

SUBJECT

Sociology	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>Helping learners develop self-knowledge including an awareness and understanding of their own beliefs, values and emotions.</p> <p>Developing a sense of empathy with others and understanding that human feelings and emotions affect people in different ways.</p> <p>Encouraging learners to reflect e.g. through self-evaluation and target setting.</p> <p>Allowing learners to express how they feel about a topic, piece of research, contemporary issue.</p> <p>Developing a respect for others beliefs, emotions and feelings.</p> <p>Enabling learners to make connections between different aspects of their learning e.g. creating synoptic links in</p>	<p>Developing learners' own decision making skills and encouraging them to think through the consequences of their own actions as well as analysing the decision making and consequences of others actions e.g. individuals and governments.</p> <p>Promoting learners' understanding of basic moral philosophy and skills of analysis, debate, judgment and application of contemporary issues.</p> <p>Highlighting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria.</p> <p>Giving learners opportunities to explore and develop moral concepts and values - for example fairness and respect.</p>	<p>Encouraging learners to relate positively to one another and work effectively through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research.</p> <p>These tasks develop inter-personal skills and encourage learners to work cooperatively whilst sharing their views and opinions.</p> <p>Creating opportunities for learners to take responsibility for their own learning which helps to develop enquiring minds e.g. through independent learning and extended reading tasks.</p> <p>Providing opportunities for learners to exercise leadership and responsibility e.g. Sociology Prefects.</p> <p>Creating a sense of community within the classroom with common inclusive values which ensure</p>	<p>Providing opportunities for learners to acquire knowledge and insight into the values, influences and beliefs which shape their own culture.</p> <p>Providing opportunities for learners to appreciate the diversity and richness of other cultures and respect other peoples' values and beliefs.</p> <p>Addressing issues of discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.</p> <p>Developing opportunities with outside agencies and individuals for learners to extend their cultural awareness e.g. trips, conferences, outside speakers.</p>

	<p>order to gain a holistic view of the subject.</p> <p>Encouraging learners to develop their own thoughts, ideas and concerns and relate their learning to wider issues in society by asking key questions e.g Why? How? Where? What?</p> <p>Inspiring learners through resources, up to date and relevant case studies and a variety of teaching styles.</p>	<p>Encouraging respect for others and their views.</p> <p>Encouraging learners to take responsibility for their actions e.g. respect for property, care of environment and develop a sense of ownership, including a sense of ownership and respect for the classroom, displays and departmental resources.</p> <p>Challenging learners' assumptions, stereotypes and prejudices.</p> <p>Considering the moral and ethical impact of Sociological research on participants and wider society.</p>	<p>everyone irrespective of ethnic origin, gender, ability, sexual orientation, and religion, can flourish.</p> <p>Creating a classroom climate that stimulates excitement about learning e.g displays, Sociology in the news board.</p> <p>Celebrating success of good work through written and oral feedback, Sociology merits and postcards.</p> <p>Organising extra-curricular activities which support learning e.g. trip to Bolton university to take part in a mock trial on a court room setting with a real acting judge.</p> <p>Discussing the skills and personal qualities necessary for living and working together in society e.g. established norms and values, roles and responsibilities and what it means to be a citizen.</p>	<p>Encouraging personal cultural enrichment through wider reading of literature, newspapers and academic research as well as watching news broadcasts, documentaries and film.</p> <p>Studying cross cultural research and understanding differing values and beliefs.</p> <p>Studying our own society from different theoretical perspectives.</p> <p>Having an awareness that learners come from a range of cultural and social backgrounds and being sensitive to this when teaching and explaining material.</p> <p>Developing an informed awareness of and sensitivity of the ways of life, needs and problems of others e.g. through analysis of research into ethnicity, disability, ageing population etc.</p>
<p><u>RELIGIOUS EDUCATION</u></p>	<p>We promote spiritual development by...</p>	<p>We promote moral development by...</p>	<p>We promote social development by...</p>	<p>We promote cultural development by...</p>

	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews</p> <p>Asking and responding to questions of meaning and purpose</p> <p>Considering questions about God and evaluating truth claims</p> <p>Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>Exploring morality including rules, teachings and commands such as 'The Golden Rule' the ten commandments, the sayings (hadith) of Muhammad,</p> <p>Investigating the importance of service to others in Sikhism, Hinduism and Buddhism.</p> <p>Exploring religious perspectives and responses to evil and suffering in the world.</p> <p>Asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Christian salvation story.</p>	<p>Exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>Asking questions about the social impact of religion.</p>	<p>Exploring similarities and differences between faiths and cultures.</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds developing understanding and respect for different faiths and cultural diversity.</p>
<u>PSHCCE</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>Developing awareness of and responding to others' needs and wants.</p> <p>Exploring meaning and purpose for individuals and society. Developing resilience and inner strength.</p>	<p>Exploring what is right and wrong and to work out what we need to do in this particular community to make sure everyone thrives.</p>	<p>Helping learners to engage in a democratic process for electing M.P and understanding how laws are made and the role of Parliament. Taking part in the process of contributing to school decision-making through learner voice.</p> <p>Creating opportunities for learners to exercise leadership and responsibility</p>	<p>Exploring how different cultures can offer great insights into how we lead our lives; building respect and tolerance; reinforcing the Unsworth way to promote community cohesion.</p>

			Sports Leaders, Peer Mentors etc	
<u>ENGLISH</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>Through exploring a variety of texts, English helps learners to understand different beliefs and values whilst sharing their thoughts and feelings. Experiencing fascination, wonder and awe is something that is thoroughly embedded into the English curriculum; through reading fiction, writing creatively and exploring different genres, learners develop their imagination and creativity.</p> <p>Through non-fiction, learners look at the experiences of others and reflect upon their own experiences as citizens of the world. All members of the English department actively encourage our learners to develop their personal beliefs, feelings and values through target questioning and open</p>	<p>Different moral codes and values are explored through fiction and non-fiction within the English curriculum. Through texts such as Jekyll and Hyde, An Inspector Calls and Noughts and Crosses (in KS3) learners become aware of right and wrong and can openly share their beliefs.</p> <p>We use the above texts and many others to consider the consequences of actions on individuals and on larger groups of people. Moral and ethical issues are explored in KS3 through our charity non-fiction units, poetry, dystopian genre study, as well as through contextual exploration in all year groups.</p> <p>Through questioning and open discussion we encourage young people to express personal views in an articulate</p>	<p>In English, we ensure that we include opportunities for group work, class discussion, drama and individual speaking and listening presentations. All of these pedagogical approaches ensure learners are developing social skills and co-operate well with others. Learners are also rewarded for effective group work.</p> <p>Through methods of learning and texts studied, learners are able to reflect on how to resolve conflicts effectively and apply this to their individual experiences.</p> <p>Exploring different communities and societies is often something that is covered through novel study or through units such as Poems from other Cultures in KS3 and unseen poetry in KS4. Developing social and cultural awareness is embedded into the topics covered throughout the English curriculum.</p>	<p>Understanding and appreciating the wide range of cultural influences that have shaped personal identities is often attached to the exploration of different contexts and writer studies. Learners have the opportunity to consider individual experiences and the impact those experiences have on a variety of individuals. Learners participate and reflect upon cultural opportunities both inside and outside the classroom. For example, we have arranged poet visits, theatre trips, a London trip and trips to other schools and libraries out of lesson but also ensure we cover cultural opportunities within lessons; for example, using art as a stimulus for creative</p>

	<p>discussion. We ensure oracy is embedded into our lessons to help learners to express their beliefs fluently and coherently.</p>	<p>manner and focus on moral and ethical issues throughout our schemes of learning. Through peer assessment and sharing of work, we ensure that learners are aware of the right way to treat each other so that all learners flourish within English classrooms and out into their wider lives.</p>	<p>We ensure that a climate of praise, high expectations and celebration allows all learners, irrespective of class, gender, sexuality, religious beliefs, nationality, to feel safe and welcome in English. We embed the study of writers from all walks of life are included to celebrate diversity and promote positive representation of all groups in society.</p>	<p>writing, listening to opera and watching ballet as a way of developing understanding of poetry. Exploring, understanding and respecting cultural diversity in local, national and global communities can be seen through the texts we choose to study throughout KS3 and KS4. We encourage learners to appreciate diversity and the many benefits it has through open discussion and analysis of different cultural texts.</p>
<u>MATHS</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>Maths in nature is embedded in sequences, patterns and Symmetry.</p> <p>A sense of wonder in the exactness of mathematics in the exploration of infinity, π and real-world examples. Students are encouraged to appreciate the enormity of the world of</p>	<p>Within the classroom, the department/staff encourages respect, rewards good behaviour (via positive audits and positive phone calls home, e postcards). We value listening to others' views and opinions on problem solving. We promote discussion about mathematical understanding and challenge assumptions,</p>	<p>In classrooms, the department actively promote mini-whiteboard activities to promote self-esteem and build confidence.</p> <p>We encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion / working partners.</p> <p>We help pupils develop their mathematical voice and</p>	<p>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.</p> <p>We look to make explicit reference to Mathematicians (e.g.</p>

	<p>Mathematics as it has developed through time. .</p> <p>The Highest sets in Year 7 & 8 participate in the UKMT Junior Mathematical challenge in order to increase mathematical participation in the subject and promote wonder and awe at the beauty of mathematics. Highest sets in years 9 & 10 participate in the UKMT Intermediate Mathematical Challenge.</p> <p>A sense of wonder in the exactness of mathematics in the exploration of circle theorems, trigonometry and its links to similar triangles, congruence in triangles</p>	<p>supporting students to question information and data that they are presented with. Misconceptions are also discussed.</p> <p>Students are encouraged to think logically about mathematical arguments.</p> <p>Using and applying maths is embedded in the curriculum.</p> <p>We explore and evaluate the use of statistics to inform or mislead in our current data obsessed society. e.g. census data, validity of questionnaires</p> <p>Number work is linked to real-life applications e.g. decimals and money, percentages (sales), negative numbers (temperature, debt)</p> <p>Functional mathematics is promoted throughout key strands of the scheme of work (number, geometry and handling data)</p>	<p>powers of logic, reasoning and explanation by offering explanations to each other.</p> <p>We seek out events and team maths challenges for increased pupil involvement.</p> <p>The Highest sets in Year & 8 participate in the UKMT Junior Mathematical challenge in order to increase mathematical participation in the subject and promote wonder and awe at the beauty of mathematics. Year 9 & 10 take part in the UKMT Intermediate Challenge.</p>	<p>Pythagoras) in contribution to progression of the subject as we teach topics throughout the schemes of work.</p> <p>Students look at the cultural links of tessellations and their applications in real-life also (e.g. glass panes in windows)</p> <p>We demonstrate and encourage diverse techniques e.g. for multiplication that have derived from different ancient civilisations. – Russian / Chinese multiplication, Napier’s Bones etc.</p> <p>Maths is incorporated into the languages e.g. counting in another language</p>
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<u>SCIENCE</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>Experiencing fascination and wonder during Science week as a result of being introduced to a large Scientific journey/discovery.</p> <p>Topics which allow students to form their own point of view</p>	<p>Allowing pupils to discuss their opinions on hot topics which naturally cause debate regarding the ethical and moral decisions to be made.</p> <p>Topics which allow students to form their own opinions and judgements include.</p>	<p>Pupils are invited to take part in various STEM trips throughout the year. Younger pupils also have the opportunity to be part of the STEM club in Science.</p> <p>Pupils work together and compete against other groups during Science week, promoting collaboration and resolving any conflicts effectively.</p> <p>Group work during practical's and presentations take place during KS3 and KS4.</p>	<p>Ensuring that pupils are aware that different Scientists and cultures have had different ideas throughout the years which inform our understanding of the world today. The importance of collaboration between countries on worldwide issues such as climate change.</p> <p>Topics which develop students to respect</p>

			Topics which develop individuals understanding of society include.	different cultural understanding include.
<u>MFL</u>	We promote spiritual development by	We promote moral development by	We promote social development by	We promote cultural development by...
	<p>Teaching students to accept and embrace other languages and cultures through the teaching of MFL (French and Spanish). In relation to this, students are educated on the religious and political beliefs of the people in countries of the language they are learning particularly Catholicism in Argentina and Spain and religious restrictions in Europe. In addition the Far Left Movement in France as well as Catholicism. A whole range of KS3 and GCSE material covers topics from travel to education, healthy living and social awareness. Students are encouraged to be empathetic to the cultures, traditions and beliefs of others and stereotypes are</p>	<p>Encouraging students to show empathy and understanding to others and learning about right from wrong and the choices historical figures from Hispanic and Francophone culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. The MFL schemes of work identify and explore many moral issues in a global society context covering famous people (within a high moral context) to issues relating to the environment, equality of education within a global context (comparing the UK to less wealthy countries such as Bolivia), work opportunities, social mobility, travel as a means of exploring the</p>	<p>Encouraging our students to work independently, in pairs and in small groups as well as whole class participation in lessons and are encouraged to proactively use the target language in classwork. Students are often differentiated in groups of varied abilities to encourage social interaction with others in the class with whom they may not usually interact. Students are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in MFL classes where mistakes are seen as learning opportunities rather than failings. The students are actively encouraged to use each other as a learning tool and develop social skills and strategies for dealing with confrontational situations or problems. Students within the MFL department are encouraged to self -solve.</p>	<p>Cultural development and cultural awareness are fundamental to language learning here at Castlebrook. All stages of MFL teaching and learning about cultural development are at the forefront of our success criteria. Exploration of language and culture is key to language learning whether through lessons or school trips. Students are actively encouraged to embrace differences at all stages of their linguistic development and accept ideas which may be alien to them as individuals and indeed to their family as culturally significant. Students are encouraged to discuss stereotypes within a national and international context. Media and new technologies are</p>

	challenged when necessary.	world and the consequences of this and the media and new technology including Snapchat, Facebook, Instagram, texting and the Internet as a means of communication as well as discussing the moral outcomes of these		encouraged to explore language and culture in all its forms and in every aspect of their language learning.
<u>TECHNOLOGIES</u>	We promote spiritual development by	We promote moral development by	We promote social development by	We promote cultural development by
	Developing learners imagination and creativity across all individual subject areas. This starts with a design process and develops through production before learners reflect on their experiences through evaluation. Learners are able to express their personal feelings and beliefs through discussion and peer evaluation.	Ensuring learners fully understand health and safety rules in all subject areas and allow them to reflect on why these are necessary. We look at the moral aspect of safe use of the internet and ask learners to reflect on the morals we should have when online and why these are important to us as individuals and to society as a whole.	Encouraging learners to work together to discuss, debate and feed back. We develop co-operation with others and mutual respect by allowing all learners to have a voice which must be listened to by all. All learners take part in lessons through hands up and targeted questions continually developing the communication skills.	Reflecting on a wide range of cultures with a range of recipes in food from across the globe. Through discussion and working with others from the diverse Unsworth community learners develop a cultural awareness and understanding.
<u>GEOGRAPHY</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	The fact that Geography is the study of real people in real places means that	Geography is a subject that lends itself to investigations, debates	Social development is a focus in Geography and looks to enhance and develop	Throughout Key Stage 3 Geography looks at various cultures and their

	<p>it constantly links and develops students spiritually. For example, when looking at natural disasters such as Earthquakes, volcanoes or Tsunamis, a fascination of the world around them is developed, whilst the study of population, Brazil and Nigeria to name a few gives students an appreciation of the world around them. The study of population and globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these. Throughout, topics like this enable students to reflect and share their own experiences and the diverse nature of our classes really enhances discussion and debate in this area. Imagination and creativity is a theme in teaching, where students are stretched in activities ranging from the design of their own villages and</p>	<p>and a consideration of different viewpoints and most geographical topics have a moral element to them. For example when considering physical topics such as rivers, flooding and coasts consideration is given to how much these issues that arise are man-made and is because of exploitation. Similarly in the tourism, fashion and development topics, debate centres on the role of humans and how ethical our actions are. For example the allocation of aid, exploitative tourism and other moral issues that occur in LEDC's and MEDC's are topic areas for debate. Geography allows students to see and explore consequences of mismanagement, and also to look at the situations from different points of view. Debates allocate students different roles in decision making processes which</p>	<p>students throughout KS3. One of the introductory topics in Year 7 on settlement see's classes collaborating as a group and this collaborative learning continues throughout. Similarly peer assessment and feedback further enhance students social skills. Questions and debates encourage the scenario of 'what would you do' in the situation relating to various topics in Geography, encouraging students to co-operate and resolve conflict.</p>	<p>influences across the world as well as more local studies and their cultural awareness is developed as a result. For example there are units on 'Exploration of the UK', 'Exploring the World', 'Sport and Fashion' as well as a school enquiries that all help develop students culturally. Work within the subject allows them to express their opinions and communicate their knowledge in varied ways, including artistic forms such as the creation of their own volcanoes, empathy work linked to natural disasters and also contact with people, schools and students from different countries or who have visited there to further develop this cultural awareness. Within Human Geography in particular the topics lend themselves to exploration of their own identities and others.</p>
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	consideration of needs and wants in this, to environmental surveys of the school.	help develop empathy and appreciate the opinions of others.		
<u>P.E</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>During the range of activities that students can participate in (whether core PE lessons, GCSE PE and extra-curricular Physical Education sessions), students can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.</p> <p>Examples of Spiritual lessons at Unsworth Academy:</p> <p>Explore creativity through producing Dance and</p>	<p>The Physical Education department at Unsworth Academy teaches students about the sporting code of conduct, etiquette, fair play and sportsmanship. Students should abide by the rules and regulations and gain a good understanding of rules of sport. This will allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives. The PE department promotes self-discipline and work ethic; if you work hard and if you can discipline yourself to train and apply yourself.</p> <p>Examples of Moral development in Physical</p>	<p>The Unsworth Academy PE department will encourage pupils to engage in a variety of social settings, whereby pupils cooperate with each other to find solutions. The PE department aim to place ownership on the pupils by giving them leadership or coaching roles in lessons to develop communication skills. The students in PE will be able to use a range of social skills in different contexts, including working and socialising with students from different religions, ethnics and socio-economic backgrounds. The students are challenged to give 100% into all activities presented to them, which is strongly encouraged by all staff in the department. Students will also develop friendships and social mixing through the involvement in intra, inter school</p>	<p>The Unsworth Academy PE department encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> <p>Examples of Cultural development in Unsworth PE lessons:</p> <p>Learning about the developments of sports in different countries Learning where different sports originate from and what the national sports of different countries are. Understanding of World Cups and Olympic games, linking to sports days and tournaments</p>

	<p>Gymnastic routines Creating and developing own attacking and defensive set plays and tactics during games activities Reflecting and providing feedback of their own and others performances through peer and self-assessment activities Displaying emotions through their Dance and Gymnastics routines Using guided discovery to allow students to have their own thoughts, ideas and problem solving Questioning students throughout lessons – WHY, WHAT, WHERE and HOW Units of work focusing on team building – motivation, determination and character building Encourage pupils to be inspired by sporting events Eg. World Cup and the Olympics Accept and rise to challenges by developing a culture that acknowledges work ethic and celebrates success.</p>	<p>Education at Unsworth Academy: Moral dilemmas – students investigate into deviance issues in sport such as the use of performance enhancing drugs and match fixing in GCSE examination courses. Promote fair play and teamwork in lessons through the sporting code of conduct Encourage sportsmanship throughout – winning with pride and losing with dignity Through the Unsworth way and the five respects - respect for equipment both when using it and when storing it Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations. Promotion of feedback, assessment for learning and rewards for development of sporting skills and performance</p>	<p>competitions and extra-curricular clubs. Examples of Social development in Unsworth PE lessons: Providing pupils with leadership or coaching roles to help them develop their communication, co-operation and teamwork skills through the sports council Encourage engagement in extra-curricular activities. Interaction with the community and local schools through sports competitions and primary events Celebrating sporting success both in and out of school through rewards, pupils of the week and assemblies Creating a sense of community and belonging within lessons, developing teamwork and cooperation Presenting challenges that requires pupils to support one another to develop their skills in a co-operative situation.</p>	<p>within PE. Gaining an understanding of different sports and their foundations through the broad sports on offer. Use of international examples of different athletes and their achievements, including which international teams excel in certain sports / athletics events. Cultural engagement through elite performers both at school and in their own sporting environment. Students are given the opportunity to compete against other schools. This often means the students are absorbing themselves into different cultures from around the country and learning respect for these cultures.</p>
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	Promote a healthy and Healthy active lifestyle	Promote trust with peers through team building activities Using students as sports leaders/ambassadors through the sports council and outstanding leaders programme.		
<u>ARTS</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>Art helps students develop self-knowledge including an awareness and understanding of their own beliefs, values and emotions expressed through their own work and the work of others.</p> <p>Developing an understanding of the work of others and how to discuss and value the work of peers sensitively. Being open minded to new approaches and techniques. Showing cultural understanding of the work created by others.</p> <p>Encouraging students to reflect on their own progress and the progress of others e.g.</p>	<p>Developing students' own decision making skills and encouraging them to take risks exploring the work of others and using inspirational starting points to develop ideas and approaches.</p> <p>Promoting students' understanding of the benefits of analysis, exploring the work of others and expressing your own thoughts and ideas.</p> <p>Giving students opportunities to express fairness and respect when looking and learning about the work of others.</p>	<p>Encouraging students to relate positively to one another and work effectively through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research.</p> <p>These tasks develop inter-personal skills and encourage students to work cooperatively whilst sharing their views and opinions.</p> <p>Creating opportunities for students to take responsibility for their own learning which helps to develop enquiring minds e.g. through independent learning and the creation of their own starting points. Within the curriculum students are encouraged to</p>	<p>Providing opportunities for students to acquire knowledge and insight into the values, influences and beliefs which shape their own work and the development of ideas.</p> <p>Providing opportunities for students to appreciate the diversity and richness of other cultures and respect other peoples' values and beliefs.</p> <p>Developing opportunities within the curriculum for students to look at the work of other cultures and the stories and ideas which are generated from the work e.g. The Mexican Day of the Dead</p>

	<p>through self-evaluation and target setting.</p> <p>Allowing students to express how they feel about a piece of work through verbal discussion and annotation as part of their development.</p> <p>Developing a respect for the work of others.</p> <p>Enabling students to make connections between the work of artists and art movements and expressing this within their work.</p> <p>Encouraging students to develop their own thoughts, ideas and express creativity and relate their learning to other areas of the curriculum.</p> <p>Inspiring students through stimulating resources, and art work across different decades and movements.</p> <p>Photography helps students develop self-knowledge including an</p>	<p>The curriculum encourages respect for others and their views empathising and showing an understanding of the work of others.</p> <p>Encouraging students to take responsibility for their actions e.g. a sense of ownership and respect for the classroom, displays and departmental resources.</p> <p>Challenging students' assumptions, stereotypes and prejudices through art work which challenges preconceptions.</p> <p>Developing students' own decision making skills and encouraging them to take risks exploring the work of others and using inspirational starting points to develop ideas and approaches.</p> <p>Promoting students' understanding of the benefits of analysis, exploring the work of others and expressing</p>	<p>explore the work of others and find artists work which they personally find inspiring giving them ideas which is evidenced through the production of their sketchbook pages.</p> <p>Creating a sense of community within the classroom with common inclusive values which ensure everyone irrespective of ethnic origin, gender, ability, sexual orientation, and religion, can flourish.</p> <p>Creating a classroom climate that stimulates excitement about learning e.g displays, and stimulating resources which demonstrate work from different periods and cultures.</p> <p>Celebrating success of students through the use merits and postcards home.</p> <p>Organising extra-curricular activities which support learning including after school support sessions and trips.</p> <p>Encouraging students to relate positively to one another and work effectively</p>	<p>festival, Russian Matryoshka Dolls, Chinese Terracotta Army.</p> <p>Encouraging personal cultural enrichment through gallery visits.</p> <p>Having an awareness that students come from a range of cultural and social backgrounds and being sensitive to this when discussing the work.</p> <p>Providing opportunities for students to acquire knowledge and insight into the values, influences and beliefs which shape their own work and the development of ideas.</p> <p>Providing opportunities for students to appreciate the diversity and richness of other cultures and respect other peoples' values and beliefs.</p> <p>Developing opportunities within the curriculum for students to look at the</p>
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	<p>awareness and understanding of their own beliefs, values and emotions expressed through their own work and the work of others.</p> <p>The curriculum develops an understanding of the work of others and how to discuss and value the work of peers sensitively. Being open minded to new approaches and techniques. Showing cultural understanding of the work created by others.</p> <p>Encouraging students to reflect on their own progress and the progress of others e.g. through self-evaluation and target setting.</p> <p>Allowing students to express how they feel about a piece of work through verbal discussion and annotation as part of their development.</p> <p>Developing a respect for the work of others.</p> <p>Enabling students to make connections</p>	<p>your own thoughts and ideas.</p> <p>Giving students opportunities to express fairness and respect when looking and learning about the work of others.</p> <p>Encouraging respect for others and their views.</p> <p>Encouraging students to take responsibility for their actions e.g. a sense of ownership and respect for the classroom, displays and departmental resources.</p> <p>Challenging students' assumptions, stereotypes and prejudices through art work which challenges preconceptions.</p>	<p>through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research.</p> <p>These tasks develop inter-personal skills and encourage students to work cooperatively whilst sharing their views and opinions.</p> <p>Creating opportunities within the curriculum for students to take responsibility for their own learning which helps to develop enquiring minds e.g. through independent learning and the creation of their own starting points. Students are encouraged to explore the work of others and find artists work which they personally find inspiring giving them ideas which is evidenced through the production of their sketchbook pages.</p> <p>Creating a sense of community within the classroom with common inclusive values which ensure everyone irrespective of ethnic origin, gender, ability,</p>	<p>work of other cultures and the stories and ideas which are generated from the work e.g. Early 1900 natural form photographers, architects and contemporary artists such as Sarah Graham and Nachiketa Rao.</p> <p>Encouraging personal cultural enrichment through gallery visits.</p> <p>Having an awareness that students come from a range of cultural and social backgrounds and being sensitive to this when discussing the work.</p>
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	<p>between the work of artists and art movements and expressing this within their work.</p> <p>Encouraging students to develop their own thoughts, ideas and express creativity and relate their learning to other areas of the curriculum.</p> <p>Inspiring students through stimulating resources, and art work across different decades and movements.</p>		<p>sexual orientation, and religion, can flourish.</p> <p>Creating a classroom climate that stimulates excitement about learning e.g displays, and stimulating resources which demonstrate work from different periods and cultures.</p> <p>Celebrating success of students through the use merits and postcards home.</p> <p>Organising extra-curricular activities which support learning including after school support sessions and trips.</p>	
<u>HISTORY</u>	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
	<p>We help pupils develop empathy when studying slavery, WW1 and WW2 and the atom bomb.</p> <p>Pupils are encouraged to think about different values and belief systems through time.</p> <p>Year 7 examine Islam and changes in Christianity with the Reformation. Learners discover the attitudes of religious martyrs and the</p>	<p>Pupils are encourage to reflect on historical events and significance and the morality of people's actions. Pupils are asked to reflect upon the different values of other societies and their impact on other people.</p> <p>This is especially true when examining empires and imperialism. Year 7 examine the leadership of different monarchs</p>	<p>Pupils are encouraged to work in pairs, small groups and whole class activities.</p> <p>Pupils are involved in class discussions and class presentations. They are encouraged to read aloud in class and to read their own work in class. Pupils take part in debates and learn how to form an argument and respond. They have opportunities to express their opinion. Pupils are</p>	<p>Pupils are encourage to examine cultural diversity and examine individuals across different classes and social strata. Year 7 investigate Isalm as part of a wider world study and USA in the 20th century. KS4 examine working class rights, womens' rights and minority rights in 20th century Britain. They look at Windrush and</p>

	<p>impact of forced religious change. Pupils have opportunities to develop empathy using evidence and accounts from the past. They are prompted to make judgements on events and form an opinion.</p>	<p>including Henry VII and Charles I. Year 8 investigate the industrial revolution and the role of parliament 'laissez faire', British Empire, the implications of dropping the atomic bomb and the rise of Hitler and the Holocaust. Year 9 examine the role of reform and reformers and expanding role of government in people's lives. KS4 examine Civil Rights and women's rights in America. At KS3 and KS4 the pupils are asked to compare value systems of today with those of the past. They look at the reforms of the 19th C and how society's attitudes towards women, children and the working class changed. They are asked to consider political ideologies such as communism, fascism, capitalism and the impact of each one on society.</p>	<p>encouraged to examine historical events and relate them to current affairs e.g. Brexit and the power of Parliament, American modern foreign policy compared with 1920. Contemporary issues are highlighted such as race, religion, gender.</p>	<p>immigration in relation to race riots and Enoch Powell. Pupils investigate America in the 20th century including Civil Rights and Women's rights.</p>
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