

Curriculum Provision for SMSC 2015

	<b>Social</b>	<b>Moral</b>	<b>Spiritual</b>	<b>Cultural</b>
<b>English</b>	As a result of challenging fiction and non-fiction texts we: ask students to work in groups and develop group projects – thus developing their capacity to work together; discuss conflict in texts, ask students to think about it's roots – how it could be avoided and how resolved	As a result of challenging fiction and non-fiction texts we: discuss ethics, values, ideas and the consequences of actions.	As a result of challenging fiction and non-fiction texts we: talk about values and ideas (their own and those of others); encourage students to empathise with characters and their feelings and situations; imagine, predict and create texts themselves.	Cultural– as a result of challenging fiction and non-fiction texts we: discuss and explore a wide range of other cultures and values, as they appear in the texts. Historical – as a result of challenging fiction and non-fiction texts we: discuss and explore historical relevance and look at how changes and advances in technology, lifestyles and ideals have changed.
<b>English (cont.)</b>	<p><b><u>English Faculty Ethos</u></b></p> <p>Your English and Communication and Culture teachers want you to be...</p> <p><b>QUESTIONING and THOUGHTFUL</b> Do you ask questions? Do you think independently? Do you respond sensitively?</p> <p><b>ETHICAL and MORAL</b> Are you trustworthy and tolerant? Can you recognise and reject prejudice?</p> <p><b>OPEN-MINDED and RESPECTFUL</b> Do you respect different opinions? Is your mind open to new thoughts?</p> <p><b>SKILFUL and CONFIDENT</b> Are you motivated? Can you learn independently? Can you communicate clearly?</p>			

**CONNECTED**

Do you want to make a positive impact? Can you see your own potential?

**CREATIVE**

Are you imaginative? Can you use different ways to express your ideas and feelings?

**HAPPY!**

Do you feel safe to share ideas? Do you feel inspired? Are you happy?

**Year 7**

Students study a novel and are asked to empathise with the feelings and situations of the main character.

A Whole lot of Grief – A play about prohibition, Al Capone and Eliot Ness. Again, it deals with questions about right and wrong, actions and consequences.

Studying pre-literature enhances pupils' social and historical awareness of language and lifestyles.

We cover poetry anthologies where different forms and ideas are discussed and analysed. There is also a deep focus on the cultural and social awareness of both poet and poetry form.

Junior apprentice – a really enjoyable speaking and listening task that allows pupils' to develop their own cultural, moral and ethical ideas through team work and detailed discussions.

**Year 8**

Anne Frank - looking at racism, exclusion, religious intolerance - they write diaries, are encouraged to empathise. Many groups go on to study Boy in Striped Pyjamas.

We also cover Poetry from Other Cultures - again looking at the experience of other people around the world now and at other times (this includes asking them to empathise with: black slaves on slave ships to America; people living in Indian Slums with no running water; immigrants to the UK)

The Age of Stupid – students study a documentary which deals with 'natural' disasters which are partly caused by human beings or companies not thinking about or helping to deal with the environmental fallout of their actions.

A Midsummer Night's Dream – an imaginative play that deals with questions about social values, actions, consequences and motivations.

**Year 9**

Alone in the Wild – the video diary of a man who tries to survive in northern Canada – Students are asked to empathise, imagine and create their own 'Alone in the Wild' journal or monologue

All My Sons and An Inspector Calls – two plays which deals specifically with questions of society, values, morals, family and social responsibility.

**Year 10**

Of Mice and Men – a novel that questions human relationships, dreams, friendship, loneliness, isolation, disability, prejudice, bullying.

	<p>Romeo and Juliet – again, a highly charged emotional play that deals with love, hate, conflict, responsibility, values and loyalty.</p> <p><b>Year 11</b> The poetry anthology, which deals with a wide range of ethical, emotional, spiritual and philosophical, issues and generates much discussion.</p> <p><b>Sixth Form</b> Communication and Culture Studies Deals with ideas about culture, ethics and communication, first from an individual standpoint and then via some of the great thinkers and theories of the last centuries.</p> <p><b>English Literature</b> Deals with a wide range of challenging texts which, ultimately, explore the individual in society and the nature of the human condition</p>			
	<b>Social</b>	<b>Moral</b>	<b>Spiritual</b>	<b>Cultural</b>
<b>Maths</b>	<p>Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer reviewing are very important to enable pupils to have an accurate grasp of where they are and how they</p>	<p>The moral development of pupils is an important thread running through the entire mathematics syllabus, pupils to use Maths in real life contexts, applying and exploring the skills required to solve various problems</p> <p>Pupils conducting an opinion survey on a moral issue. Pupils are given the opportunity to be aware of the use and misuse of data in all issues including those supporting moral argument.</p>	<p>Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught to enable students to make sense of vast amounts of data available in the modern world around them.. Sequences, patterns, measures and ultimately the entire study of Mathematics</p>	<p>Explore the Mathematics applied in different cultures such as patterns, symmetry, tessellations and Islamic geometric patterns. Pupils discussing the use of mathematics in cultural symbols and patterns. The ability to use exchange rates for foreign travel are also important life skills students will learn. Allowing discussion on the cultural and historical roots of mathematics</p>

	need to improve. Working together in pairs or groups and supporting others is a key part of Maths lessons.		was created to make more sense of the world around us and we enable each of our students to use Maths as a tool to explore it more fully.	
<b>Science</b>	<p>Science lessons involve group practical work which provides opportunities for pupils to develop team working skills and to take responsibility. Pupils take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Pupils are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.</p> <p>Pupils investigate the impact of drugs, social issues around global warming and the discovery of new drugs to treat disease. Impact of nanotechnology</p>	<p>Education in Science encourages pupils to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students realise that moral dilemmas are often involved in scientific developments. When considering the environment the use of further natural resources and its effect on future generations is an important moral consideration.</p> <p>Impact of smoking, drinking and drugs on families and society</p> <p>Stem cell research and designer babies</p>	<p>Science and spiritual ideas do cause conflict but in a modern society it is important to understand why these conflicts arise so we can respect the views of others and move forward. All staff will cover this at GCSE</p> <p>It is also seen more often that science is able to stand alongside the spiritual beliefs of many. This is looked at often from a neutral stand point within science lessons.</p> <p><u>Experiencing awe and wonder</u></p> <ul style="list-style-type: none"> <li>• The use of particle accelerators in Physics</li> <li>• The impact of waves (Tsunamis and Earthquakes) in Physics</li> </ul>	<p>Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is therefore an activity undertaken by a wide range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to science. Discovery of DNA, radioactivity, history of the atom, sexual health, diseases that affect populations such as sickle cell anaemia, pandemics and medical history.</p>

			<ul style="list-style-type: none"> <li>• Evolution in Biology</li> <li>• The Big Bang Theory in Physics</li> <li>• The development of the periodic table in Chemistry</li> <li>• The miracle of birth in human biology</li> </ul> <p><u>Exploring the values and beliefs of others</u></p> <ul style="list-style-type: none"> <li>• The use of stem cells in reproductive research and the cure for inherited diseases</li> <li>• The moral it of blood transfusions for some religious groups</li> <li>• Genetically modified crops</li> <li>• The impact of pollution on our planet</li> <li>• The anti-evolution movement</li> </ul> <p><u>Understanding Human feelings and emotions</u></p>	<p>Darwin Day – celebration of Charles Darwin and the impact on science and relating the values and scientific enquiry to the work that we do in science and across the school to promote these values.</p> <p>Sexual health day – World AIDS day Ks3 and 4.</p>
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<b>History</b>	<ul style="list-style-type: none"> <li>• Living conditions in the industrial revolution – how and why they gradually improved</li> <li>• Life in Nazi Germany</li> </ul> <p>Establishment of the NHS &amp; introduction of pensions and the welfare state</p>	<ul style="list-style-type: none"> <li>• The importance of respect for other people</li> <li>• What was the motivation for slavery?</li> <li>• Why was slavery abolished</li> <li>• The Civil Rights movement</li> <li>• The industrial Revolution and the factory conditions = reasons for these conditions and why they improved</li> <li>• The Holocaust – a whole module on this</li> <li>• Germany under the Nazis</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of Religion in history</li> <li>• The structure of the church</li> <li>• Heaven and hell</li> <li>• Monks, nuns and power</li> <li>• The Reformation</li> <li>• The power of the Catholic Church</li> <li>• The differences between Catholicism and Protestantism</li> <li>• The Renaissance and its impact on the Church &amp; medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Oliver Cromwell and Ireland</li> <li>• The Magna Carta</li> <li>• The importance of democratic principles and the voting system</li> </ul> <p>The Impact of WWI on the Home Front – an emphasis on the Suffragette movement</p>

<b>Geography</b>	Developing a sense of awe and wonder in the natural environment and its creation. eg Iceland	Investigation of moral and ethical issues, e.g. China's one child policy, individual responsibility .eg recycling and sustainability	Many opportunities for group work and discussion, world wise quiz (Bromley wide) develops opportunities for our students to interact with those from other schools	Looking at different communities, e.g. tribal communities in the Amazon. Learning about different parts of the world and of the UK, the people that live there and the land use, food, employment and lifestyle.
<b>MFL</b>	<p>Pupils develop the ability to speak in a foreign language and with that comes self-confidence.</p> <p>Listening skills are developed through conversations and listening to each other perform role plays in the classroom.</p> <p>Pair and group work activities encourage pupils to participate and share their ideas and knowledge.</p> <p>Pupils have the opportunity to act out role plays in small groups and to the rest of the class.</p> <p>Being able to listen to and support others when</p>	<p>We use group and pair work activities to encourage pupils to share ideas and knowledge and to help pupils learn to be tolerant of each other and each other's points of view.</p> <p>Healthy Lifestyle – You should/You must/You could.....</p> <p><u>A Level topic areas</u> Homelessness/Eating Disorders/ Poverty versus Wealth /Racism/Immigration/Integration/Marriage and Relationships/</p> <p>Pupils learn to give advice and consider how to lead a healthy and happy lifestyle.</p> <p>Pupils learn about some key issues which affect society.</p>	<p>In languages lessons pupils often learn about religious and non-religious celebrations around the world, looking at the similarities and differences between how different countries celebrate certain occasions. e.g. Christmas, Easter, Oktoberfest, Bastille Day, Berlin Love Parade, Day of German Reunification</p> <p>We also look at deeper issues in the sixth form such as the impact of the Berlin Wall, the Spanish Civil War, the Student riots in France in the 1960s and the persecution of the Jews during the Second World War and encourage students to empathise with how people living during those times would have felt</p>	<p>Our day-to-day work in languages lessons develops our students' interest in and knowledge of other languages and cultures.</p> <p>Pupils work out language patterns and can spot differences/similarities between English and the foreign language being studied.</p> <p>Pupils enjoy finding out what makes France/Germany/Spain /Belgium/Austria/Mexico among other countries, special. They find out about lifestyle, food and drink,</p>

	<p>they are practising speaking in the foreign language is something that we value so that pupils develop their confidence in speaking in the foreign language. The ability to speak confidently in the foreign language, understand others speaking and be tolerant and considerate of others who are trying to speak French/German/Spanish</p> <p>Peer and group assessment</p>		<p>and how we have learnt from such times.</p> <p>Current affairs in the news such as recent events in France are used as discussion points in A level lessons (terrorist attacks and the tensions between different religious/non-religious groups)</p> <p>Poverty v. wealth Understanding of other cultures and how we celebrate annual traditional/religious events around the world</p> <p>The ability to empathise with people who live/have lived in difficult circumstances around the world (wars/strict regimes/in poverty/fear)</p>	<p>history, geography and current affairs.</p> <p>Being interested in the culture of the language being studied makes learning more exciting and worthwhile.</p> <p>Each year on 26<sup>th</sup> September we celebrate the European Day of Languages in the classroom and through activities and competitions during the week. The school canteen joins in and provides a variety of European dishes for that week.</p> <p>We run a Languages Club, 'Culture Club' and a beginners Spanish club</p> <p>Culture is brought into lessons, for example giving opinions on Impressionist art, e.g. Monet, Manet, Renoir</p> <p>We select age appropriate foreign</p>
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				language films. This really engages pupils and brings the country and culture into the classroom.
<b>RE</b>	<b>SEE RE CURRICULUM BELOW</b>			
<b>ICT</b>	Creating sensible passwords The different ways you can communicate online	Cyberbullying –focus in year 8 on creating a ‘widget’ and avatar. Topic on cyberbullying.		
<b>PE</b>	Students regularly have to work in teams to perform, assess and coach new skills. In KS3 they learn about themselves and the skills they possess within a team environment. KS4 offers an introduction to leadership roles which they develop through BTEC course. KS5 develops this Leadership and prepares them for higher education and potential employment within coaching/Teaching.	Students learn sportsmanship and fair play in both lessons and extra-curricular sports. Ethics of taking drugs is discussed in BTEC and GCSE and emphasis is put on supporting teammates and managers in our pursuit of excellence. Attending training and matches if you say you will or completing the homework in order to help present your findings as a group.	Feelings and Psychological factors that affect performance. Emotions during sport, violence and aggression. Religious connection with sports and particular teams.	Different sports and cultures are compared in A ‘Level PE. Influences on participation at GCSE level, different races and religions attracted to different sports. Role models and family life.  We have had visits from Olympic athletes and paralympians (wheelchair basketball) and the England Football manager Roy Hodgson.
<b>VQ/Business</b>	Demographics and how this affects business performance / location	Consumer protection; legislation and organisations	HR – how businesses cater for employees religious	GCSE and Applied A Level cover a range of case studies that

	<ul style="list-style-type: none"> <li>• Employment stats</li> <li>• Population</li> <li>• Gender</li> <li>• Households with gardens etc</li> </ul> <p>Socio-economic groups and classes affecting business performance / location</p> <p>Job descriptions and different skills employers seek</p> <p>Presentations of work, customers service duties on the school reception and 'sales skills demonstrations' to development social skills</p> <p>Identification of enterprise skills and how these can aid business performance</p> <p>The effects of Individuals and teams on business performance</p> <p>How to apply for a job;</p> <ul style="list-style-type: none"> <li>• CV writing</li> <li>• Application forms</li> <li>• Interview skills</li> <li>• Self-assessments</li> </ul>	<p>that provide advice and guidance</p> <p>Consumer right organisations and refund policies</p> <p>Redundancies and how this is managed</p> <p>Discrimination in the workplace and anti-discrimination laws</p> <ul style="list-style-type: none"> <li>• Employee Right Act</li> <li>• The Health and Safety at Work Act, 1974</li> <li>• The Public Interest Disclosure Act, 1998</li> <li>• The Data Protection Act, 1998</li> <li>• Anti-Discrimination Laws</li> <li>• The Race Relations Amendment Act, 2000 <ul style="list-style-type: none"> <li>○ Exceptions to these Acts</li> </ul> </li> <li>• The Disability Discrimination Act</li> <li>• The Sex Discrimination Act, 1975 <ul style="list-style-type: none"> <li>○ Evidence</li> <li>○ Direct Sex Discrimination</li> <li>○ Indirect Sex Discrimination</li> <li>○ Exceptions</li> </ul> </li> </ul>	<p>needs, e.g. Barclays have a prayer room</p> <p>How businesses cater for different religious target markets and customer needs, e.g. McDonalds India</p> <p>We analyse trends in sales and cash flow forecasts which can be affected by religious festivals, e.g. Christmas etc</p> <p>Debates on current affairs – should businesses allow employees to wear their veils (the niqab) in the workplace? “Some hospitals say the veil can be worn for religious reasons. Others - including some in West Yorkshire, Lincolnshire and east London - rule the clothing is not permitted in order to ensure effective communication” BBC News <a href="http://www.bbc.co.uk/news/health-24158041">http://www.bbc.co.uk/news/health-24158041</a></p>	<p>incorporate a range of cultural topics, backgrounds, characters and worldwide locations to make pupils more aware of other cultures</p> <p>How businesses cater for different cultures; non-English speakers and individuals who seek certain foods, e.g. Hala meat</p> <p>Study of different industries in certain parts of the world – why are they located there and what makes them successful</p> <p>Benefits on international business and relocation overseas</p> <ul style="list-style-type: none"> <li>• Costs and</li> <li>• Target markets</li> <li>• Outsourcing</li> </ul> <p>Social trends as part of the external influences on business and how these change in different countries e.g.</p>
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	<ul style="list-style-type: none"> <li>• Self-reflection</li> </ul> <p>Social enterprises</p> <p>The influence of social media and marketing on businesses</p> <p>Debates on current affairs – does social media and celebrity behaviour influence the public?</p>	<ul style="list-style-type: none"> <li>• Equal Pay Act</li> </ul> <p>Other HR / Employment Legislation</p> <ul style="list-style-type: none"> <li>• The Employee Relations Bill, 1998</li> <li>• Contracts of Employment</li> <li>• The National Minimum Wage Act</li> <li>• The Impact of Working Time Directive</li> <li>• The Social Chapter</li> </ul> <p>Tax avoidance – case studies on Starbucks and Vodafone finding loop holes in the UK tax system</p> <p>Corporate Social Responsibility – e.g. McDonalds and their actions to mitigate criticism and appear altruistic are examined by years 10-12</p>		US consumer behaviour and patterns of demand
<b>Art photography and textiles</b>	Working together, group work in enrichment week. Tolerance and understanding of other's viewpoints and respect. Peer and group work and marking. Understanding the norms of peer and self assessment.	The ethos of the department encourages an environment of respect. A respect for other's feelings, interests and needs as well as their own. Empathy and understanding of their own and others work. A desire to explore their own and others' views.	Experiencing an exhibition firsthand. Ownership of project and reflection throughout. Year 8 'my identity' project. Year 11 i-culture, creating responses to a set of trips and the world around them. Expressionism project – learning about	Trips to: national portrait gallery, Liberty, Grayson Perry, Paris, Brighton, London, South Bank, Soho, Covent Garden. Coraux Mae – textiles spoke with students about

		<p>Grayson Perry: Is it right for a man to dress as a woman.</p> <p>Year 8 youth culture: opinions on how they fit into society Good and bad viewpoints Understanding different cultures</p>	<p>emotions. Year 13 – Body image project. Animal cruelty, representation of women.</p>	<p>trips to Vietnam to collect textile design Youth related issues and youth culture – looking at the way adolescents live,, norms, values and practices they share. Ph: looking at other cultures. Gender identity</p>
<b>Media and Film</b>	<p><b>Social:</b> Collaborative learning is a central feature of media and film education, especially in the realm of production work. Students are asked to take on specific specialist roles within groups whilst at the same time having to negotiate and develop various pro-social skills as they combine materials into the creation of a whole. Without effective collaboration, students learn to experience and understand that no successful artwork is the result of individual will but instead relies on teamwork, self-sacrifice and responsibility.</p>	<p><b>Moral:</b> Moral issues are explored in several different contexts as a part of film and media education. Most importantly, the key concept of representation allows us to explore the validity and meaning of different processes of signification across the media. At a theoretical level, this involves semiotics, which is essentially a deconstruction of textual wholes into their constituent parts to allow a more objective evaluation of their function and meaning. By breaking down a wide variety of forms from the still photographic image to a feature length moving image film, students can consider the morality of representations and their</p>	<p><b>Spiritual:</b> As with moral, representation as a concept is a useful tool for analysis and reflection. The process of meaning-making and creative engagement is a spiritual one in itself. The opportunity to express ideas and values is allowed through briefs like: Level 2- social realist production of a short film that focuses on a community issue of some kind; the brief allows students to consider their own realities in a new way. Level 3- Music video production, this form being especially open to a spiritual appropriation in the use of synaesthesia (or seeing sounds in the mind's eye).</p>	<p><b>Cultural:</b> The whole media and film education curriculum is obviously cultural in nature. Its strength in delivering these cultural materials is in its variety and accessibility. Film and Media education adopt a broadly cultural studies pedagogy in attempting to integrate institutional practices of production with audience and textual theories of signification. So, we bring a critical edge to popular cultural materials so that students can see the wider context of social, spiritual and moral</p>

	<p>Specific briefs from realistic mass media contexts are designed to facilitate social interaction that is both vocational and expressive in nature. As well as this focus on the students' own social relationships, our study of real working practices from the world of film and media, using DVD 'Behind the Scenes' materials for example, allows students to recognise the importance of collaboration as a key skill for the world of work in general.</p>	<p>constructions. Examples of this kind of ethical evaluation of representation includes: at level 2, an exploration of the pro-social meanings of Toy Story 3 through the quest adventure form; in A Level Film, the representation of poverty and conflict in foreign language films like 'City of God' and 'La Haine'; in A level Media through the impact of screen violence on young audiences and the effectiveness of the BBFC in regulating this. As well as this semiotic approach to morality, we tackle institutional ethics, through both the workings of regulatory bodies like the BBFC already indicated above, but also by putting students in simulated situations where they have to consider the morality of their own creative production in the context of various professional codes that media industries are supposed to work to.</p>	<p>Alongside creative opportunities for a spiritual engagement with the local environment or a multi-modal production that works with powerful sonic and video resources, media and film education provides many chances for students to engage with spiritually uplifting or contemplative texts. For example, Tsotsi is taught for Film Studies at both level 2 and 3 due to its representation of spiritual transformation, as a young South African gang member has to cope with looking after a baby on his own. All Film Studies texts have a similar spiritual dimension for students to engage in, with this factor being one of the reasons they are included in the curriculum in the first place. Superhero quest narratives are another example of mass media products that can be studied for their spiritual themes of self sacrifice and redemption.</p>	<p>domains but also the realities of professional cultural work and its specialisations, even in this age of convergence. Cultural forms we study range from a wide variety of 'cinemas' (from genre based ones to those that engage with specific issues of national identity) through moving image (music video, television and advertising), publishing (from photography through website integration of text and interactive elements) and sound (with the role of podcasting alongside traditional radio forms). An especially rich area we will engage with in the future is short texts, including those published first on platforms like Youtube.</p>
<b>Citizenship</b>	Year 11 programme of study			

<p><b>Expressive Arts (Music, Dance, Performing arts drama)</b></p>	<p>Mixed group work within class  Promotion of teamwork and group work in rehearsal  Students have been welcomed from other schools to join classes to help develop social skills  A range of stimuli are used to encourage emotional responses to art forms  Large scale school musical encourages the student body to work together and develop life skills  Performance opportunities help students share their work and talent (Darwin Got Talent, Year 13 production, MusicFest, Dance competition)  Use of BLOOMS in revision to help develop the reasoning skills and working in groups  At KS5, teaching others is a good way to develop as a student and impart knowledge  Students exploration in class often focuses on</p>	<p>Peer Feedback to allow students to form judgements about work and reflect on the work presented, with reasons why it is good and how can be improved constructively  Subject matter on decision making and sometimes aspects of human rights can help students understand the law and the moral obligation we have or illicit a response from the student  SOW often tackle moral issues e.g. peer pressure in year 8, bullying in year 7, lying and consequences of actions in year 8. GCSE pieces are linked to a social theme e.g. cyber bullying, mental illness, drug taking, euthanasia etc.</p> <p>Yr8's look at Relationships and consider issues of privacy/secrecy, control in relationships, healthy/unhealthy relationships etc</p> <p>Pupils can re-draft work when it is not up to scratch  Conversations regarding work and self-evaluation to help students see the positives and</p>	<p>Use of a range of topics to be made aware of the world around them and trends in the Arts  Practical work that engages students and asks them to explore issue based drama or ideas through body, voice and movement</p> <p>Students are asked to reason why when questioned  Considering the feelings of composers/choreographers/directors and the impact work has on the audience or students  To understand why some professional works are made and the intention behind them from the creator  Pupils are questioned about how the Expressive Arts Lesson would make them feel.  Considering how would the student respond to certain ideas and how would a character feel.  Group work that is mixed to understand the skill of working with others and how this makes them feel over a series of lessons.</p>	<p>Mixed groupings for work of a variety of students from the student body  Discussion regarding key themes from work created on gangs, relationships and other stimuli  Using the Whole school musical to address issues through Expressive Arts (Joseph, Hairspray, Grease, Guys and Dolls)  Set works are studied that range in styles from religious Sacred music, to Western Classical music, to pop music and world music. Each area is explored in at least one of the set works. Context is always studied, and is an important element to the understanding of the work. Samba, Jazz and African Drumming are covered at KS3. KS4 sees Western Classical music, World</p>
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	<p>them understanding different viewpoints e.g. how does x feel about this situation? Why might you think differently?</p> <p>Sharing of performance work across key stages i.e. Year 9 students watching year 12/13 exam pieces. Sharing of talent and appreciation of hard work/dedication needed to create theatre.</p> <p>Clear expectations set in lesson to help students achieve and try their best Encouraging a range of group work activities that are guided by the teacher Creating a purposeful and clear lesson that aims to see all achieve and progress Leadership and resilience in KS5 for their own work and taking responsibility Students have performed in the local area e.g. at primary schools, supermarkets, theatres as an understanding of their role as role models</p>	<p>improvements needed to build resilience and purpose to their learning Use of film to watch work back to analyse their work</p> <p>The use of homework policy to ensure work is not copied and plagiarised Topics based on recycling for example help students understand the moral obligation they have in contributing to the planet The rehearsal process and commitment helps students learn regarding their commitment and their part in something as a team or group to reach an end goal. Clear behavioural policy within drama about expectations and respecting others Behaviour in Expressive Arts lesson is good, if not outstanding, and purposeful environment is evident</p>	<p>Reflecting on own learning taking place and seeing how progress has been made Performance opportunities in Musicals, X-Tol Dance Company, KS3 production, band and choirs to understand the demands on a performer Teacher in role used as a teaching technique in order to encourage all students to imagine the world of the story/piece of drama.</p> <p>Evaluation allows students to develop skills in giving constructive criticism. Students learn how to take criticism/phrase it and are aware of the opinions of others.</p> <p>Students at KS5 look at technique of emotion memory where they reflect on emotions they have felt in their life and try and recreate them in performance. Students are encouraged to communicate a range of</p>	<p>and Popular Music are studied.</p> <p>Students will cover a range of topics across the Expressive Arts including their origins and place within the subject e.g. Capoeira, Bharatanatyam, Gang life, theme based issues, Samba Regular theatre trips at KS4 and KS5 which extend students cultural vision. Trips move away from 'west end' shows and instead widen students understanding of arts culture in London.</p> <p>KS4 and KS5-students are expected to reflect on social, cultural, historical and political context of texts studied and gain an appreciation of the time period the text is set in.</p>
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	<p>Remix project - During this project, we look at how some artist take older music and create remix tracks. As many artist that have done this in the past have been Rap artists, we talk a little about how some of the lyrics reflect cultures/communities/political agendas.</p>		<p>emotions in a safe environment.</p> <p>To encourage self-belief and commitment through rehearsal and performance To allow students to try out creative ways to present ideas and to explore the ideas in question Starters/tasks that allow students to use imagination and to apply knowledge from a previous lesson</p>	<p>Samba band for extra-curricular.</p> <p>Students reflect on their work and consider improvements Students are challenged to reflect on their answers, by using CRAVEQ Questioning to challenge perception and personal opinion The role of the Expressive Arts for professional performers and</p>
<p><b>Design Technology and Food.</b></p>	<p>We teach about design and technologies influence on society and individuals. When analysing products and designed systems pupils think about cause and effect on society. Food: We teach about dietary requirements, availability and trends, health concerns and cause and effect on society.</p>	<p>We teach the source and value of materials, recycling and sustainability are key messages in both the KS3 and 4 curriculum. Through product analysis and analysis of designs and systems we discuss morality of how products are designed, used and impact on society Food: We teach and learn about different food groups, nutrition and healthy eating</p>	<p>We teach how design can affect people, society and design as a force for good and social change. Teach about emotive design methods. Teach about the spiritual dimension in design. We are rich in SMSC opportunities, teaching and discussion. It's an in-built and intrinsic part of all curriculum delivery.</p>	<p>We look at a range of different cultural styles and requirements. We must show at both KS3 and 4 that pupil have looked at and made reference to different cultures. We use cultures as a design starting/inspiration source. All pupils within GCSE coursework must include research into the relationship between their design proposal and other</p>



				cultures, ensuring there is no avoidable conflict. Food: pupils investigate how other different cultures use food as pupils research and create food products in a range of cultural styles
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### KS3 CRE Curriculum Plan 2014-2015

<i>Year</i>	<i>Term One ( first half)</i>	<i>Term One (Second half)</i>	<i>Term Two (First Half)</i>	<i>Term Two (Second Half)</i>	<i>Term Three (First Half)</i>	<i>Term Three (Second Half)</i>
7	An introduction to RE.  How does religion fit into the 21 <sup>st</sup> Century?  <b>Assessment</b> – What is religion?  <b>Extended writing</b> – letter to the local church encouraging more people to become involved. (lesson 3)	What are the origins of the 5 main world religions?  Where do the people worship in the 21 <sup>st</sup> Century?  <b>Assessment</b> – Guide to a religious building  <b>Extended writing</b> – What are the similarities and differences between a Synagogue, a Mosque and a Gurdwara?	Why do religious festivals play such an important part in the main world religions?  What are the main religious festivals?  <b>Assessment</b> – Why is the Passover so important to the Jewish religion?  <b>Extended writing</b> – A newspaper article describing your celebration of Diwali (lesson 4)	What are Rites of Passage?  What are the main Rites of Passage in the main world religions?  <b>Assessment</b> – Report on life after death.  <b>Extended writing</b> – Students compare a Hindu wedding with a wedding that they have attended.	Punishment, Crime and the Law (with ICT)  Safer Neighbourhood Leaflets  <b>Assessment</b> – Neighbourhood Watch Leaflets	What are our human and political rights?  Rights and responsibilities  <b>Assessment</b> – End of year exam  <b>Extended writing</b> Article for student magazine on rights and responsibilities
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9	<b>Unit 2 – religion and Life based on a study of Christianity</b>		<b>Unit 2 – religion and Life based on a study of Christianity</b>		<b>Unit 2 – Religion and Life based on a study of Christianity</b>	

	Unit 2.1 – Belief in God	<b><i>Unit 2.2 – Matters of Life and Death</i></b>	Unit 2.3 – Marriage and the family
10	<b><i>Unit 2 – religion and Life based on a study of Christianity</i></b>	<b><i>Unit 2 – religion and Life based on a study of Christianity</i></b>	<b><i>Unit 2 – religion and Life based on a study of Christianity</i></b>
	Unit 2.2 Matters of Life and Death	Unit 2.3 Marriage and the Family	Unit 2.4 Community Cohesion