



**Promoting  
Fundamental British  
Values  
as part of SMSC**



## **Promoting Fundamental British Values as part of SMSC**

### **Promoting Fundamental British Values will enable our students to:**

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- to accept responsibility for behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society
- acquire a broad general knowledge of and respect for public institutions and services in England;
- develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

### **As a result the knowledge and understanding expected by students is:**

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combating discrimination.

### **Action taken so far:**

- SMSC Audit completed January 2015 – attached
- Identification within subject and whole school activities where key aspects of Fundamental British Values is promoted – attached

### **Further Action required:**

- Posters to be printed and displayed around the school
- FTs to show NRD presentation to students
- AM to attend further training?

## Promotion of British Values at Weatherhead

- **Promotion of the rule of law**
  - PSHCE – Year 9 Law and Anti-social Behaviour.
  - Community police officer comes into the school to provide reminders in assemblies in relation to staying lawful and avoiding engaging in anti-social behaviour.
  - for further enhancement of advice and guidance in relation to law for students external services such as the fire service come in and explain the law and the potential dangers relating to the activity that students have undertaken.
  - Within the school there is a strong ethos of right and wrong.
  - There are very few incidents of theft, violence, racism or anything of that nature on site at Weatherhead.
- **Promotion of individual liberty**
  - PSHCE - Year 11 Human Rights module – students watch and discuss ‘Hotel Rwanda’.
  - Religious Education - exploration of racism and the restriction of freedoms of people in the past and around the world.
- **Promotion of mutual respect**
  - Promoted in all that the school does,
  - Permeates through the ethos of the school.
  - Sanctions and consequences for students not respecting their teachers, support staff or their peers.
  - Reinforced through our reward system and through assemblies.
- **The promotion and tolerance of those with different faiths and beliefs**
  - Curriculum and assemblies.
  - Christian group that visits the school with representatives from three different churches and a youth worker, this happens at lunch-time.
  - Assemblies are given on different faith issues.
  - Students have a designated room available to pray at lunchtime and this is used by a small but significant number of our students.
  - Senior staff attend events such as multicultural fairs where there is an opportunity to gain knowledge and links so that we can further enhance what we do at Weatherhead.
- **Our role to challenge students, staff and parents on issues**
  - Racist issues are recorded and reported to the Local Authority and action taken to deal with students.
  - Short term exclusions have been used where necessary.
  - The Headteacher has also made it clear to parents the importance of respect to support staff and teachers in their interactions.

# Subject

<b><u>Spiritual</u></b>	<p><b><u>English</u></b>            Many texts. Return to issues raised in History, RE, Philosophy &amp; Ethics etc.            Generally: range of non-fiction and literary texts, especially the empathy evoked for literary characters.</p> <ul style="list-style-type: none"> <li>• WW1 Poetry- Yr12</li> <li>• Conflict SOW- Yr 9</li> <li>• Victorian Monsters</li> <li>• The Woman in Black- ideas about Christianity</li> <li>• Relationship Poetry</li> <li>• The Boy in the Striped Pyjamas- attitudes towards religions/groups, Jews etc.</li> <li>• “Abomination” Year 9.</li> </ul>
	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our students</li> <li>• We are sensitive to students’ individual needs and backgrounds and experience</li> <li>• We aim to give all students an appreciation of the richness and power of Maths</li> <li>• We promote a sense of wonder in the exactness of mathematics in the exploration of infinity, pi, topology, complex numbers and real world examples</li> <li>• We encourage the students to appreciate the enormity of the world of mathematics as it has developed through time</li> <li>• Rangoli patterns- transformations</li> <li>• “Average Student” display</li> <li>• Reflection in feed forward week</li> </ul>
	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Respect for all faiths when discussing key issues such as evolution, creation, big bang, contraception, birth defects, inherited diseases etc.</li> <li>• Understanding that others are entitled to their beliefs and tolerance of differences in cultures and religions, for example no blood transfusions for Jehovah’s Witnesses, Roman Catholics do not use contraception</li> <li>• Creativity to explore scientific ideas through creative writing, short films, modelling and experimentation</li> </ul>
	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Year 7 looks at different dances from culture – African, Social (American Hoe Down) &amp; Year 8 look at Rock &amp; Roll.</li> <li>• Year 12 &amp; 13 study Alvin Ailey: Revelations - strong links to religion and historical events.</li> <li>• Students observe themselves &amp; others perform. In addition students. Study Akram Khan who has close links to his Bangladeshi heritage &amp; religion. Finally, Year 12 &amp; 13 study</li> </ul>

	<p>Sidi Larbi Cherkoui who worked with monks to create some of his work.</p> <ul style="list-style-type: none"> <li>• Students have a chance to express themselves through enjoyment of working together &amp; performing in lessons.</li> <li>• Students have challenge within styles taught and tasks set in lessons.</li> <li>• Students have dances from other cultures, such as African and Ballet.</li> <li>• In all lessons students create, perform &amp; evaluate.</li> <li>• There is continual informal assessment a formal assessment at the end of a unit.</li> </ul>
	<p><b><u>Drama and Performing Arts</u></b></p> <ul style="list-style-type: none"> <li>• Using imagination and creativity which occurs through all years in Drama and Year 10-11 Performing Arts</li> <li>• Year 7 Drama- Humpty Dumpty “Bullying Play” which explores the difference in attitudes</li> <li>• Willingness to reflect which happens across the years in both drama and performing arts. Informally, at the end of each lesson and formally in a half termly end of unit assessment. Reflections are upon progress, skills learned and how to improve</li> <li>• GCSE Drama/Performing Arts- explore the lives of individual characters and their motivation</li> <li>• Year 9 “face”- how to survive facial disfigurements</li> </ul>
	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>• Cultural influences on foods – halal/pork etc.</li> <li>• Analyse existing product/evaluation of own &amp; peers work.</li> <li>• Yr. 9 we cover multicultural influences on food. Discuss influences on food choice</li> <li>• Yr. 10/11 Religion and culture covered as part of GCSE Home Economics syllabus</li> </ul>
	<p><b><u>Geography</u></b></p> <p>Everything we do is related to this in Geography and the idea of learning about the surrounding world and how we as humans interact with the environment.</p> <p>e.g. Conflict (A level geography), Kenyan tribes during African societies (year 9 &amp;10), Population control in Sweden, China and Indonesia (year 8 &amp; 11), people of the rainforest (year 7)</p> <p>Place projects Rainforest Dave visit (year 7)</p>
	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on differences between Catholics &amp; Protestants in the context of Reformation.</li> <li>• Reflect on to what extent Britain has become a secular society.</li> </ul>
	<p><b><u>Health and Social Care and Childcare</u></b></p> <ul style="list-style-type: none"> <li>• Different festivals celebrated in schools/nurseries – L1 CC</li> <li>• Developing creativity through learning – designing creative</li> </ul>

	<p>lessons and for L2/3 CC students actually producing activities themselves to complete with young children</p> <ul style="list-style-type: none"> <li>• Across the childcare provision at KS4/5 students are expected to develop an understanding of religions other than their own and how it may impact in future employment fields. Activities may be planned to highlight the importance of different religious festivals and post 16 students may be involved in actually implementing activities in placement Chinese New Year, Diwali, Christmas</li> </ul>
	<p><b><u>ICT and Business Studies</u></b></p> <ul style="list-style-type: none"> <li>• Year 7 E-Safety Unit</li> <li>• Year 10/11 GCSE ICT – content of the coursework set by Edexcel – 2014/15 Community Spirit and 2015/16 Music Festival</li> <li>• No specific links for AS/A2 but could arise depending on project ideas selected for Applied ICT/Business coursework</li> </ul>
	<p><b><u>Media and Film</u></b></p> <ul style="list-style-type: none"> <li>• Across the provision in the department, students analyse a range of audio visual texts that allow them to engage with and explore their own and other people’s faiths, feelings and values.</li> <li>• Students are able to create a range of products that require them to use their imagination and reflect on their experiences, both individually and collectively.</li> </ul>
	<p><b><u>Modern Foreign Languages</u></b></p> <ul style="list-style-type: none"> <li>• Learning environment – respecting others and their work.</li> <li>• Appreciation for others.</li> <li>• Encouraging other students contributions</li> </ul>
	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• In Year 7 students study ‘African Music’.</li> <li>• In Year 8 students study ‘Reggae’ &amp; ‘Indian Music’ in lessons.</li> <li>• Christmas Carols are sung by students in all years.</li> <li>• Oratorio is part of Year 10 study.</li> <li>• Singing in Year 7 &amp; 8 assemblies as part of shared worship.</li> </ul>
	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Interform activities.</li> <li>• Low non-participation rates.</li> <li>• Sports day.</li> </ul> <p><b><u>PSHCE</u></b></p> <ul style="list-style-type: none"> <li>• SMSC highlighted in SoW – identify opportunities for this to be developed.</li> <li>• Across the curriculum in all year groups SMSC is evident in all lessons from introducing students in Year 7 to the school to Year 11 students completing CVs &amp; personal statements and considering Human Rights. It is often the case that this discussion based subject will often find that students will raise other issues initially linked to the main lesson, content that will then lead to a valued discussion highlighting students’ awareness of SMSC as relevant to the lesson content.</li> </ul>

	<p><b><u>Psychology/Sociology</u></b></p> <ul style="list-style-type: none"> <li>• SMSC highlighted in SoW – identify opportunities for this to be developed.</li> <li>• Across the curriculum in all year groups SMSC is evident in all lessons from introducing students in Year 7 to the school to Year 11 students completing CVs &amp; personal statements and considering Human Rights. It is often the case that this discussion based subject will often find that students will raise other issues initially linked to the main lesson, content that will then lead to a valued discussion highlighting students’ awareness of SMSC as relevant to the lesson content.</li> <li>• Psychology by its nature allows students to learn about themselves, others and the world around them.</li> </ul> <p><b><u>Religious Studies</u></b></p> <ul style="list-style-type: none"> <li>• Reflect on differences between Catholics &amp; Protestants in the context of Reformation on rights and wrongs.</li> <li>• Reflect on to what extent Britain has become a secular society.</li> </ul> <p><b><u>Art/Textiles</u></b></p> <ul style="list-style-type: none"> <li>• KS3- Year 7 self-image- perspective on life and surroundings, understanding themselves; reflect on personal experiences</li> <li>• Year 8- cultural project- look at Aboriginal Art- Sara Fanelli-self-image project for children’s stories</li> <li>• Year 9- Picassos Guernica- look at symbolism and meaning in painting. Cultural theme- Indian, Oriental, African art.</li> <li>• KS4- personal research into independent projects- students research a range of designers from different cultures</li> <li>• KS5- Personal investigations-annotations-personal development</li> </ul> <p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• Gift cards in Year 7 – alternative greetings card.</li> <li>• Futures/DT/trips. Product analysis. Pride, how to create great things. Exam success exhibition.</li> <li>• Analyse existing product/evaluation of own &amp; peers work.</li> <li>• Year 10 and Year 11 product design- pupils use product analysis regularly as a starting point for their ideas and they also use their evaluations as a tool for improvement</li> </ul>
<p><b><u>Moral</u></b></p>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• “Boy in the Striped Pyjamas” – Year 7.</li> <li>• A-level Lit &amp; Language texts really explore gender, race, sexuality, power, class etc.</li> <li>• Lord of the Flies</li> <li>• Conflict Scheme – Year 9</li> <li>• Dr Jekyll and Mr Hyde</li> <li>• Gender- Role of Women</li> <li>• Romeo and Juliet- power of patriarchy</li> <li>• Of Mice and Men- Gender, race, power, class</li> <li>• To Kill a Mockingbird</li> <li>• Lord of the Flies</li> <li>• “Bent”- Yr 13</li> </ul>

- “Regeneration” – Yr 12
- WW1 Poetry- Yr 12
- Conflict SOW- Yr 9

### **Maths**

- Within the classroom, we encourage respect and reward good behaviour. We value listening to other’s views and opinions on problem solving.
- We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.
- We show the students that we are on a quest for truth by rigorous and logical argument and discourage jumping to conclusions
- We explore and evaluate the use of statistics to inform or mislead in our current data obsessed society
- NSPCC and Pi Day competitions
- Percentage work across KS3 and 4 is clearly linked to current financial topics such as loans, debts and investment returns. Numeracy lessons further embed this
- Statistics 2- court case comparison
- Decision 2 Game theory (consequences)

### **Science**

- Dilemmas regarding scientific developments. For instance, cloning, genetic testing, screening, stem cells, testing medicine and evolution
- Respect for differing opinions of creation
- Developed reasoned analysis of advantages and disadvantages of key concepts such as recycling metals and plastics, fossil fuels as alternatives, preparation of alcohol by differing methods, carbon cycle, climate change etc

### **Dance**

- Students have rules to follow within their lessons, safe practice, respect for one another when performing, conduct, creating & evaluating.
- Extra- curricular clubs’ are run with an emphasis on commitment. The Department has links to Dance schools, Professional Dance Companies, Opportunities within the local community, trips to the theatre, etc.
- There are links to University courses/explanation of further education opportunities within the UK.
- IRIS rewards/sanctions are issued where appropriate.
- Knowledge of a healthy active lifestyle is reinforced in practical lessons at GCSE & AS’ level Dance.

### **Drama and Performing Arts**

- Year 7 Drama- “Terrible fate of Humpty Dumpty”- issues of bullying, peer pressure, recognising signs.
- Year 8 Drama- “Romeo and Juliet” issues of the hatred between Montagues/Capulets and exploring connections with modern life experiences. “Leaving and arriving”- Child Migration post WWII and the realities faced by the -children



	<p>who were promised better lives- Lies.</p> <ul style="list-style-type: none"> <li>• Year 9 Drama- “Face” explores discrimination that people face who have facial disfigurement</li> <li>• Year 10- Performing Arts- Theatre- In-education, plays for primary schools- students create plays with morals.</li> <li>• Year 10/13 Drama- Creating plays with morals- Use Aesop’s Fables as a start.</li> </ul>
	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>• Health &amp; safety, hygiene, personal responsibility for themselves and others.</li> <li>• Food miles, organic, fair trade.</li> <li>• Sustainability of products, availability of materials/ingredients.</li> <li>• Throughout KS3 and KS4 hygiene and safety covered as part of the SOWs</li> <li>• Year 7 and Yr 10/11 cover seasonality, organic and fair trade as part of SOWs.</li> </ul>
	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Climate change</li> <li>• Deforestation.</li> <li>• China One Child Policy</li> <li>• Population (China one child policy, Sweden, Indonesia)</li> <li>• Sustainable development</li> <li>• Development in fragile environments e.g. Arctic</li> </ul>
	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• British Empire – rights and wrongs – slavery.</li> <li>• Immigration impact on society.</li> <li>• Holocaust.</li> <li>• Holocaust memorial day- 6<sup>th</sup> Form representatives attend</li> <li>• Slavery- abolition campaign, links to modern slavery- Year 8</li> <li>• Study of the significance of magna carta- Year 7</li> <li>• Debate on a bomb- Year 9</li> </ul>
	<p><b><u>Health and Social Care and Childcare</u></b></p> <ul style="list-style-type: none"> <li>• Debates about key topics – abortion, adoption, genetic conditions, NHS provision, transplants – KS4/5</li> <li>• Discussion work generally to learn the importance of appreciating the viewpoint of others</li> <li>• Across Childcare and HSC students are encouraged to discuss and debate key issues faced within these fields. For post 16 students this may be an area focused upon in nursing/social work interviews for university</li> </ul>
	<p><b><u>ICT and Business</u></b></p> <ul style="list-style-type: none"> <li>• Year 7 E-Safety Unit</li> <li>• Year 8 Database project –Data Protection Act.</li> <li>• Year 9 Online shopping/Internet issues</li> <li>• Year 10/11 GCSE ICT – content of the coursework set by Edexcel – 2014/15 Community Spirit and 2015/16 Music Festival</li> <li>• Year 10/11 GCSE Computer Science – Topic 6 - Considering the impact of computing on individuals and society. Being</li> </ul>

	<p>aware of issues relating to ownership of hardware and software. Considering the impact of computing on individuals and society. Recognising the importance of working respectfully and responsibly.</p> <ul style="list-style-type: none"> <li>• Year 12 Applied ICT – Unit 2 Threats to data (Section C)</li> <li>• Year 12/13 Applied Business – AS Unit 1 HR, Unit 2 Business Plan, Unit 3 Marketing - throughout units of study</li> </ul>
	<p><b><u>Media and Film</u></b></p> <ul style="list-style-type: none"> <li>• All audio visual texts used in the department promote discussion that allows students to explore and appreciate the viewpoints of others and the moral and ethical issues that inform them.</li> <li>• Research and textual analysis of a range of texts instil the need for investigation and reasoning to understand and present coherent arguments when applying moral and ethical issues to the context of their own lives.</li> </ul>
	<p><b><u>Modern Foreign Languages</u></b></p> <ul style="list-style-type: none"> <li>• Choices – Behaviour policy.</li> <li>• Respecting others and their right to learn.</li> <li>• Atmosphere created in classrooms.</li> <li>• Importance of other languages</li> </ul>
	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Students have rules to follow within their lessons, safe practice, respect for one another when performing, conduct, creating &amp; evaluating.</li> <li>• Extra- curricular clubs' are run with an emphasis on commitment. The department has links to professional musicians, opportunities within the local community, trips to the theatre, etc.</li> <li>• There are links to University courses/explanation of further education opportunities within the UK.</li> <li>• IRIS rewards/sanctions are issued where appropriate.</li> </ul>
	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Deviance, sportsmanship, gamesmanship, fair play, violence (AS).</li> <li>• JSLA – module surrounding fair play – rules, respect.</li> <li>• Schemes of work – KS3/4 – rules, regulations – codes and ethics of game.</li> <li>• Respect of Official and decisions.</li> <li>• GCSE &amp; AS – moral codes – drugs in sport</li> </ul>
	<p><b><u>PSHCE</u></b></p> <ul style="list-style-type: none"> <li>• Drugs education.</li> <li>• Sex and relationships education.</li> <li>• Road safety.</li> <li>• Domestic violence.</li> <li>• Anti-Social behaviour.</li> <li>• Railway safety</li> <li>• Diversity</li> </ul>

	<p><b><u>Psychology and Sociology</u></b></p> <ul style="list-style-type: none"> <li>• Drugs education.</li> <li>• Sex and relationships education.</li> <li>• Road safety.</li> <li>• Domestic violence.</li> <li>• Anti-Social behaviour.</li> </ul> <p>• Psychology- allows students to learn about ethical issues and the views and feelings of others</p> <hr/> <p><b><u>Religious Studies</u></b></p> <ul style="list-style-type: none"> <li>• British Empire – rights and wrongs – slavery.</li> <li>• Immigration impact on society.</li> <li>• Holocaust.</li> </ul> <hr/> <p><b><u>Art/Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Themes in artwork</li> <li>• Moral issues in Guernica</li> <li>• Debate on artwork- likes and dislikes-why?</li> <li>• Recycling topic in year 8- environmental issues</li> <li>• Year 9 project 1- WW1, Role of women in wartime</li> </ul> <hr/> <p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• Health &amp; safety, hygiene, personal responsibility for themselves and others.</li> <li>• IRIS.</li> <li>• Sustainability of products, availability of materials/ingredients.</li> <li>• Year 10 and Year 11 product design students complete practical projects where they consider the sustainability of products and materials and their sources.</li> </ul>
<p><b><u>Social</u></b></p>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Listening to others encouraged through S &amp; L activities.</li> <li>• Classroom management/organisation – peer &amp; self-review.</li> <li>• “Changing Roles of Women” – Year 8</li> <li>• Language and Gender/Power- Year 12</li> <li>• “Bent”- Yr 13</li> <li>• “Regeneration” – Yr 12</li> <li>• WW1 Poetry- Yr 12</li> <li>• Conflict SOW- Yr 9</li> <li>• Romeo and Juliet</li> <li>• Twelfth night</li> <li>• The representation of women in literature</li> <li>• Of Mice and Men</li> <li>• Great Expectations</li> <li>• Yr 11- Spoken language</li> <li>• Pride and Prejudice</li> </ul> <hr/> <p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• In classrooms, we look for opportunities for pupils to use mini-</li> </ul>

- whiteboards to promote self-esteem and build self-confidence
- We encourage collaborative learning in the classroom- in the form of listening and learning from each other and paired discussion/working partners.
- We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other- logic, puzzle and games club, presenting to each other
- We seek out events and team Maths challenges for increased pupil involvement
- We exhibit pupils work in Maths classrooms- to share their good practice and celebrate achievement through creating informative displays
- We participate annually in “Team Maths Challenges”
- We advertise and encourage open lectures and visits with KS5 students
- We involve the whole class in statistics data collection

### **Science**

- Impact of science of society and environment
- Crude oil and associated industries/environmental issues
- Biofuels and other renewable energies- biofuels vs food for land
- Broadly, how scientific developments have changed life style on last generation
- Encourage participation in gardening club and to act as subject ambassadors
- Effect of farming on eco-systems/biodiversity/human activity
- The impact of large scale projects, for example CERN, on society
- Importance of healthy lifestyle, for instance diet choices and smoking

### **Dance**

- Group work, partner work & solo work is conducted from KS3-5.
- Dance lessons are adapted, to encourage communication skills, team work, creativity, challenge, understanding & respectful for each other.
- Year 12 & 13 students lead students as part of our Extra-Curricular programme and preparation for the A2 Dance exam.
- The Dance department provide clean kit for students, teacher washes/keep student’s kits if required, the department has Dance shoes & helps with costumes for assessments.
- The Dance department funds trips to those who cannot afford to pay or substitutes events for FSM students.
- All students participate either as a performer, choreographer & by evaluating.
- The year groups mix at Extra-Curricular clubs, school trips,

	<p>moderation tasks, performances, etc.</p> <ul style="list-style-type: none"> <li>• African dance (Year 7), Big Dance (2012), Dance Company, School Productions, Lessons, Extra-Curricular Club.</li> </ul>
	<p><b><u>Drama and Performing Arts</u></b></p> <ul style="list-style-type: none"> <li>• All Years- Emphasis is on group work, creating drama performances as a team, co-operation is a key skill.</li> <li>• GCSE Performing Arts- Work-related aspect involves working as a theatre company and showing they have the appropriate social skills.</li> <li>• School shows/Concerts/Performance Arts evenings- Organised and run by performing arts students</li> <li>• Theatre trips- students learn how to appreciate live theatre with other students</li> </ul>
	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>• Movement around rooms.</li> <li>• Sharing of equipment, group work.</li> <li>• Care/respect of equipment. Appreciation of others' beliefs.</li> <li>• Practical activities, collaboration with peers.</li> <li>• Look at multicultural foods and reasons why/how these have evolved. Budget – who can/why afford certain products.</li> <li>• Theory lessons are delivered using a range of methods including paired and group work. Practical lessons require the groups to work collaboratively to make and clear up during/ following a practical. Students share equipment throughout lessons. Group tasting and evaluations also regularly take place. Multicultural foods discussed with reasons why in Yr 9/ KS4. Budgeting and costing ingredients part of GCSE syllabus.</li> </ul>
	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Population (China one child policy, Sweden, Indonesia)</li> <li>• Fieldwork opportunities</li> <li>• Conflict (A level geography),</li> <li>• Multiculturalism (A level geography)</li> </ul>
	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Opportunity to work in groups and be aware of how their skills are developing.</li> <li>• Year 7 Witan council- students have an election campaign to decide the successor to the throne</li> <li>• Impact of immigration on British society in 20<sup>th</sup> Century</li> <li>• Year 9 design their own ideal form of government</li> </ul>
	<p><b><u>Health and Social Care and Childcare</u></b></p> <ul style="list-style-type: none"> <li>• Group work and sharing resources</li> <li>• Movement around the room</li> <li>• Respecting others work</li> <li>• Social development across all life stages KS4/5</li> <li>• Socially accepted behaviour – L1CC/KS5</li> <li>• Weathertots</li> <li>• Placement</li> </ul>

- HSC/CC offers students in KS4/5 the opportunity to work with others in a range of different ways both within school in lessons and at placement; learning the importance of primary and secondary socialisation , communication skills

### **ICT and Business**

- Year 7 E-Safety Unit/Website Design
- Year 8 Database project –Data Protection Act.
- Year 9 Online shopping/Internet issues
- Year 10/11 GCSE ICT – content of the coursework set by Edexcel – 2014/15 Community Spirit and 2015/16 Music Festival
- Year 10/11 GCSE BAC – Human Resources Management
- Year 10/11 GCSE Computer Science – Topic 6 - Considering the impact of computing on individuals and society. Recognising the importance of working respectfully and responsibly.
- Year 12/13 Applied Business – AS Unit 1 HR/People Management & Control, Unit 2 Business Plan, Unit 3 Marketing - throughout units of study

### **Media and Film**

- Practical group work is a huge component of the provision in the department providing the students with the opportunity to work with other students from a diverse range of backgrounds. The chosen texts used within the department promote the engagement with and discussion of core British values that are further explored through the still and moving image productions produced by the students themselves.

### **Modern Foreign Languages**

- Use of language in different registers.
- Use of formal and informal language.
- Students in year 8 and year 10 have Spanish and French penpals.
- Sixth form students organise a Christmas fair for year 7 and 8 students.
- European Day of Languages
- Focus on spoken target language.

### **Music**

- Peer assessments take place in lessons at Key Stage 3, 4 & 5.
- Working as part of a team & communication skills are essential aspects that are part of music lessons, Extra-Curricular sessions & performances (ensemble & orchestra pieces).
- Pop Music is studied which is part of society.
- The Music department are travelling to Paris for 10 day trip with students which takes place within Europe every two years.
- Group work, partner work & solo work is conducted from KS3-5.

	<ul style="list-style-type: none"> <li>• Music lessons are adapted, to encourage creativity, challenge, understanding &amp; respectful for each other.</li> <li>• The Music department funds trips to those who cannot afford to pay or substitutes events for FSM students.</li> <li>• All students participate either as a performer, composer &amp; by evaluating.</li> <li>• The year groups mix at Extra-Curricular clubs, school trips, exam tasks, performances, etc.</li> <li>• Performances at L1, Mariners Park, Arrow Park Hospice, School Productions, Trips &amp; Gigs.</li> </ul>
	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Team games.</li> <li>• Leadership.</li> <li>• Problem solving.</li> <li>• Team building.</li> <li>• Paired activities.</li> <li>• Peer assessment/evaluation.</li> <li>• Collaborative work.</li> </ul>
	<p><b><u>PSHCE</u></b></p> <ul style="list-style-type: none"> <li>• Across the curriculum</li> <li>• Work experience</li> <li>• Law and society module</li> </ul>
	<p><b><u>Psychology and Sociology</u></b></p> <ul style="list-style-type: none"> <li>• Students are working in an environment with students of differing backgrounds in lessons and therefore develop their social skills</li> </ul>
	<p><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• Opportunity to work in groups and be aware of how their skills are developing.</li> </ul>
	<p><b><u>Art/Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Group and paired work-accepting views of other students</li> <li>• Trips to museums, exhibitions and galleries</li> <li>• Foreign trips</li> </ul>
	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• Bring outside facilitators in to deliver to students – <a href="http://www/futures/Navy">www/futures/Navy</a>.</li> <li>• Movement around rooms.</li> <li>• Sharing of equipment, group work.</li> <li>• Care/respect of equipment. Appreciation of others' beliefs.</li> <li>• Practical activities, collaboration with peers.</li> <li>• Disability aids – how products designed for specific age groups/needs; ergonomics.</li> <li>• Visiting designers- discussing their own work, share techniques and processes to enrich course work</li> </ul>

	<ul style="list-style-type: none"> <li>• Past A level product design students holding workshops and sharing experiences- what worked best for them and why?</li> <li>• Year 10 pupils design their own products specifically for a person with additional needs. They carry out an interview to gain understanding of the client's needs.</li> </ul>
<p><b><u>Cultural</u></b></p>	<p><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• History of English in Year 7.</li> <li>• "To Kill a Mockingbird" Years 8 &amp; 9.</li> <li>• Old GCSE Other Cultures Anthology now used in Years 7 &amp; 8.</li> <li>• Conflict</li> <li>• Romeo and Juliet</li> <li>• Of Mice and Men- American Society and values in 1930's</li> <li>• Victorian Monsters- Enlightenment vs. Romantics</li> <li>• Language Change, Language and Power, Language and Gender</li> <li>• Relationship Poetry</li> </ul>
	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world e.g. Egyptian, Indian, Islamic, Greek and Russian roots</li> <li>• We look to make explicit reference to mathematician's contribution to progression of the subject as we teach topics throughout our schemes of work</li> <li>• We investigate and research cross cultural patterns- tessellation, Islamic tiling</li> <li>• We demonstrate and encourage diverse techniques e.g. for multiplication that have derived from different ancient civilisations- Russian/ Chinese multiplication, Napier's Bones etc.</li> <li>• Voting on logic games</li> <li>• Use of multi-cultural names in questions.</li> </ul>
	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Variety of opportunities <ul style="list-style-type: none"> <li>– Zoo trips, Martin Mere, Bristol-Myers Squibb</li> <li>– Museum trip (year 7)</li> <li>– CERN (Year 12 physics)</li> <li>– University and STEM trips</li> <li>– Science logo competition</li> <li>– Display student's work to celebrate creativity</li> </ul> </li> <li>• Understanding that many scientific developments are collaborative efforts from many cultures <ul style="list-style-type: none"> <li>– theory of atomic structure from Greeks/Romans</li> <li>– Arabic scientists- Hathaim's theory of light</li> <li>– Role of women in science</li> </ul> </li> </ul>
<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Theory worksheets, Ballet, African, American Hoe Down,</li> </ul>	



	<p>Rock &amp; Roll, Street, Kathak genres of dance, set works: SwanSong - Human Rights; Revelations – Religion, African American Culture, impact of racism upon African Americans; Dosh – Bagladeshi culture &amp; religious beliefs; Sutra – Buddhist Monks; Zero Degrees (Khan &amp; Cherkoui) – Heritage, travel &amp; culture, etc.</p> <ul style="list-style-type: none"> <li>• Big Dance, Olympic Dance 2012, “Spotlight on Youth”, Re: Bourne Dance Co, Wirral Youth Theatre, RARE Liverpool, CAT project, Extra-Curricular, Dance Company.</li> <li>• Dance culture &amp; cultures from around the world are incorporated in all lessons, themed units &amp; dance trips.</li> </ul>
	<p><b><u>Drama and Performing Arts</u></b></p> <ul style="list-style-type: none"> <li>• Theatre trips- GCSE/A Level students visit a range of live theatre performances.</li> <li>• Working as a theatre company, supporting school productions and doing research into the organisation of modern, British theatre.</li> <li>• Year 8 Drama- Mask work + traditions- History of masks.</li> <li>• GCSE/A Level drama- Knowledge of a range of theatrical styles, showing knowledge. of theatre history e.g. Italian commedia dell’arte, Greek theatre, Steven Berkoff, Ibsens ‘A Doll’s House’, Miller’s ‘A view from a Bridge’, Goldini’s ‘A Servant to Two Masters’.</li> <li>• KS3 Drama- Elizabethan theatre.</li> <li>• Year 10, 12, 13 Drama- Traditional stories with morals e.g Aesop’s Fables, Trogan Wars</li> </ul>
	<p><b><u>Food</u></b></p> <ul style="list-style-type: none"> <li>• Origins of food dishes and why evolved.</li> <li>• Great appreciation of others and their wider beliefs, cultures in the products we make.</li> <li>• Yr 9 we cover multicultural foods. We discuss different cultures and their influences on food choice.</li> <li>• GCSE courses also cover culture and religion as part of the syllabus.</li> </ul>
	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Migration</li> <li>• Globalisation</li> <li>• Multiculturalism (A level geography)</li> <li>• Mask Making Year 7 Amazon.</li> <li>• Rainforest Dave visit (year 7)</li> </ul>
	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Slavery – local area link – Albert Dock etc.</li> <li>• Impact of war on society and culture.</li> <li>• Impact of technology in medicine – NHS.</li> <li>• Role of women- important women in history and equal rights</li> <li>• Sixth Form trip to Berlin</li> </ul>
	<p><b><u>Health and Social Care and Childcare</u></b></p>

- Respecting different cultures and impact on life choices
- Importance of diversity
- Multicultural society – set topic KS4
- Social class and the impact on life style choices
- Weathertots

### **ICT and Business**

- Year 7 Website Design
- Year 8 Database project –Data Protection Act.
- Year 9 Online shopping/Internet issues
- Year 10/11 GCSE ICT – content of the coursework set by Edexcel – 2014/15 Community Spirit and 2015/16 Music Festival
- Year 10/11 GCSE BACS – Legal issues and strategies.
- Year 10/11 GCSE Computer Science- Topic 2 & 6 - Being aware of the ethical and legal issues arising from the use of computers. Recognising the importance of incorporating ethical and legal principles into own practice when creating computer programs.
- Year 12 Applied ICT – Digital Divide (Unit 1 strand C).
- Year 12/13 Applied Business – AS Unit 1 HR Recruitment & Selection (and the legal issues), Unit 2 Business Plan, Unit 3 Marketing and A2 Unit 14 External Influences within business.

### **Media and Film**

- The still and moving image texts used within the department's provision present a range of different cultures within society, both nationally and worldwide, for the students to engage with and discuss.
- The department offers a range of clubs and opportunities for the students to participate in national and international competitions that allow them to explore and reflect on any number of topics important to local, national and global communities

### **Modern Foreign Languages**

- UK's place within Europe, and the value of learning a language.
- Aspects of culture, i.e. food, music, cinema, celebrations like Christmas, Easter, Epiphany.
- Trips – La Vina, Paris, Barcelona, Madrid, Conway centre, European Day of Languages.
- How religion has shaped current daily life.
- General awareness of daily life in other countries.

### **Music**

- Cultural music which is studied in Year 7 includes: African – links to Zulu's, Baroque & Classical music.
- Cultural music which is studied in Year 8 includes: Folk (Irish & Scottish), Samba, Indian & Reggae music – there are links to slavery.
- Cultural music which is studied in Year 9 includes the Blues - there are links to slavery.

	<ul style="list-style-type: none"> <li>• Cultural music which is studied in the 6<sup>th</sup> Form includes Jazz.</li> </ul>
	<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Comparative studies – examination of UK culture in comparison to USA and Australia.</li> <li>• Ethnic sports.</li> </ul>
	<p><b><u>PHSCE</u></b></p> <ul style="list-style-type: none"> <li>• Year 8 specifically looking at refugees and other influences on the British Culture.</li> <li>• Diversity – Year 7 – own identity.</li> <li>• Law and society module</li> <li>• Diversity- Year 8</li> </ul>
	<p><b><u>Psychology and Sociology</u></b></p> <ul style="list-style-type: none"> <li>• Year 8 specifically looking at refugees and other influences on the British Culture.</li> <li>• Diversity – Year 7 – own identity.</li> <li>• At AS and A2, students learn about cultural differences and bias</li> </ul>
	<p><b><u>Religious Studies</u></b></p> <ul style="list-style-type: none"> <li>• Slavery – local area link – Albert Dock etc.</li> <li>• Impact of war on society and culture.</li> <li>• Impact of technology in medicine – NHS.</li> </ul>
	<p><b><u>Art/Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Look at artists/designers and cultures throughout all key stages for inspiration</li> <li>• Trips abroad</li> <li>• Artist’s workshops</li> <li>• Wide range of designers and artists from a variety of cultures</li> <li>• Students are encouraged to research and find more diverse designers</li> </ul>
	<p><b><u>DT</u></b></p> <ul style="list-style-type: none"> <li>• Why certain products have evolved to meet needs of certain people.</li> <li>• Look at design from past – how influence products of today.</li> <li>• Futures, ex curric. Clubs, trips.</li> <li>• Great appreciation of others and their wider beliefs, cultures in the products we make.</li> <li>• Some 6<sup>th</sup> Form students design for clients who are from another country, e.g. Asiye Inal, designing a product for her Turkish speaking mother. Motifs on product meant something in Turkish culture.</li> <li>• Controlled assessment task for this year is to design product based on 20<sup>th</sup> century movements.</li> <li>• Year 9 pupils use design movements as their inspiration for their photo frame product.</li> </ul>