

Subject	Spiritual	Moral	Social	Cultural
<p>Art</p>	<p>Primary- Pupils reflect on their own work and others', developing a sense of awe and curiosity.</p> <p>Yr 7 - pupils look at the wonder of the world around them, through studying Colour and Landscape art.</p> <p>Yr 8 - Through the textile units pupils will investigate visual, tactile and other sensory qualities of their own and others' work.</p> <p>Yr 9 - Pupils look at their own beliefs and understanding of the world around them.</p> <p>Yr 10/11- All outcomes are encouraged to show individuality that is purposeful and meaningful. Students are encouraged to explore their own ideas and meaning in order to promote self-identity. Independent reflections on own work through self-evaluations.</p>	<p>Primary- Learning to respect different opinions and artistic choices.</p> <p>Yr 7- pupils discuss cartoon graffiti artists and the law.</p> <p>Yr 8 - through the recycled art project pupils discuss the consequences of their actions on the planet.</p> <p>Yr 9 - In Photography they discuss photojournalism and whether it always is a truthful representation of events</p> <p>Yr 10/11 -Students explore aesthetics- and are given the opportunity to give an opinion as to what looks good and what does not. All students are taught to understand and read an artwork in order to relate to a concept or idea that conveys a meaning. Students are required to give an opinion on others' work with justification for their view.</p>	<p>Primary- Pupils learn to give and receive constructive feedback. They build confidence by sharing ideas and artwork.</p> <p>Yr 7 - pupils look at the theme of Identity in art and discuss differences and similarities</p> <p>Yr 8 - pupils work collaboratively to produce artworks relating to the recycled art theme.</p> <p>Yr 9 - Pupils work collaboratively to produce series of photographs, around their chosen theme, directing peers</p> <p>Yr 10/11 - pupils take part in group critics where they comment on and respond to each other's work and ideas.</p>	<p>Primary- Pupils study artists from different countries, cultures and time periods.</p> <p>Yr 7 - Pupils look at indigenous art and the importance in maintaining the culture and heritage alongside the impact it has had on Western Art.</p> <p>Yr8 - look at the Pop Art movement and its cultural influences.</p> <p>Yr- 9 - Pupils look at representations of animals in printmaking from a range of different cultures.</p> <p>Yr 10/11 Students will develop their knowledge and understanding of artist's ideas and concepts identifying how meanings are conveyed. Students will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.</p>
<p>Drama</p>	<p>Primary- Pupils have opportunities for self-expression and creativity which builds confidence and self-understanding.</p> <p>Yr 7 - Silent Movies - students develop their physical acting skills by exploring the genre of Silent Movie</p> <p>Yr 8 - How can we use symbolism & metaphors in performance? Developing Ensemble skills to create abstract drama</p> <p>Yr 9 - What type of theatre is more powerful, naturalistic or non-naturalistic? Explore a</p>	<p>Primary- Children consider the impact of actions on others through drama activities in English and LMTW.</p> <p>Yr 7 - Drama Conventions - using The Arrival by Shaun Tan students will explore themes of migration and change using a range of drama conventions.</p> <p>Yr 7 - Using historical facts to develop empathy, leading to a performance using the conventions to show</p>	<p>Primary- Pupils build confidence in speaking and performing in front of others.</p> <p>Yr 7 - Using historical facts to develop empathy, leading to a performance using the conventions to show the journey and life of an Evacuee</p> <p>Yr 8 - Exploring the true story of the disappearance of Dan Nolan – students explore the range of drama conventions & style of Verbatim Theatre</p>	<p>Primary- Exploring stories from a range of cultures.</p> <p>Yr 7 - Greek Theatre – To explore the beginnings of theatre, including the amphitheatres, Greek mythology and features of Greek performance</p> <p>Yr 7 - Macbeth – Students will explore plot, character, language, structure</p> <p>Yr 8 - Romeo and Juliet - Exploring plot, character, language & structure of a tragedy</p>

	<p>range of performance styles including Brecht, Stanislavski, Berkoff</p> <p>Yr 9 - Using a piece of text to experience role play, improvisation and style</p> <p>KS4 - Young people show how they are developing their interest, knowledge and skills in a creative Arts</p>	<p>the journey and life of an Evacuee</p> <p>Yr 9 - Can drama help us be healthy? Theatre in Education – explore the effects of Mental Health and how to educate a Year 6 audience on the signs and how to get help</p> <p>KS4 - Young people use simple research methods to find out about an artist/ craftsperson or arts practitioner who inspires them and communicates what they have learnt.</p>	<p>Yr 8 - Commedia and Pantomime Students to develop their physical comedy skills over a series of teacher led workshops, including the art of slapstick to retell a fairytale as a pantomime</p> <p>KS4 - Young people plan to pass on their arts skill/knowledge to others by leading a short workshop or presentation which includes an explanation of their skills. They review how it went.</p>	<p>KS4 - Young people go to at least one arts event. They reflect on why they enjoyed it, the quality of the event and the art form involved. They then share their views with others.</p>
English	<p>Yr 7 - Pupils study a range of poetry and analyse meaning</p> <p>Yr 9 - Pupils discuss the concepts of dystopia and utopia</p> <p>Yr 9 - pupils study seminal world literature and different cultures</p> <p>All pupils - Get the opportunity to exercise their imagination through creative writing</p>	<p>Yr 7 - Pupils study newspapers, television and media. Pupils analyse the impacts that media and video games have on society</p> <p>Yr 8 - Pupils study various plays by Shakespeare e.g. Midsummer's Night's Dream</p> <p>Yr 9 - Pupils study War Poetry to help understand the moral dilemmas surrounding war</p> <p>Yr 9 - Pupils study Charles Dickens and read Oliver Twist</p> <p>Yr 9 - Pupils study Romeo and Juliet</p> <p>KS4 and KS5 GCSE pupils discuss texts with moral messages with explicit and inferred meaning</p>	<p>Yr 7 - Pupils study the theme of childhood and read Journey to Jo' Burg</p> <p>Yr 7 - Pupils study the novel Skellig which looks at family dynamics</p> <p>Yr 10/11 - Pupils develop their speaking and listening skills through debate or discussion</p> <p>Yr 10 - Pupils analyse famous speeches</p> <p>KS4 and KS5 GCSE students improve their presentation, speaking and listening skills in preparation for their oral exam.</p>	<p>Yr 8 - Pupils study poetry from different cultures</p> <p>Yr 8 - Pupils study short stories</p> <p>Yr 8 - Pupils study travel and tourism writing and journalism</p> <p>Yr 9 - Seminal world literature and different cultures</p> <p>KS4 and KS5 - students of GCSE English Language and Literature are exposed to 19th and 20th/21st century fiction and non-fiction texts.</p>
DT	<p>All - Pupils develop skills that can be used throughout their lives. Practical skills gained in this subject can positively affect the wellbeing of pupils as they gain resilience through solving problems and fixing things.</p> <p>KS4 DT - Pupils respond to briefs that focus on religious</p>	<p>Primary- DT encourages responsible use of tools, materials and resources.</p> <p>Yr 9 - Pupils have researched and designed products that meet the needs of users with mobility</p>	<p>Primary- Pupils learn to share ideas, compromise and respect others' opinions.</p> <p>KS4 DT - Pupils carry out research interviewing peers in order to gain responses to their own work.</p>	<p>Primary- Pupils explore designs, foods, products and technologies from different cultures.</p> <p>Yr 9 - Pupils research British designers and how they have affected cultural movements within the design timeline.</p>

	artifacts, researching faiths and cultures to influence practical outcomes.	<p>problems.</p> <p>Yr 9 - Pupils evaluate how built-in obsolescence in new products has led for a 'throwaway' culture.</p> <p>Yr 9 - Students investigate offshore manufacture of mass produced products in developing countries by multinational companies.</p> <p>KS4 DT - Pupils research and design products that follow the principles of upcycling and sustainability.</p>		Yr 9 - Pupils investigate how tolerance of different cultures to avoid offence influences the designing and manufacturing of products.
Computing	<p>Pupils develop empathy for those without technology and how this affects their life. KS4</p> <p>Pupils discuss the evolution of technology and how that helps/hinders humankind (weapons / the internet / social media) - KS3 / 4</p> <p>Pupils investigate the effect of social media on society and mental health. KS3 / 4</p>	<p>Pupils learn how legal, ethical, safety and security issues affect how computers should be used. - KS3/4</p> <p>Pupils investigate online safety - KS3/4</p>	<p>Pupils investigate the digital divide- KS3/4</p> <p>Pupils learn how to report and tackle online issues such as cyberbullying including designing posters/websites etc - KS3/4</p> <p>Pupils collaborate online with each other and staff - KS3/4</p> <p>Pupils create content for specific audiences. - KS3/4</p>	<p>Pupils use ethical and lawful access to images and sounds not infringing copyright - KS3/4</p> <p>Pupils look at the effect of mechanisation upon industry and the workforce. KS3/4</p> <p>Pupils investigate how to solve issues for businesses using technology KS4.</p>
Science	<p>Ks3- Promoting a lifelong interest in science and looking to work scientifically whilst looking at how to plan and use investigations then analysing and evaluating data.</p> <p>KS4- Pupils investigate the evolution of organisms through examining evidence. Pupils discuss the encroachment of man on habitats and the decrease in animal populations.</p> <p>KS4 - students learn about different forms of contraception, also that some religions are against use of contraception.</p>	<p>Ks4- pupils study the moral dilemmas of Stem cell use, fertility treatment, Genetic engineering and cloning.</p> <p>KS3 and 4 - Energy resources - focus on renewable energy and the impact on the environment.</p> <p>KS3 and 4 - Deforestation and the global consequences.</p> <p>KS4 - chemistry combustion of hydrogens and the haber process and the impacts of global warming and acid rain on the environment.</p>	<p>Ks3- Pupils study the effects on individuals and communities caused by drugs and alcohol</p> <p>KS3 and KS4 working collaboratively during investigations, discussing results and improving reliability.</p> <p>KS4 &3- Pupils investigate how diet and lifestyle can affect a person's health and the implications on the health service and society.</p>	<p>Ks4- Pupils study the cultural effects of drug taking and its causal link to diseases.</p> <p>Ks3 and 4- Pupils will look at scientific contributions and theories from different cultures and nationalities.</p> <p>KS4- Pupils investigate the effects of the rapid population growth of humans and the consequences, including climate change, land, air and water pollution.</p> <p>KS4- Pupils look at the history of vaccines and antibiotic development. They then look at future developments in medicine, for example nanotechnology to aid</p>

				drug delivery and the treatment of cancers.
History	<p>Primary- History encourages pupils to reflect on identity, legacy and how the past influences their own lives.</p> <p>Yr 7 - Pupils study the impact of Norman England and William the Conqueror on England's future after 1066.</p> <p>Yr8 - Pupils will study the impact that the British Empire had on the world, including its' role in the slave trade.</p> <p>Yr 9 - Pupils study the spirituality of humans during the 20th Century, focusing on life at home, Europe, and the Wider World.</p> <p>KS 4 - Pupils have the opportunity to study History GCSE - Pupils begin to learn how spirituality led to political and social change within the United Kingdom.</p>	<p>Primary- History topics explore issues such as fairness, power, equality and human rights.</p> <p>Yr 7 - Pupils study how the Black Death affected Britain and surrounding areas of Europe and the wider world and the moral implications that came with it.</p> <p>Yr 8 - Pupils will study the moral implications that come from Britain and Liverpool's role within the the slave trade.</p> <p>Yr 9 Pupils will learn morality beyond war and its impact on life. Including how the past century has guided our moral compass.</p> <p>KS4 - Pupils who choose History GCSE can engage in moral debates - League of Nations and The Treaty of Versailles and their effects. The morality of the Treaty of Versailles - was it right or wrong to punish Germany in 1919?</p>	<p>Primary- History helps pupils understand how cooperation and conflict shape societies.</p> <p>Yr 7 - Pupils learn about the social implications in relation to the Feudal System and Domesday Book.</p> <p>Yr 8 - Pupils will encounter social movements across the year, including rebellion in the Empire, the abolitionist movement as well as Women's Suffrage in the 20th Century.</p> <p>Yr 9 - Study the social implications of war, how does war affect society? The social fall out of WWII, creating an East v West paradox.</p> <p>KS4 - GCSE History - pupils study the social implications within the 4 main topics - Germany 1890-1945, The Interwar years - 1918-1939, Norman England c1066-1100 and Power and the People - c1000 - present day. All have social implications which are studied, discussed and reviewed.</p>	<p>Primary- Pupils study world history and diverse cultures.</p> <p>Yr 7 - Pupils will learn about different cultures throughout the centuries, including how different cultures were separated during and after the restoration.</p> <p>Yr 8 - Pupils study different cultures from across the British Empire, and how those cultures now make up modern day Britain.</p> <p>Yr 9 - To look at the different cultures affected in the Twentieth Century, and how those cultures persevered through hardships.</p> <p>KS4 - History GCSE -study of different cultures - Germany 1890-1945, Norman England c1066-1100 - how cultures of people were affected during this time and the historical implications.</p>
Geography	<p>Primary- Learning about landscapes, weather and natural phenomena encourages appreciation of the Earth.</p> <p>KS3 - pupils will study different countries and continents of the world and understand their beliefs. Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to</p>	<p>Primary- Geography encourages pupils to think about how human actions affect the planet and ot</p> <p>KS3 pupils to look at the effects on the Earth of deforestation and other such dilemmas. Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other</p>	<p>Primary- Pupils learn how communities function and adapt to environments.</p> <p>Comparing and contrasting the importance of certain types of farming/sustainability etc. Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened</p>	<p>Primary- Pupils learn about different countries, cultures and ways of life.</p> <p>KS3 pupils will look into the effects of climate change and other people's views. Cultural education involves the study of real people in real places in the present. It provides opportunities for multicultural education through recognising commonalities and differences. It also encourages students to reflect on their own</p>

	have on settlement and peoples' daily lives.	countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences as well as using geographical issues as contexts.		personal reality of sense of space.
Maths	All Key Stages Make sense of the world around them and we strive by enabling students to explore the connections between their numeracy skills and every-day life. Developing deep thinking and an ability to question See the sequences, patterns, symmetry and scale both in the man-made and the natural world and to use maths as a tool to explore it more fully	All Key Stages- Opportunities to use their maths skills in real life contexts, applying and exploring the skills required in solving various problems. Analyse data and consider the implications of misleading or biased statistical calculations. Make a choice that relates to the result they are looking for. The logical aspect of this relates strongly to the right/wrong responses in maths.	All Key Stages Problem solving skills and teamwork are fundamental to mathematics through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to explain concepts to each other and support each other in their learning. Students realise their own strengths and feel a sense of achievement which often boosts confidence.	All Key Stages Mathematics is a universal language with a myriad of cultural inputs throughout the ages. Various approaches to mathematics from around the world are used and this provides an opportunity to discuss their origins. Develop an awareness of both the history of maths alongside the realisation that many topics learnt today have travelled across the world and are used internationally
Preparation for Adulthood	Year 7/8/9/10/11 Employment Education, Learning, and Employment: Gaining the skills needed for vocational opportunities, work experience, and securing future employment; topics to include Careers, CVs, thinking about work, investigating work, Employability, Enterprise	Year 7/8/9/10/11 - Community Inclusion Community Engagement: Developing social awareness, accessing local resources, using public transportation, and participating meaningfully in the community.	Year 7/8/9/10/11 Independent Living Living Skills: Includes practical skills such as personal care, cooking, cleaning, household management, and time management. Managing Money: Skills for budgeting, financial management, and understanding personal finances.	Year 7/8/9/10/11 Health Health and Well-being: Understanding personal health needs, managing medication, accessing healthcare services, and promoting emotional development.
PSHEE	Year 7: Self- concept Year 8: Choices and pathways Year 9: Mental Health and emotional well-being. KS4: Self-concept. Mental Health and Emotional	Year 7: Positive relationships Relationship values Year 8: Bullying, abuse and discrimination Year 9: Drugs, alcohol and tobacco. Consent	Year 7: Forming and maintaining respectful relationships Year 8: Managing risk and personal safety Social influences Year 9: Drugs, alcohol and tobacco.	Year 7: Media literacy and digital resilience Year 8: Puberty and sexual health Year 9: Contraception and parenthood Employment rights and responsibilities

	Wellbeing	KS4: Drugs, Alcohol and Tobacco Managing Personal Safety. Consent Bullying, abuse and discrimination	KS4: Positive relationships Relationship values Forming and maintaining respectful relationships	Financial choices KS4: Media Literacy and digital resilience
Food Tech	Foods from religious celebrations. Health and hygiene.	Fairtrade Vegetarianism Diet and health	Developing skills to prepare meals for family and friends. Preparing products for charity and school events. Producing items to sell for Whole school Enterprise projects.	Traditional British recipes Where does our food come from? Cakes from other cultures. International street food. International breads.
PE	Explore creativity through producing gymnastics and dance routines. Reflect and analyse their own and others performances. Create and develop own unique attacking and defensive set plays.	Promote fair play, teamwork and sportsmanship throughout all lessons Highlight and promote the advantages of health and lifestyle through PESSPA	Promoting teamwork throughout lessons as a team member Pupils adopt different roles such as leader, coach, umpire and analysts to develop communication and listening skills. Extra-curricular/option clubs to promote positive relationships	Explore dances from different cultures and backgrounds other than their own Gaining an understanding of different sports and their foundations Use of international examples of different athletes and their achievements
MFL	Exploring religious and non-religious celebrations in target language and reflecting on their meanings and significance. Discussing the role of faith/religion in target language countries. Promoting job and educational opportunities in the target country – widening student horizons. Recognizing the role language can play in promoting good self-esteem and confidence.	Studying and debating moral questions in target language. Students listening to and evaluating the work of others. Considering the value systems of different countries; how they compare or contrast to UK values Explaining the importance of following grammatical rules and laws. Discussing ways to create a sustainable environment and problems of pollution. Exploring the sustainable development of tourism. Discussing wealth and poverty	Studying the political systems and parties of the target language country. Discussing the effect of immigration on the target language country. Studying independence movements and other political groups within target language country Developing interpersonal skills necessary for successful relationships. Studying and debating social issues pertaining to the target country. Teaching social etiquette and manners through the spoken word. Promoting core British values such as individual	Studying classic and modern literature of the target language country. Studying classic and modern art of the target language country. Understanding regional and cultural differences within the target language country. Studying national heroes and important historical figures from target language country Reflecting on how different cultures are portrayed in their textbooks. Experiencing media from the target country.

		<p>Discussing ethical issues relating to scientific technological and medical research.</p>	<p>liberty and free speech through the teaching of a foreign language.</p> <p>Exploring relationships between family members.</p> <p>Discussing qualities of friendship.</p> <p>Exploring healthy lifestyles and the impact of smoking, alcohol and drug abuse.</p> <p>Discussing marriage and cohabitation.</p> <p>Exploring issues surrounding inclusion, poverty and homelessness</p> <p>Discussing the need for collaboration and cooperation</p>	
<p>Music</p>	<p>Yr7 - Musical genres and the origins of different music styles.</p> <p>Yr8 - Religious influences on Musical genres such as the Blues. Christianity and gospel music</p> <p>Yr9 - Exploring the music industry and potential career opportunities. The development of Reggae Music and it's links to Rastafarianism</p> <p>Yr10/11 - Pupils develop an understanding of cultures through listening to music.</p>	<p>All years discover different genres and alternative sounds- discuss culture around certain genres and typically the association with gangs or drug misuse.#</p> <p>Year 8 The Blues, linked to Slavery and discrimination</p> <p>Year 9 - Political influences on underground music styles, e.g.Gangs, Use of recreational drugs, Linked to PSHE curriculum</p>	<p>All pupils study the role that musical genres played in society and how it challenged societal norms</p> <p>Year 8 Blues, R&B -</p> <p>Disco - Party culture leading to EDM</p> <p>RAP/Hip hop - underground challenging of society and politics</p> <p>Punk Year 9 - challenging the monarchy</p>	<p>Yr7 - Reggae music and culture. World cultures and music - India, Hawaii, Nollywood, Brazillian,</p> <p>Yr8 - EDM music and influences in the music industry.</p> <p>Yr9 - EDM music and influences in the music industry. Rap music and gang culture.</p> <p>Yr 10/11 - research into current affairs of the music industry.</p>
<p>RS</p>	<p>KS3 - Pupils will explore the spiritual beliefs that surround the major religions that are present in Britain and the wider world today.</p>	<p>KS3 - Pupils will analyse the moral dilemmas that occur within different religions of the world.Exploring how different faiths practice their morality.</p>	<p>KS3 - Pupils will identify the social aspect of different faiths, uncovering how religion can bring society together with religious festivals and celebrations.</p>	<p>KS3 - Pupils will recognise the different cultures that are present within Britain and the wider world, inferring how these cultures practice their beliefs.</p>