only that kind of help which enables the child to clarify any misunderstanding of the homework;
- encourage the child to do his or her best at all times and to avoid depending upon others for help;
- compliment the child when work is neat and well done;
- follow a consistent policy of firm but friendly concern and interest in your child's homework;
- support the school policy and teachers regarding good regular study habits and the need for regular homework;
- check and sign the planner each week. Use the organiser to liaise with your child's form tutor.

## **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 standpoint. There is also an "IDEAS" (Intellectual Development: Extending Able Students) Course, which complements other studies in the Sixth Form and Upper School.

## **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.

## **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, A Careers Fair and an Ecclesbourne Sixth Form Evening are part of this process.

Students are encouraged in group work and interviews, to access information in a well-resourced careers library. Students in Years 10 and 11 are made aware of careers conventions and other careers and vocational events. Careers evenings in October allow parents/carers and students to explore options open to young people at the end of Year 11.

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.

## **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 16<sup>th</sup> 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.

### **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.

### **Links to other Policies and Legislation**

- Relationships and Sex Education Policy (2019)
- Assessment and Reporting Policy (2020)
- SEND Policy (2019)
- Special Educational Needs and Disability Code of Practice (2015)
- Equality Act (2010)
- National Curriculum (2013)

**Appendix 1- SMSC across the curriculum;**

<b>Aspect</b>	<b>Definition</b>	<b>Curriculum Coverage</b>
Spiritual	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<p>The Gideons lead an annual assembly for the new year 7s.</p> <p>This aspect of SMSC is covered extensively in RE, humanities, PDC and Thought for the Day.</p> <p>There is an annual trip to the Beth Shalom Holocaust Centre which includes guest speakers from a number of different faiths.</p> <p>Important religious dates are celebrated in assemblies for events such as Christmas, Divali and Eid.</p> <p>A range of trips to different places of worship (Mosques, Hindu Temples etc).</p>
Moral	<p>The moral development of students is shown by their:</p> <ul style="list-style-type: none"> <li>• ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p>The option to study a morals and ethics unit in Year 11 as part of the Enrichment option.</p> <p>In PDC we cover the wider world, democracy, justice and respect.</p> <p>Teachers seek opportunities to identify and include aspects of spiritual, moral, social and cultural education in their lessons.</p> <p>Problems and disputes of all kinds handled sensitively and supportively. This includes getting students to reflect on how their actions could have impacted on another person.</p> <p>e-Safety is covered in Computing, on our website in assemblies in conjunction with National eSafety day.</p> <p>Students learn about the music of other cultures and religions and therefore understand how music can be used for spiritual and sacred purposes.</p> <p>Important religious dates are celebrated in assemblies for events such as Christmas, Divali and Eid.</p>
Social	<p>The social development of pupils is shown by their:</p>	<p>First aid is taught as part of the delivery of DofE.</p>

	<ul style="list-style-type: none"> <li>• use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</li> <li>• willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<p>Students engage in a variety of charity events. Every year for national charities such as Children in Need, The Shoe Box Appeal and Comic Relief. All Year 7 forms have a nominated charity which they work extensively with to raise money for.</p> <p>Relationships are covered extensively in the PDC program and through external providers that come in and deliver sessions.</p> <p>Team building activities are included in tutor time and in PE.</p> <p>Staff are good role models for the students as they demonstrate positive and respectful relationship with other staff and students.</p> <p>In English "Stone Cold" is used as a text that addresses homelessness and deprivation.</p>
Cultural	<p>The cultural development of students is shown by their:</p> <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, sporting and cultural opportunities</li> <li>• interest in exploring, improving understanding of and showing</li> <li>• respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>	<p>We cover many aspects of different cultures in PDC. This has enabled students to understand the changing nature of UK society and explore their own values in a diverse society and understand how values and priorities differ in other countries and cultures. It is covered in units such as "wider world", "Justice and Democracy" and "Current Affairs"</p> <p>Respecting other faiths is covered in RE and in RE based trips such as the annual trip to the Beth Shalom holocaust Centre, The Hindu Temple and a trip to a Mosque in Birmingham.</p> <p>We run an annual trip to the Houses of Parliament.</p> <p>We have immersion trips to France, Spain and German and an exchange program with Denmark.</p> <p>Democracy is covered extensively in Humanities and in PDC.</p>

## 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 Sir Patrick Mcloughlin MP            Visit from Pauline Latham MP            Student Representative at SLT and Governors            Debating Society            A-Level Government and Politics            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 CSE            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</p>

	<p>House Plays Visits abroad- different cultures School Code of Conduct Anti-Bullying Policy Behaviour Policy The Subject Mentor Program Buddy Reading House Sports House Music Homeless lesson in RS PDC Lesson- Year 10 Homophobia and Discrimination. PDC Year 8- Social Media and Relationships Assemblies and Thought for the Day PDC- Year 7 Unit on Healthy Relationships</p>
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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, Jaguar Land Rover, Cadburys
		School Productions	
Athletics & Cross Country	House Competitions	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



**Visits Abroad**

Belgium  
Black Forest  
Denmark  
Uganda  
New York

France - Nice  
Germany  
Rome  
Turkey – Istanbul

Poland -Krakow  
Italy -Rome  
China  
Morocco

Spain – Madrid/Salamanca  
Switzerland (Skiing)  
Peru  
Iceland