

The promotion of Fundamental British Values (FBV), and preparation for life in modern Britain (LiMB); Spiritual, Social, Moral and Cultural development (SMSC) and Citizenship within our school curriculum

Our core values are promoted across the curriculum in all subjects, by nurturing concepts of tolerance, reasoned discussion, listening to others and awareness of difference. We allow students to equip themselves with a sound understanding of risk, and with the knowledge and skills necessary to make safe and informed decisions. Our values are embodied in our behaviour for learning policies and equality statement, and in the principles that underpin our safeguarding work with students and families.

Several subjects have a key role in the explicit teaching of the knowledge that contributes to preparation for life modern Britain, understanding fundamental British values and being a good citizen:

- In **Religious Studies** aspects of philosophy and ethics, faith and morality are addressed, with understanding of Christianity and at least one other religion at the core;
- In **PSHE** students develop an awareness of themselves, their emotions, the changes they confront as they grow older and participate in society;
- **History** allows students to place their experience of the world today in the context of the broader sweep of time, and to see the development of justice and democracy;
- In **English** students reflect on identity, race, gender and culture, as well as accessing key works that have shaped our literature;
- **Geography** places us within a local, regional, national and international context.

Equally important is the tutorial programme that, together with PSHE, our assembly programme and extra-curricular and enrichment activities all promote the *personal development* of our students. The content of these activities is mapped under the overarching heading of **Personal Development** where key themes are regularly revisited, in an age-appropriate way, in different curricular areas:

PSHE

- Living in the Wider World: Financial education, Life in Modern Britain, the law, Enterprise and Careers Education
- Relationships: Confidence in relationships of all kinds, Relationships and Sex Education
- Health and Well-being: Physical Health and Mental Wellbeing, Lifestyles and Drug Education

Tutor Time

- On-line safety: unauthorised access, communication sharing and personal data
- Anti-bullying: cyber group led intimidation, LGBTQ, tolerance
- Careers and Enterprise: Unifrog, Careers days and presentations to students
- LiMB: Democracy, Tolerance, Mutual Respect and Rule of Law
- Confidence, resilience and self
- Community involvement and volunteering

Core PE

- Understanding and building healthy lifestyles – physical health, social health and mental health
- Teamwork and participation
- Building resilience
- Leadership

Extra-curricular activities

- Debate Club: public speaking that fosters the spirit of debate and intellectual inquiry
- Musical Theatre Society (MTS)
- Duke of Edinburgh
- Art Club
- Local, regional and national sporting activities

The detail of the curriculum (how we sequence and revisit knowledge) is regularly revised. However, each subject has an outline of their current curriculum in these webpages, updated annually, each July, from which these extracts are taken:

In **History** in key stage 3, the following courses are currently studied:

- Britain 1066-1509 – From the Norman Conquest to the Tudors
- Britain 1509-1745 – Crown, Parliament and People
- Britain 1745-1900 – Industry, Empire and Slavery
- First and Second World Wars, including the Holocaust
- 20th Century world history, including the Cold War and US Civil Rights
- The end of the British Empire and post-war immigration

All students follow the core **Religious Studies programme**, in which the following courses are currently studied:

Year 7:

- Does it make sense to believe in God?
- How do followers of faith show what they believe through festivals?
- Jesus as an inspirational figure
- How do Jews show what they believe?
- Philosophical Questions

Year 8:

- Is religions still relevant in the UK today?
- A study of Indian Religions – Hinduism, Buddhism and Sikhism
- Malala as an inspirational figure
- Origins of the universe
- Living Islam

Year 9:

- Religion, Peace and Conflict
- Marriage and the Family
- Christian Beliefs

Year 10:

- Crime and Punishment
- Living the Christian Life
- Where does religion fit in to crime and punishment?

Year 11:

- Matters of Life and Death
- Muslim Beliefs

Under **Personal Development** and **PSHE** the department aims to inspire students to be passionate about the world in which they live and inquisitive about their place within it. Students learn to be effective problem-solvers and risk-managers in the context of intimate and non-intimate relationships and sex, alcohol and drug use, financial risk-management and future career aspirations. Students are encouraged to question, think, reflect, not pre-judge and be confident in their opinions but not be afraid to have their opinion challenged by others.

- **Year 7:** Transitions, protective behaviours, staying safe online, puberty, making a positive contribution, peer pressure (including smoking, alcohol and drugs) and respecting diversity
- **Year 8:** Self-awareness, body image, diet, financial capability and careers, first aid, exercise and healthy lifestyle planning
- **Year 9:** Relationships, sex, law and consequences; (including contraception demonstration) the effects of easy to access pornography, aspirations, body image (including the influence of the media), sexuality (including LGBT), hate-crime, terrorism and anti-radicalisation (including Islamophobia).
- **Year 10:** Relationships and parenting (including abusive relationships), stress management and mental health (including depression and self-harm), drugs and alcohol risk-management, financial capability.
- **Year 11:** Aspirations and career information and guidance, cv and application writing and interview preparation (including post 16 research, post 18 research – qualification routes and levels). Drugs and alcohol dangers (including legal New Psychoactive Substances).

Elements of SMSC are also covered in English and Geography, and throughout the curriculum, whether it be the promotion of aesthetic awareness in the arts and technology, or other cultures in MFL.

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