



Westlands
SCHOOL

SMSC and
Westlands Values
Curriculum Overview
Years 7 to 13 2017-18.



“Expect More.”

Westlands School is a fully inclusive and diverse secondary school. We take pride in all we do and promote SMSC and Westlands Values across our curriculum.

Each department has a SMSC representative and they are responsible for ensuring that elements of Spiritual, Moral, Social and Cultural aspects of their subjects are visible to stakeholders. In addition to this we are proud to advocate the four British Values within each department and across the school.

The Four British values are:

- The rule of law.
- Democracy.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- Individual liberty.

This document aims to show how key areas of SMSC and Westlands Values are embed within subjects and support us in developing pupils to believe in and embrace our own core values of Respect, Achievement, Diversity, Aspiration, Resilience and be cited on the Westlands RADAR.



As the curriculum is reviewed, we will update this document regarding department practice within the key areas of SMSC and the core values of Westlands.

Year 7 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	Ghost Stories, units explore beliefs and contexts. What comes after death? Skellig explores religion.	Noughts and Crosses – terrorism and segregation. Oranges in no man’s land –justification of war.	Racial Segregation. Skellig –home schooling debates.	Romeo and Juliet – marriage and gender. Poetry from other cultures.
Maths	Exploration of sequences in nature. Appreciation of constants and relationships between values, such as Pi, volumes and areas.	Allowing and demonstrating a variety of methods for getting answers.	Analysis of media through statistical analysis of charts, graphs and bias.	
Science	How religions effect lifestyle and diet. The effects of lifestyle on obesity and the effects of climate change.	Alternative energy sources. Climate change and how we can reduce it. Screening embryo for disease. Sexual consent.	Scientists peer reviewing. Technological developments in science. Countries working together for scientific developments and enhancements.	Development of the models of the solar system. Equipping pupils with the knowledge to help them make informed decisions. International agreements e.g. climate change.
Art	Respect for others’ feelings. Pupils learning about themselves and their imagination. Encouragement of creativity and reflection on experiences.	Recognise and develop the ability to apply understanding of right and wrong to self. Understanding consequences to actions, through experimentation and investigation.	Use a range of social skills, working with others. Understanding ideas, communities and differences on a number of different levels.	Understanding and appreciating a wide range of cultural differences and appreciating how these enrich our lives.
Food	Respecting religious beliefs through food choice. Accommodate vegetarian diets. Using imagination and creativity. Reflection - evaluating dishes they have produced.	Basic classroom rules and expectations. Accommodate vegetarian diets.	Teamwork activities. Making products in pairs or groups. Cooking food to take home and share with others.	Teach about foods from around the world. Respect religious beliefs - no meat/meat alternatives. Share experiences from pupils who may not have grown up in the UK.
DT	Encouraging creativity allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’	Respect others work and equipment. Sustainability of materials used.	Photoframe Project – design your own family themed photo frame. STEM challenge days working with other pupils and schools in teams. Encouraging girls to use equipment and processes that have been traditionally male dominated, promotes gender equality.	Investigate the effect of material and resource usage on different cultures. English heritage – maze game how it can be used to influence design.

Subject	Spiritual	Moral	Social	Cultural
Drama	Pupil's use of imagination in their learning. Learning to empathise with others, by taking on various roles. Pupils are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in the storytelling scheme of work. Pupils begin to appreciate others when playing various roles. They explore moral issues during theatre in education scripts. Pupils begin to understand right from wrong.	Drama promotes key social skills, including communication, confidence, cooperation and team work. Pupils regularly refer to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports pupils in their own lives.	Throughout the schemes of work, the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They are working within mixed ability and cultural groups.
MFL	The importance of Easter in France. Spiritual development is shown by pupil's sense of enjoyment and fascination in learning about themselves, others and the world around them in French. (Module 1 *) Discussion about the lack of values and religion education in France.	Freedom to wear religious symbols.	Free time in France and UK – differences and similarities.	Differences between schools in France and the UK. Looking at French culture and the similarities and differences between the UK. Understanding that of the euro and foreign currency.
Geography	Geographical skills, SOW: How are we connected to places? Throughout the year the pupils are encouraged to be curious about the world they live in and ask questions about the future.	Population SOW: Is it right that a country should control its population? Pupils are encouraged to question rights and wrongs in terms of how people are treated around the world.	Rivers SOW: Flooding events in the UK. How are people in flood hit areas affected by the flood events? Population SOW: China's one child policy. France's pro nationalist policy. What affects where people live? Migration – differences in how people live and the difficulties associated with migration.	Population SOW: China and France's nationalist policies. Ecosystems SOW: Tropical rainforest communities and forest exploitation.
History	Sense of curiosity.	Show compassion.	Investigating ideas of justice/injustice and medieval society.	Empathy from different cultural backgrounds, people and events.
ICT	Digital divide and how this affects people's lives.	Unkindness online. When does it become your moral responsibility to report unkindness online?	What happens to what you post online? Digital Footprint.	What impact has the increasing use of technology had on the way that people conduct themselves within society?
Values	Inspirations, Rosa Parks and religious celebrations.	Global citizenship. Fair trade and child labour. Animal welfare.	Malala - rights to an education. Global citizenship.	Child soldiers.

Subject	Spiritual	Moral	Social	Cultural
Music	<p>Christmas music. World music – used at different religions.</p>	<p>Song lyrics and meanings.</p>	<p>Working in groups for practical tasks. Discussing the work/performance tasks. Interacting with others and members of staff to complete the work effectively. Listening to other people’s performances and ideas. Being respectful.</p>	<p>African drumming, Latin American music such as Samba and other world music.</p>
PE	<p>Individual performances in dance and gym – creativity/freedom to develop own performance within criteria. Experiencing different roles and positions in sports and teams. Freedom to choose activities when leading – warm-ups (as long as safe and effective). Updating of PE information board with the latest news and sporting information. Physical literacy developed and taught throughout classes.</p>	<p>Pupils are taught to be a ‘good sport’ and follow key rules. Sportsmanship and etiquette key part to lessons. Pupils learn how to lose and how to win in the correct manner. Conditioned games – adapting to new rules. Respecting officials and their decisions – including pupil officials and learning to respect any decisions. Updating of PE information board with the latest news and sporting information.</p>	<p>Pupils communicate with each other throughout lesson in variety of ways. Leadership – warm ups, captains, tactical input – direct socialising with other pupils Tactics/formations – decided in teams – developing ability to listen and share opinions. Updating of PE information board with the latest news and sporting information. Pupils work together in every single lesson.</p>	<p>Identifying and discussing origins of sports from different cultures. Respect for others on team/opponents/in class. Differing abilities within activities – being inclusive (LSA). Respect for officials. Differing roles within sport. Understanding of consequences of actions towards others. Adapt activities for religious reasons if required i.e. Ramadan, clothing Dances from different cultures. Updating of PE information board with the latest news and sporting information.</p>

Year 7 Westlands' Values

Subject	Law	Democracy	Respect	Liberty
English	Holes - explores youth crime and punishment.	Noughts and Crosses – terrorism and segregation.	Poetry from other cultures –learning and understanding about other ways of life.	Boy in the Striped Pyjamas – liberty and faith.
Maths	Taxes, VAT and budgets through percentages, fractions and statistics.	Polling and voting through questionnaires and sampling, data collection and the interpretation of charts and graphs.	Different methodologies for calculations. Differentiation within classes and lessons in order to respect all pupils' academic needs.	
Science	Health and safety in the lab. Legal and illegal drugs and age of consent.	Renewable/non-renewable energy, screening embryos. Taxed sanitary products.	Animal dissection and testing debates. Creating an environment where any question is a valid question. Reproduction question boxes.	LGBT discussions in reproduction topics. Pro-choice, feeding choices for your baby. Options available during birth.
Art	Classroom routines to create a safe and ordered environment. Health and safety awareness for themselves and others. Pupils learn how to respect the rights of others through listening and discussion work. Clear expectations set by teacher.	Discussion work – mutual respect and listening to other viewpoints. Pupils form their own opinions about the work of artists. Art analysis.	Art projects to look at different cultures & beliefs.	Creating choices at the beginning of projects when analysing themes and the work of artists.
Food	Health and safety in the kitchen. Food Safety Act 1990. COSHH- Cleaning products. PPE- Aprons on/hair tied back.	Pupil voice - own experiences and attaining prior knowledge. Feedback and answering questions alongside giving opinions on the different products made using sensory analysis.	Basic classroom rules. Kitchen hygiene and safety rules. Religious beliefs regarding food e.g. halal meat. Mixed ability groups. Variety of cultures within the classroom.	Self-assessment and peer assessment on dishes produced. Freedom to express design ideas e.g. designing dishes for their next lesson.
DT	British health and safety.	Pupil voice and group feedback.	Respect for each other's' work and equipment.	Self-assessment, freedom to express design ideas. Choice of H/L. Creativity.
Drama	Pupils focus on theatre in education, which explores British laws.	Pupils explore right from wrong and freedom of speech in devising units. They understand that all ideas have to be considered and that there is a freedom of opinion. During all group work, pupils are taught equality and what makes an effective team. Pupils give verbal feedback to peers in each lesson.	Pupils develop a sense of respect in drama. This is explored whilst being an audience member and during each peer feedback session. Drama develops pupils listening skills and ability to work with others. Pupils are able to experiment other ways of living, through theatre.	Drama is an opportunity to explore freedom of opinion. There is no right or wrong answer.

Subject	Law	Democracy	Respect	Liberty
MFL		Discussion around the French Revolution.	Difference between tu and vous. Understanding people have different opinions and being open to that. Department encourages pupils to develop self-confidence and build their self-esteem in the subject.	
Geography	Crime transition project: pupils look at the geography of crime. Population SOW: pupils explore and understand how governments have shaped their nation. (China and France – population policies).	Population SOW: pupils have the opportunity to make decisions about how a country should or shouldn't control their population. Discuss the injustices and inequalities of these policies.	Pupils are encouraged to respect others opinions during discussions about geographical themes.	Population SOW: pupils explore issues regarding human rights.
History	Magna Carta.	Simon de Montfort and the first Parliament.	Queen Isabella and Eleanor.	Feudal system. Peasant's revolt.
ICT	E-Safety – Computer Mis-use Act (CMA), hacking, cyber-bullying.	Accessibility of web-publishing – anyone can publish their thoughts.	Privacy – personal information online.	E-Safety – netiquette, acceptable use.
Values	Children's rights-declaration. Animal welfare.	UN rights of a child.	Views and others opinions.	Religious celebrations.
Music	I say, you do. Expectations and respecting the property of other people and the school. If they don't respond then there are repercussions.	Work together, and listen to each other's ideas. No one person should dictate within group work. Listen and share ideas. Can comment constructively.	Working together and performing as an ensemble: respect and tolerance of differences. Listening to others perform and their ideas, being respectful.	Freedom to work independently or in groups. Opportunity to use practice rooms to work responsibly.
PE	Within all lessons pupils get the opportunity to have their opinions heard amongst their peers when discussing topics, current issues and tactics. Pupils are encouraged to learn about democracy and allowing everyone the opportunity to have their say e.g. through feedback, peer feedback and self-analysis. Developing understanding of and follow rules/laws of games/sports. Department policies (actions and consequences) i.e. no kit policy/detentions/offsite policy.	PE lessons teach pupils about rules, sportsmanship, etiquette and fair play. In every lesson a pupil abides by the rules and regulations, gaining a good understanding of the rules of each sport and the importance of infringements such as penalties and red cards to allow pupils to understand the consequences of their actions which in turn helps them apply this understanding to their own lives. PE sport captains – part of sports council/school ambassadors and learning to work as a group.	Pupils are taught about self-discipline and the need to respect themselves and others through their work. Examples are respecting the official's judgement or call, respecting the opinions of other pupils, respecting different cultures (particularly when learning different dances). Respecting officials and their decisions – including pupil officials and learning to respect any decision.	Freedom to choose activities when leading – warm-ups (as long as safe and effective). Freedom to select different options in chosen activities e.g. different tactics, skills or movements required. Free to innovate and decide upon new or better ways to complete a task. Individual performances in dance/gym – creativity/freedom to develop own performance within criteria.

Year 8 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	Frankenstein context. Religion vs science. Gothic fiction – life after death.	A Christmas Carol – can people really change? Two weeks with the Queen considers AIDS awareness.	Non-fiction writing on a range of key issues in society.	English Heritage - Dickens and Shakespeare. Travel and survival writing, explore cultures/individual experiences.
Maths				Comparisons of currency and costs
Science	How religions effect lifestyle and diet. The effects of lifestyle on obesity. The effects of climate change.	Alternative energy sources. Climate change and how we can reduce it. Screening embryos. Sexual consent.	Scientists peer reviewing. Technological developments in science and technology. Countries working together for scientific developments and enhancements.	Development of the models of the solar system. Equipping pupils with the knowledge to help them make informed decisions. International agreements e.g. climate change.
Art	Respect for others feelings. Learning about themselves and their imagination. Encouragement of creativity and reflection on experiences.	Recognise and develop the ability to apply understanding of right and wrong to self. Understanding consequences to actions, through experimentation and investigation.	Use a range of social skills, working with others. Understanding ideas, communities and differences on a number of different levels.	Understanding and appreciating a wide range of cultural differences and appreciating how these enrich our lives.
Food	Respecting religious beliefs through food choice. Accommodate vegetarian diets. Using imagination and creativity. Reflection- evaluating dishes they have produced.	Basic classroom rules and expectations.	Teamwork activities Making products in pairs/groups. Cooking food to take home and share with others.	Teach about foods from around the world. Respect religious beliefs- no meat/meat alternatives. Share experiences from pupils who may not have grown up in the UK. British food h/w project
DT	British H+S.	Pupil voice. Group feedback.	Respect for each other's work and equipment. Social, Moral, Spiritual, and Cultural (SMSC) beliefs considered when designing a product. Non-gender products designed.	Creating choices through scaffolding at beginning of projects.
Drama	Their use of imagination in their learning. To learn to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in the script "Our Day Out". Pupils to appreciate others when playing various roles and through the script, to identify right from wrong. To explore moral issues during the script.	Drama promotes key social skills, including communication, confidence, cooperation and team work. Pupils regularly referring to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	Throughout the script and devising schemes of work, pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They are working within mixed ability and cultural groups.

Subject	Spiritual	Moral	Social	Cultural
MFL	Spiritual development is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them in French. (Module 1 *) Discussion about values/ religion education in France (lack of).			Discussion around films and music – including looking at France has talent.
Geography	Rich world, poor world SOW: To consider the way people continue to live, when there are so many barriers to be able to improve quality of life and standard of living. Earthquakes SOW: Pupils consider the feelings and emotions when responding to an earthquake event.	Rich world, poor world SOW: Is it right that there are people in the world that still live in a state of poverty? Globalisation SOW: Slave labour, sweatshop conditions for children and adult workers. The influence of TNCs on industry. Flooding SOW: Making informed decisions on places to protect (or not) in locations vulnerable to flooding.	Rich world, poor world SOW: Looking at the stages of development of many countries in the world and the impact this has on the people. Earthquakes SOW: The impact of earthquake events on the people.	Rich world, poor world SOW: Quality of life and standard of living for people in a variety of countries around the world. Earthquakes SOW: How people in different countries react and respond to earthquake events.
History	Reflection of the past.	Moral dilemmas and questions about history e.g. slavery, racism.	Similarities and contrasts between past and present societies.	Empathy from different cultural backgrounds, people and events.
ICT	Digital divide and how this affects people's lives.	Unkindness online. When does it become your moral responsibility to report unkindness that you experience or are aware of online?	How might the increasing use of social media have an impact on our social interactions with one another?	What impact has the increasing use of technology had on the way that people conduct themselves within society?
Values	Religious conflict (including war). Body image and how people react to various images. Relationships.	Is war right? Body image.	Media and people's perception and influence. How to manage money. Effects of war. Family relationships.	Political structure. Finance. Society's perception of body image.
Music	Christmas music World music – used at different religions.	Lyrics from songs and their meanings.	Working in groups for practical tasks. Talking and discussing the work/performance task. Interacting with each other and members of staff to complete the work effectively. Listening to other people's performances and ideas being respectful.	African Drumming, Latin American Music such as Samba and other World Music.

Subject	Spiritual	Moral	Social	Cultural
PE	<p>Individual performances in dance/gym – creativity/freedom to develop own performance within criteria.</p> <p>Experiencing different roles and positions in sport and teams.</p> <p>Freedom to choose activities when leading – warm-ups (as long as safe and effective)</p> <p>Updated PE information board – latest news/sporting updates</p> <p>Physical literacy developed and taught throughout classes.</p>	<p>Pupils taught to be a ‘good sport’ and follow key rules.</p> <p>Sportsmanship and etiquette a key part of lessons.</p> <p>Pupils learn how to lose and how to win in the correct manner.</p> <p>Conditioned games – adapting to new rules.</p> <p>Respecting officials and their decisions – including pupil officials and learning to respect any decision.</p> <p>Updated PE information board – latest news/sporting updates.</p>	<p>Pupils communicating with each other throughout lesson in a variety of ways.</p> <p>Leadership – warm ups, captains, tactical input – direct socialising with other pupils.</p> <p>Tactics/formations – decided in teams – developing ability to listen and share opinions.</p> <p>Updated PE information board – latest news/sporting updates</p> <p>Pupils work together in every single lesson.</p>	<p>Identifying and discuss origins of sports from different cultures.</p> <p>Respect for others on team/opponents/in class.</p> <p>Different abilities within activities – being inclusive (LSA).</p> <p>Respect for officials.</p> <p>Differing roles within sport.</p> <p>Understanding of consequences of actions towards others.</p> <p>Adapt activities for religious reasons if required – Ramadan/clothing.</p> <p>Dances from different cultures.</p> <p>Updated PE information board – latest news/sporting updates.</p>

Year 8 Westlands Values

Subject	Law	Democracy	Respect	Liberty
English	The implications of maintaining and breaking the law in a range of texts.	Developing opinions – to what extent you agree... encourages all to be able to have a view.	Respecting the views of other and arguing your point of view assuredly but politely.	World War 1 poetry explores freedom and patriotism. Frankenstein –debate on the monster’s rights and treatment.
Maths	Taxes, VAT and budgets through percentages, fractions and statistics			Comparisons of currency and costs.
Science	Health and Safety in the lab. Legal and illegal drugs, age of consent.	Renewable/non-renewable energy, screening embryos. Taxed sanitary products.	Animal dissection/testing debates. Creating an environment where any question is a valid question. Reproduction question boxes.	LGBT discussions in reproduction topics. Pro-choice, feeding choices for your baby. Options available during birth.
Art	Classroom routines create a safe and ordered environment. Health and safety awareness for themselves and others. Pupils learn how to respect the rights of others through listening and discussion work. Clear expectations set by teacher.	Discussion work – mutual respect and listening to other viewpoints. Forming own opinions about the work of artists – Art analysis.	Portraiture project looks at different cultures and identities.	Creating choices at the beginning of projects, when analysing themes and the work of artists.
Food	Health and Safety in the kitchen Food Safety Act 1990 Packaging laws/traffic light system. COSHH- Cleaning products. PPE- Aprons on/Hair tied back.	Pupil voice- own experiences and attaining prior knowledge. Feedback and answering questions alongside giving their opinions on the different products they make using sensory analysis.	Basic classroom rules. Kitchen hygiene and safety rules. Religious beliefs regarding food e.g. Halal meat. Mixed ability groups. Variety of cultures within the classroom.	Self-assessment & peer assessment on dishes produced. Freedom to express design ideas e.g. designing dishes for their next lesson.
DT	Encouraging creativity allowing pupils to express innermost thoughts and feelings. To reflect and learn from reflection, for example, asking ‘why?’, ‘how?’ and ‘where?’	Respect others work and equipment. Sustainability of materials used.	Photoframe Project – Design your own family themed photo frame. STEM challenge days, working with other pupils and schools in teams. Encouraging girls to use equipment and processes that have traditionally been male dominated, promotes gender equality.	Investigate the effect of material and resource usage on different cultures. English Heritage – maze game how it can be used to influence design.

Subject	Law	Democracy	Respect	Liberty
Drama	Pupils focus on theatre in education, which explores British laws.	Pupils explore right from wrong and freedom of speech in devising units. They understand that all ideas have to be considered and that there is a freedom of opinion. During all group work, pupils are taught equality and what makes an effective team. Pupils give verbal feedback to peers in each lesson.	Pupils develop a sense of respect in drama. This is explored whilst being an audience member and during each peer feedback session. Drama develops their listening skills and ability to work with others. Pupils are able to experiment other ways of living, through theatre.	Drama is an opportunity to explore freedom of opinion. There is no right or wrong answer.
MFL	Discussion of Paris attacks	Discussion around the French Revolution	Difference between tu and vous. Understanding that people have different opinions and being open to that. Dept. encourages pupils to develop self-confidence and build their self-esteem in the subject.	
Geography	Earthquakes SOW: Pupils look at the decision making process in terms of response to earthquake events and policy making decisions.	Flooding SOW: How can we protect people from flooding in the UK? Globalisation SOW: Pupils look at the power of individuals and groups within the global society.	Throughout the year pupils are encouraged to consider their knowledge of 'other' (and self) people, places, beliefs and cultures. Pupils are encouraged to respect 'other' opinions in debates. Pupils are encouraged to play their part as 'global citizens'.	Migration SOW: Pupils explore issues regarding human rights. Globalisation: The theme of human rights is relevant when discussing sweat shop conditions.
History	Divine Right of Kings.	English Civil War.	Slavery.	Suffragettes Slavery; Black people of America.
ICT	Digital divide and how this affects people's lives.	Unkindness online. When does it become your moral responsibility to report unkindness that you experience or are aware of online?	How might the increasing use of social media have an impact on our social interactions with one another?	What impact has the increasing use of technology had on the way people conduct themselves within society?
Values	Credit cards. Gambling.	Political voting (Brexit). Influence on voting via the media.	Others POV- Religious and sexuality.	Peer and self-assessment. Right to choose a specific party and explain why?
Music	I say, you do. Expectations and respecting of other people's and school property. If they do not respond then there are repercussions.	Work together, and listen to each other's ideas. No one person should dictate within group work. Listen and share ideas. Can comment constructively.	Working together and performing as an ensemble: respect and tolerance of differences. Listening to other people's performances and ideas being respectful.	Freedom to work independently or in groups. Opportunity to use practice rooms to work responsibly.

<p>PE</p>	<p>Individual Performances in dance/gym – creativity/freedom to develop own performance within criteria. Experiencing different roles and positions in sports and teams. Freedom to choose activities when leading – warm-ups (as long as safe and effective). Updated PE information board – latest news/sporting updates. Physical literacy developed and taught throughout classes.</p>	<p>Pupils taught to be a ‘good sport’ and follow key rules. Sportsmanship and etiquette key part to lessons. Pupils learn how to lose and how to win in the correct manner. Conditioned games – adapting to new rules. Respecting officials and their decisions – including pupil officials and learning to respect any decision. Updated PE information board – latest news/sporting updates.</p>	<p>Pupils communicating with each other throughout lesson in a variety of ways. Leadership – warm ups, captains, tactical input – direct socialising with other pupils. Tactics/formations – decided in teams – developing ability to listen and share opinions. Updated PE information board – latest news/sporting updates. Pupils work together in every single lesson.</p>	<p>Identifying and discuss origins of sports from different cultures. Respect for others on team/opponents/in class. Different abilities within activities – being inclusive (LSA) Respect for officials. Different roles within sport. Understanding of consequences of actions towards others. Adapt activities for religious reasons if required – Ramadan/clothing dances from different cultures. Updated PE information board – latest news/sporting updates.</p>
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Year 9 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	Dystopia – use of technology to challenge religion.	Lennie’s fate – is death sometimes kinder? Macbeth – moral dilemmas and consequences.	Animal farm and Dystopian Fiction – structures of groups and communities. Of Mice and Men – individuals vs group. Acceptance of differences. Oliver Twist – social classes.	English Heritage – Dickens and Shakespeare.
Maths				History behind Pythagoras Theorem – Roots of maths in a variety of cultures.
Science	Religions; Lifestyle.	Alternative Energy; Climate Change; Fertility and Treatments; Contraception and the empowerment of women to choose.	Technological developments; Scientists peer reviewing work; Countries working together to develop alternative fuels.	Equipping pupils with the relevant knowledge to help them make informed decisions about their lifestyle in the future.
Art	Respect for others feelings and learning about themselves and their imagination. Encouragement of creativity and reflection on experiences.	Recognise and develop the ability to apply understanding of right and wrong to self. Understanding consequences to actions, through experimentation and investigation.	Use a range of social skills, working with others. Understanding ideas, communities and differences on a number of different levels.	Understanding and appreciating a wide range of cultural differences and appreciating how these enrich our lives.
Food	Respecting religious beliefs through food choice. Accommodate vegetarian diets. Using imagination and creativity. Reflection – Evaluating dishes they have produced.	Following classroom expectations. Ethical choices in food production. Fairtrade. Local produce. Teamwork.	Teamwork activities. Making products in pairs or groups. Cooking food to take home and share with others. Projects e.g. afternoon tea/designing ready meals.	Teach about foods from around the world. Respect religious beliefs- no meat/meat alternatives. Share experiences from pupils who may not have grown up in the UK.
DT	Copyright. Trademark law. BSI. COSHH. PPE. British H+S. Risk assessment.	Pupil voice. Group feedback.	RM - Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product. Non-gender products designed.	Individual choices of: Materials, processes, skills. Ideas & development. Artists, designers.
Drama	Through various scripts and devising units, they develop their use of imagination in their learning. They learn to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in the fairy-tale scheme of work and in theatre in education. The pupils begin to appreciate others when playing various roles. They explore moral issues during theatre in education scripts. They begin to understand right from wrong, by experimenting with forum theatre.	Drama promotes key social skills, including communication, confidence, cooperation and team work. The pupils regularly referring to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	Throughout the script and devising schemes of work, the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups.

Subject	Spiritual	Moral	Social	Cultural
MFL	Spiritual development is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them in French. (Module 1 *) Discussion about Values / Religion education in France (lack of)			
Geography	Megacities SOW: Pupils consider the way that people live in terms of large cities around the world. Deserts SOW: How do people feel about development within desert environments.	Megacities SOW: Pupils compare the quality of life of those people living in a megacity in a HIC/LIC. Is it justifiable that there are inequalities in living standards? Deserts SOW: Is it right that hot desert environments are being developed?	Megacities SOW: The impact living in a megacity has on the population. How do people feel about living in these megacities? Deserts SOW: The changes in the way of life for some desert tribes.	Megacities SOW: Looking at the variety of cultures in megacities around the world. For example, India, Japan. Deserts SOW: How are the tribal people having to adapt to developments in the hot desert.
History	Study of primary sources to understand the past.	Empathy and understanding of past decision making.	Thankfulness of living in a 'modern world'.	Empathy from different cultural backgrounds, people and events.
Psychology	Pupils having the opportunity to consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs and how they contribute towards the way they behave in certain situations.	Pupils discuss values, attitudes and beliefs and what is considered socially acceptable behaviour and what is not. This can be seen in the study of stereotypes, prejudice and discrimination, social influence and personality.	Pupils being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They learn to respect and understand different human behaviours that occur in these cultures and societies. Areas of study include non-verbal communication, development of personality and social influence.	Pupils studying the lives and ways of living of human behaviour in different cultures. They will understand and respect the different influences people have and the effect it may have on their behaviour. They will also discuss how research carried out in traditional western societies may not be applicable to other cultures.
ICT	How could trolling affect people's lives?	Computer Science and Morality – What information can we consider to be private and who owns data? For example, photographs that are uploaded to social networks often legally become the property of the website. At what stage can private information like this be used and for what purposes?	Social media addiction – Does it exist? Is it dangerous? Should we do more about it.	Web-filtering e.g. Great Firewall of China / N. Korea.

Subject	Spiritual	Moral	Social	Cultural
Values	Empathy – Extremism. Values – Drugs and Alcohol. Sex Education – Beliefs (saving Sex for marriage).	Ethical Issues – Drugs and Alcohol. Extremism.	Careers. Sex Education.	Extremism.
Music	Composition – creating their own work through inspiration and other relevant stimuli.	Lyrics from songs used and meanings of them.	Working in groups for practical tasks. Talking and discussing the work/performance task. Interacting with each other and members of staff to complete the work effectively. Listening to other peoples performances and ideas being respectful.	Exploring different cultures and styles of music for ensemble and solo performances.
Business (years 9-13)	The different spiritual beliefs of people play a key role in business planning. Pupils are made aware that these beliefs need to be considered when bringing out new products due to the response they might get from people with different beliefs. This then gives the pupils the chance to use problem solving skills to work out ways which products could be adapted for people of different beliefs, to make them more successful.			Different cultures have different ways of working and different beliefs that they need to follow. Businesses can be multinational and pupils learn about how these are considered when trading with businesses in different cultural backgrounds. Pupils look at the media and advertising and how different beliefs can impact on the ways products are advertised and indeed what products can be advertised.
PE	Exam PE pupils learn spirituality through learning of key topics. Pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them through core PE and exam PE. Pupils are consistently encouraged to use their imagination and creativity in their learning and showcase a willingness to reflect on their experiences. Individual Performances in dance/gym expressing			Identifying and discuss origins of sports from different cultures. Playing fixtures against other schools and understanding/ respecting the different school cultures. Differing abilities within activities – being inclusive (LSA), respect for officials. Differing roles within sport. Understanding of consequences of actions towards others and adapt activities for religious reasons if

	<p>personal, emotional and spiritual concepts. Experiencing different roles and positions in sports and teams e.g. as leaders or coaches and therefore feel the different emotions with the roles. Physical literacy developed and taught throughout classes.</p>			<p>required – Ramadan/clothing. Dances from different cultures. Updated PE information board – latest news/sporting updates.</p>
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Year 9 Westlands Values

Subject	Law	Democracy	Respect	Liberty
English	Exploration of law in Animal Farm and The Hunger Games.	Leadership and rule/decision making in a range of texts.	Speaking and listening on current issues. Crooks in Of Mice and Men – acceptance.	Rights of freedom in Animal Farm and dystopian fiction.
Maths	Loans and budgeting, mortgages, interest and savings.	Polling and voting through a variety of sampling techniques, questionnaires and bias.		Salaries, wages and benefits through percentages.
Science	Health and Safety; Drugs; Smoking; Inheritance and Biological Uses – laws of cloning and fertility; GM crops etc.	Renewable and Non-renewable fuels; Energy production.	Human nutrition.	Human nutrition.
Art	Classroom routines create a safe and ordered environment. Health and safety awareness for themselves and others. Pupils learn how to respect the rights of others through listening and discussion work. Clear expectations set by teacher.	Discussion work – mutual respect and listening to other viewpoints forming own opinions about the work of artists – Art analysis.	Everyday objects project looks at respect for our immediate environment.	Creating choices at beginning of projects when analysing themes and the work of artists.
Food	Health and safety Food Safety Act 1990 HASAWA 1974 Packaging laws/traffic light system. Fire procedures. First Aid. COSHH- Cleaning products. PPE- Aprons on/hair tied back.	Pupil voice - own experiences and attaining prior knowledge. Feedback and answering questions alongside giving their opinions on the different products they make using sensory analysis.	Basic classroom rules Kitchen hygiene and safety rules. Religious beliefs regarding food e.g. Halal meat. Mixed ability groups. International cuisine project.	Self-assessment & peer assessment on dishes produced. Freedom to express design ideas e.g. Designing dishes for their next lesson. Choosing extra ingredients to go into certain recipes e.g. Making bread.
Drama	Pupils focus on theatre in education, which explores British laws. Pupils explore consequences of their own actions, when playing certain roles.	Pupils explore right from wrong and freedom of speech in devising units. They understand that all ideas have to be considered and that there is a freedom of opinion. During all group work, pupils are taught equality and what makes an effective team. Pupils give verbal feedback to peers in each lesson.	Pupils develop a sense of respect in drama. This is explored whilst being an audience member and during each peer feedback session. Drama develops their listening skills and ability to work with others. Pupils are able to experiment other ways of living, through theatre.	Drama is an opportunity to explore freedom of opinion. There is no right or wrong answer.

Subject	Law	Democracy	Respect	Liberty
MFL	Discussion of Paris attacks.	Discussion around the French Revolution.	Difference between tu and vous. Understanding that people have different opinions and being open to that. Department encourages pupils to develop self-confidence and build their self-esteem in the subject.	
Geography	Climate Change SOW: Pupils have the opportunity to explore the policy making at local and global scale and the influence this decision making can have.	Climate Change SOW: How do governments at different levels respond to pupil opinion regarding climate change?	Climate Change SOW: Pupils are able to debate the need for climate change based on natural and human causes.	Climate Change SOW: Pupils explore the right to demand co-operation in terms of management (mitigation) of climate change.
History	Public health laws from 1250-2007.			
ICT	Networking: Computer Misuse Act, Hacking.	Web-filtering e.g. Great Firewall of China / N. Korea.	Encryption techniques used to safeguard digital privacy.	Permanence of online postings/social media.
Values	Drugs and Alcohol - To know the law.	Drugs and Alcohol- Debate if cannabis should be legalised.	Sex Education. Extremist views of Islam.	Assessment opportunities to express opinions based around studies.
Music	I say, you do. Expectations and respecting other people's and school property. If they don't respond then there are repercussions.	Work together, and listen to each other's ideas. No one person should dictate within group work. Listen and share ideas. Can comment constructively.	Working together and performing as an ensemble: respect and tolerance of differences. Listening to other people's performances and ideas being respectful.	Freedom to work independently or in groups. Opportunity to use practice rooms to work responsibly.
Business	Enterprise and business world – external factors.	Principles of customer service. Personal selling. Recruitment selection and employment.	Recruitment, selection and employment.	Enterprise and business world – external factors.
PE	Within all lessons pupils get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Pupils are encouraged to learn about democracy and allowing everyone the opportunity to have their say e.g. through feedback, peer feedback and self-analysis. Developing understanding of and follow rules/laws of games/sports.	Physical Education lessons teach pupils about rules, sportsmanship, etiquette and fair play. In every lesson a pupil abides by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as penalties and red cards to allow pupils to understand the consequences of their actions which in turn helps pupils apply this	In GCSE PE and BTEC sport pupils learn how many different factors influences peoples' participation in sport – these factors include religion and personal beliefs. Pupils are taught about self-discipline and the need to respect themselves and others through their work. Examples are respecting the official's judgement or call, respecting the opinions of other pupils, respecting different	GCSE PE – learn about the Olympics and different movements that occur during world events. Ownership of learning through choosing which GCSE practical sport they can be assessed in. Core PE: Freedom to choose activities when leading – warm-ups (as long as safe and effective). Freedom to select different options in chosen activities e.g.

	<p>Department policies (actions and consequences) i.e. no kit policy/detentions/offsite policy.</p>	<p>understanding to their own lives. PE sport captains – part of sports council/school ambassadors and learning to work as a group.</p>	<p>cultures (particularly when learning different dances). Respecting officials and their decisions – including pupil officials and learning to respect any decision. Inclusivity is covered in GCSE content.</p>	<p>different tactics, skills or movements required. Free to innovate and decide upon new or better ways to complete a task. Individual performances in dance/gym – creativity/freedom to develop own performance within criteria. Pupils have the liberty to choose which extra-curricular activity they wish to attend.</p>
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Year 10 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	A Christmas Carol –the true spirit of Christmas.	An Inspector Calls – moral responsibility.	Macbeth - responsibility vs loyalty.	Checking Out Me History by John Agard. English Heritage - Dickens and Shakespeare.
Maths				
Science	Religions; Lifestyle	Alternative Energy; Climate Change; Fertility and Treatments; contraception and the empowerment of women to choose.	Technological developments; Scientists peer reviewing work; Countries working together to develop alternative fuels.	Equipping pupils with the relevant knowledge to help them make informed decisions about their lifestyle in the future.
Art	Respect for others' feelings, learning about themselves and their imagination. Encouragement of creativity and reflection on experiences.	Recognise and develop the ability to apply understanding of right and wrong to self. Understanding consequences to actions, through experimentation and investigation.	Use a range of social skills, working with others. Understanding ideas, communities and differences on a number of different levels.	Understanding and appreciating a wide range of cultural differences and appreciating how these enrich our lives.
Food	Respecting religious beliefs through food choice. Accommodate vegetarian diets. Using imagination and creativity. Reflection - evaluating dishes pupils have produced.	Following classroom expectations. Ethical choices in food production. Fairtrade. Local produce. Teamwork.	Teamwork activities. Making products in pairs or groups. Cooking food to take home and share with others. Trip to Swale Skills Centre to a see professional kitchen.	Learn about foods from around the world. Respect religious beliefs- no meat/meat alternatives Coursework tasks - international cuisine.
DT		Pupils study the sustainability issues and ways of minimising the environmental impact of material processing and manufacture.	Encouraging girls to use equipment and processes that have been traditionally male dominated to promote gender equality.	Investigate how manufacturing is used in different countries and its effects. Studying iconic products, buildings etc. for inspiration.
Drama	Through various scripts and devising units, they develop their use of imagination in their learning. They learn to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in the fairy tale scheme of work and in theatre in education. The pupils begin to appreciate others when playing various roles. They explore moral issues during theatre in education scripts. They begin to understand right from wrong, by experimenting with forum theatre.	Drama promotes key social skills, including communication, confidence, cooperation and teamwork. The pupils regularly refer to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	Throughout the script and devising schemes of work, the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups.

MFL	Spiritual development is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them in French. Discussion about values/ religion education in France (lack of).		Revision and OSL opportunities	
Geography	Tectonics SOW: How do people respond to the threat of tectonic activity?	Tectonics SOW: How are people in countries of a different development level impacted by tectonic events? Weather Hazards SOW: How are people in countries of a different development level impacted by tectonic events?	Tectonics SOW: How are people affected by natural hazard events? How do people respond to natural hazard events? Weather Hazards SOW: Are extreme weather events becoming more frequent in the UK? What impacts do weather events have on people?	Tectonics SOW: How do certain cultures respond to tectonic events? For example Japan, Nepal. Weather Hazards SOW: How do certain cultures respond to tectonic events? For example The Philippines.
History	Interpretations and appreciation of the past.	Reasoning behind decisions.	How other cultures had an impact of the development of 'British culture'.	Empathy from different cultural backgrounds, people and events.
ICT	Should we be intervening in cyberbullying and punishing those who participate more harshly?	When does photo editing become unethical? What do we need to consider when creating graphics that will be shared with the public?	Social media addiction – does it exist? Is it dangerous? Should we be doing more about it?	Web-filtering e.g. Great Firewall of China / North Korea
Values	Abortion- religious views. Euthanasia- religious views. All topics- empathy on others opinions.	Coach Carter. Euthanasia. Abortion. Global issues.	Child Labour. Fairtrade. Money Management.	Extremism. Globalisation. Global issues.
Music	Composition – creating their own work through inspiration and other relevant stimuli.	Lyrics from songs used and meanings of them.	Working in groups for practical tasks. Talking and discussing the work/performance task. Interacting with each other and members of staff to complete the work effectively. Listening to other people's performances and ideas being respectful.	Exploring different cultures and styles of music for ensemble and solo performances.

<p>PE</p>	<p>In PE pupils learn spirituality through learning of key topics. Pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them through core PE and examined PE. Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences. Individual Performances in dance/gym – creativity/freedom to develop own performance within criteria. Expressing personal, emotional and spiritual concepts. Experiencing different roles and positions in sports and teams e.g. as leaders or coaches and therefore feel the different emotions with the roles. Physical literacy developed and taught throughout classes.</p>	<p>Pupils taught to be a 'good sport' and follow key rules. Pupils are taught the importance of being fit and healthy and the impact this has on society as a whole. Pupils are challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/disease. Developing understanding of rules/laws of games/sports. Linked to community from school, taught to respect and understand the needs of pupils from different communities. Sportsmanship and etiquette are key parts to lessons. Pupils learn how to lose and how to win in the correct manner. Conditioned games – adapting to new rules. Respecting officials and their decisions – including pupil officials and learning to respect any decision. Updated PE information board – latest news/sporting updates.</p>	<p>Pupils communicating with each other throughout lesson. Intercommunity competitions to promote competitiveness amongst the school communities. Leadership – warm ups, captains, tactical input – direct socialising with other pupils. Freedom to choose activities when leading – warm-ups (as long as safe and effective) – social interaction with others. Tactics/formations – decided in teams – developing ability to listen and share opinions. Updated PE information board – latest news/sporting updates. Pupils work together in every single lesson. Challenged to give 100% in lessons, no matter the topic. GCSE pupils given opportunity to work with primary schools to develop social skills as leaders and coaches. Giving time for focus group discussions on lesson objectives/exam questions and outcomes as well as listening to other people's opinions and giving feedback.</p>	<p>Identifying and discuss origins of sports from different cultures. Playing fixtures against other schools and understanding/respecting these different school cultures. Differing abilities within activities – being inclusive (LSA) Respect for officials Differing roles within sport Understanding of consequences of actions towards others Adapt activities for religious reasons if required – Ramadan/clothing. Dances from different cultures. Updated PE information board – latest news/sporting updates.</p>
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Year 10 Westlands Values

Subject	Law	Democracy	Respect	Liberty
English	Jekyll and Hyde –crime and punishment.	Rights of Individuals during conflict. Poetry anthology.	Respect for those who have served in the armed forces.	Fight for Freedom Texts on Kerboodle.
Maths	Loans and budgeting, mortgages, interest and savings.			
Science	Health and Safety; Stopping Distances and implications of speeding; Smoking; Inheritance and Biological Uses – laws of cloning and fertility; GM crops etc.	Renewable and Non-renewable fuels; Energy production; Global Warming; Fertility and treatments – empowering women to take control over their own fertility and body.	Human Nutrition; Science vs Religion; Evolution and Natural Selection.	Human Nutrition; Equipping pupils with the relevant knowledge to help them make informed decisions about their lifestyle in the future.
Art	Classroom routines create a safe and ordered environment. Health and safety awareness for themselves and others. Pupils learn how to respect the rights of others through listening and discussion work. Clear expectations set by teacher.	Discussion work – mutual respect and listening to other viewpoints Forming own opinions about the work of artists – Art analysis.	Places of interest project develops an appreciation for historic heritage.	Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people.
Food	Health and Safety. Food Safety Act 1990. HASAWA 1974. Packaging laws/Traffic light system. Fire procedures. First Aid. COSHH- Cleaning products. PPE- Aprons on/Hair tied back.	Pupil voice- Own experiences and attaining prior knowledge Feedback and answering questions alongside giving their opinions on the different products they make Principles of customer service Forming own opinions through sensory analysis.	Basic classroom rules Kitchen hygiene and safety rules Religious beliefs regarding food e.g. Halal meat Mixed ability groups Variety of cultures within the classroom Cooking international dishes.	Self-assessment & peer assessment on dishes produced Freedom to express design ideas e.g. Designing dishes for their next lesson Choosing their own dishes to produce for their exam.
DT	Safe/correct equipment Elaborating on why we have Laws/Rules Officiating as an assessed practical – knowing the Laws and applying them appropriately Risk assessment.	Peer assessment Buddying up pupils to extend and support.	RM - Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product Non-gender products designed.	Self-assessment freedom to express design ideas.
Drama	Pupils focus on theatre in education, which explores British laws. Pupils explore consequences of their	Pupils develop their understanding of right from wrong and freedom of speech in all units. They understand that all ideas have to be	Pupils develop a sense of respect in drama. This is explored whilst being an audience member and during each peer feedback session. Drama	Drama is an opportunity to explore freedom of opinion. There is no right or wrong answer. Pupils explore themes of

	own actions, when playing certain roles.	considered and they learn to respond to all ideas. In drama they learn that there is a freedom of opinion. During all group work, pupils are taught equality and what makes an effective team. Pupils give verbal feedback to peers in each lesson.	develops their listening skills and ability to work with others. Pupils are able to experiment other ways of living, through theatre.	prejudice in their schemes of work.
MFL	Social problems.	Discussion around the French Revolution.	Difference between tu and vous Understanding that people have different opinions and being open to that.	Health issues.
Geography	Tectonic Hazards SOW: Pupils explore how countries can adopt laws in terms of the 3P's for tectonic hazards.	Weather Hazards SOW: Pupils look at the responses to flood management and the decision making processes regarding management. Tectonic Hazards SOW: L'Aquila court case scenario.	Tectonic Hazards SOW: Pupils debate the differing responses to tectonic hazards around the world. For example: L'Aquila earthquake.	Tectonic Hazards SOW: Pupils debate the rights of individuals living in tectonic hazard prone areas. Weather Hazards SOW: Pupils explore the role of people in decision making for their local communities in terms of floods management.
History	Norman conquest: how William controlled England.	Feudal system.		Norman conquest: how William controlled England.
ICT	CMA, CDPA, RIPA, FOI.	Open-source software development, public ownership licenses.	Regulation of Investigatory Powers Act (RIPA) - (<i>limitations on tapping digital comms.</i>), Data Protection Act, Online Privacy, Data Encryption Techniques.	Digital Piracy, Copyright Designs & Patents Act (CDPA).
Values	Euthanasia. Abortion. Extremism.	Extremism. Globalisation.	Coach Carter Terrorism/ Westminster attacks.	Assessment.
Business	Enterprise and business world –external factors.	Principles of customer service Personal selling Recruitment selection and employment.	Recruitment, selection and employment.	Enterprise and business world –external factors.
Music	I say, you do. Expectations and respecting other people's and school property. If they don't respond then there are repercussions.	Work together, and listen to each other's ideas. No one person should dictate within group work. Listen and share ideas. Can comment constructively.	Working together and performing as an ensemble: respect and tolerance of differences. Listening to other people's performances and ideas being respectful.	Freedom to work independently or in groups. Opportunity to use practice rooms to work responsibly.
PE	Within all lessons pupils get the opportunity to have their opinions heard amongst their	Physical Education lessons teach pupils about rules,	In GCSE PE and BTEC Sport pupils learn how many different factors influences peoples'	GCSE PE – learn about the Olympics and different movements

	<p>peers when discussing topics and current issues and tactics.</p> <p>Pupils are encouraged to learn about democracy and allowing everyone the opportunity to have their say e.g. through feedback, peer feedback and self-analysis.</p> <p>Developing understanding of and follow Rules/Laws of games/sports</p> <p>Department policies (actions and consequences) i.e. no kit policy/detentions/offsite policy</p>	<p>sportsmanship, etiquette and fair play.</p> <p>In every lesson a pupil abides by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as penalties and red cards to allow pupils to understand the consequences of their actions which in turn helps pupils apply this understanding to their own lives.</p> <p>PE Sport captains – part of sports council/school ambassadors and learning to work as a group.</p>	<p>participation in sport – these factors include religion and personal beliefs.</p> <p>Pupils are taught about self-discipline and the need to respect themselves and others through their work.</p> <p>Examples are respecting the official's judgement or call, respecting the opinions of other pupils, respecting different cultures (particularly when learning different dances).</p> <p>Respecting officials and their decisions – including pupil officials and learning to respect any decision.</p> <p>Inclusivity is covered in GCSE content.</p>	<p>that occur during World events.</p> <p>Ownership of learning through choosing which GCSE practical sport they can be assessed in.</p> <p>Core PE:</p> <p>Freedom to choose activities when leading – warm-ups (as long as safe and effective)</p> <p>Freedom to select different options in chosen activities e.g. different tactics, skills or movements required.</p> <p>Free to innovate and decide upon new or better ways to complete a task.</p> <p>Individual Performances in Dance/gym – creativity/freedom to develop own performance within criteria</p> <p>Pupils have the liberty to choose which extra-curricular activity they wish to attend.</p>
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Year 11 SMSC

Subject	Spiritual	Moral	Social	Cultural
English	Jekyll and Hyde –should religious considerations affect modern issues and developments? A Christmas Carol –the true spirit of Christmas.	DNA –bullying/gangs Jekyll and Hyde/ Who decides what is 'good and bad'?	DNA –representation of teens in the media	English Heritage - Dickens and Shakespeare. Poetry Anthology explores a range of cultures.
Maths				
Science	Religions; Life Style	Alternative Energy; Climate Change; Fertility and Treatments; Contraception and the empowerment of women to choose.	Technological developments; Scientists peer reviewing work; Countries working together to develop alternative fuels.	Equipping pupils with the relevant knowledge to help them make informed decisions about their lifestyle in the future.
Art	Respect for others feelings and learning about themselves and their imagination. Encouragement of creativity and reflection on experiences.	Recognise and develop the ability to apply understanding of right and wrong to self. Understanding consequences to actions, through experimentation and investigation.	Use a range of social skills, working with others. Understanding ideas, communities and differences on a number of different levels	Understanding and appreciating a wide range of cultural differences and appreciating how these enrich our lives.
Food	Respecting religious beliefs through food choice Accommodate vegetarian diets Using imagination and creativity Reflection- Evaluating dishes they have produced.	Following classroom expectations. Ethical choices in food production. Fairtrade. Local produce. Teamwork.	Teamwork activities Making products in pairs or groups Cooking food to take home and share with others.	Teach about foods from around the world. Respect religious beliefs- no meat/meat alternatives Coursework tasks- International cuisine.
Drama	Through various scripts and devising units, they develop their use of imagination in their learning. They learn to empathise with others, by taking on various roles. This is developed during their monologue unit, where they have to research in depth about the life of another person. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in monologue unit and in theatre in education. The pupils begin to appreciate others when playing various roles. They explore moral issues during theatre in education scripts. They begin to understand right from wrong, by experimenting with forum theatre.	Drama promotes key social skills, including communication, confidence, cooperation and team work. The pupils regularly referring to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	Throughout the script and devising schemes of work, the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups. They focus on culture when exploring monologues for their final assessment.
MFL	Spiritual development is shown by their sense of		Revision and OSL opportunities.	

	<p>enjoyment and fascination in learning about themselves, others and the world around them in French. (Module 1 *)</p> <p>Discussion about Values / Religion education in France (lack of).</p>			
Geography	<p>Resource management</p> <p>SOW: How do people feel about the demands for resources around the world?</p> <p>The development gap</p> <p>SOW: Global variations in economic development and quality of life.</p>	<p>Resource management</p> <p>SOW: How do people respond to changing food demands? Do people around the world have fair access to food supplies?</p> <p>The development gap</p> <p>SOW: The impact of uneven development around the world.</p>	<p>Resource management</p> <p>SOW: Are resources evenly distributed around the world?</p> <p>The development gap</p> <p>SOW: Uneven development leads to international migration.</p> <p>Aid and intermediate technology can reduce the development gap.</p>	<p>Resource management</p> <p>SOW: How is demand for food changing in a variety of different countries?</p> <p>The development gap</p> <p>SOW: How different countries manage developmental differences.</p>
History	<p>Focus on how and why events in the past happened and raises questions as to what could have happened if events had had different results.</p>	<p>Notions of right and wrong are explored.</p>	<p>Study of social issues and changes (e.g. women at war).</p>	<p>Focus on multicultural societies.</p>
ICT	<p>Is it possible to be a spiritual computer scientist? What does that mean?</p>	<p>When is it ok to breach privacy rights?</p>	<p>E waste sustainability and Pollution</p>	<p>Why is it important for a successful software system to be easily adaptable to different cultures and how might this be achieved?</p>
Values		<p>Rights and responsibilities.</p>	<p>Attitudes to Migration. Community Cohesion.</p>	<p>Community. Multicultural society. British Culture.</p>
Music	<p>Composition – creating their own work through inspiration and other relevant stimuli.</p>	<p>Lyrics from songs used and meanings of them.</p>	<p>Working in groups for practical tasks.</p> <p>Talking and discussing the work/performance task.</p> <p>Interacting with each other and members of staff to complete the work effectively.</p> <p>Listening to other people's performances and ideas being respectful.</p>	<p>Exploring different cultures and styles of music for ensemble and solo performances</p>
PE	<p>Exam PE pupils learn spirituality through learning of key topics.</p> <p>Pupils develop a sense of enjoyment and fascination in learning about themselves, others and the world around them through core PE and exam PE.</p>	<p>Pupils taught to be a 'good sport' and follow key rules.</p> <p>Taught the importance of being fit and healthy and the impact this has on society as a whole.</p> <p>Pupils are challenged to increase their personal fitness and know the role</p>	<p>Pupils communicating with each other throughout lesson.</p> <p>Intercommunity competitions to promote competitiveness amongst the school communities.</p> <p>Leadership – warm ups, captains, tactical input –</p>	<p>Identifying and discuss origins of sports from different cultures.</p> <p>Playing fixtures against other schools and understanding/respecting these different school cultures.</p>

	<p>Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences.</p> <p>Individual Performances in Dance/gym – creativity/freedom to develop own performance within criteria. Expressing personal, emotional and spiritual concepts.</p> <p>Experiencing different roles and positions in sports and teams e.g. as leaders or coaches and therefore feel the different emotions with the roles.</p> <p>Freedom to choose activities when leading – warm-ups (as long as safe and effective)</p> <p>Updated PE information board – latest news/sporting updates</p> <p>Physical literacy developed and taught throughout classes.</p>	<p>in society of being healthy and active and free from illness/disease</p> <p>Developing understanding of Rules/Laws of games/sports</p> <p>Linked to community from school, taught to respect and understand the needs of pupils from different communities.</p> <p>Sportsmanship and etiquette key part to lessons.</p> <p>Pupils learn how to lose and how to win in the correct manner.</p> <p>Conditioned games – adapting to new rules.</p> <p>Respecting officials and their decisions – including pupil officials and learning to respect any decision.</p> <p>Updated PE information board – latest news/sporting updates.</p>	<p>direct socialising with other pupils</p> <p>Freedom to choose activities when leading – warm-ups (as long as safe and effective) – social interaction with others.</p> <p>Tactics/formations – decided in teams – developing ability to listen and share opinions.</p> <p>Updated PE information board – latest news/sporting updates</p> <p>Pupils work together in every single lesson.</p> <p>Challenged to give 100% in lessons, no matter the topic.</p> <p>GCSE pupils given opportunity to work with primary schools to develop social skills as leaders and coaches.</p> <p>Giving time for focus group discussions on lesson objectives/exam questions and outcomes as well as listening to other people's opinions and giving feedback.</p>	<p>Differing abilities within activities – being inclusive (LSA)</p> <p>Respect for officials</p> <p>Differing roles within sport</p> <p>Understanding of consequences of actions towards others</p> <p>Adapt activities for religious reasons if required – Ramadan/clothing</p> <p>Dances from different cultures</p> <p>Updated PE information board – latest news/sporting updates.</p>
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Year 11 Westlands Values

Subject	Law	Democracy	Respect	Liberty
English	DNA –punishment and responsibility. Immigrants and migration –poetry.	Worker’s rights and women’s rights in a range of texts.	Gender roles –poetry and An Inspector Calls	Power and Conflict poetry
Maths	Loans and budgeting, mortgages, interest and savings.			
Science	Health and Safety; Smoking; Inheritance and Biological Uses – laws of cloning and fertility; GM crops etc.	Renewable and Non-renewable fuels; Energy production; Global Warming;	Human Nutrition; Science vs Religion; Evolution and Natural Selection;	Human Nutrition; Equipping pupils with the relevant knowledge to help them make informed decisions about their lifestyle in the future;
Art	Classroom routines create a safe and ordered environment. Health and safety awareness for themselves and others. Pupils learn how to respect the rights of others through listening and discussion work. Clear expectations set by teacher.	Discussion work – mutual respect and listening to other viewpoints Forming own opinions about the work of artists – Art analysis.	Places of interest project develops an appreciation for historic heritage.	Individual choices of: Materials, processes, skills Ideas & development Artists, designers, photographers and crafts people.
Food	Hygiene Regulations. HASAWA 1974. Food Safety Act 1990. Packaging laws/Traffic light system. Fire procedures. First Aid. COSHH- Cleaning products PPE- Aprons on/Hair tied back.	Pupil voice- Own experiences and attaining prior knowledge Feedback and answering questions alongside giving their opinions on the different products they make Principles of customer service Forming own opinions through sensory analysis.	Basic classroom rules Kitchen hygiene and safety rules Religious beliefs regarding food e.g. Halal meat Mixed ability groups Variety of cultures within the classroom Cooking international dishes.	Self-assessment & peer assessment on dishes produced Freedom to express design ideas Choosing their own dishes to produce for their exam.
DT	Risk assessment. RIDDOR. PUWER. COSHH. PPE. British H+S. Packaging laws.	RM - Discussion work – mutual respect and listening to others view points Forming own opinions about the work designers Sixth form mentoring year 11’s.	Delivered through classroom management: Accepting that everyone makes mistakes and that we can support them and learn from our mistakes. Dealing with any cases of intolerance as they arise.	
Drama	Through various scripts and devising units, they develop their use of imagination in their learning. They learn to empathise with others,	Exploring morals in monologue unit and in theatre in education. The pupils begin to appreciate others when playing various roles.	Drama promotes key social skills, including communication, confidence, cooperation and team work.	Throughout the script and devising schemes of work, the pupils explore and appreciate a wide range of cultural influences which shape

	by taking on various roles. This is developed during their monologue unit, where they have to research in depth about the life of another person. They are required to reflect on their own life experiences when experimenting with various characters.	They explore moral issues during theatre in education scripts. They begin to understand right from wrong, by experimenting with forum theatre.	The pupils regularly referring to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups. They focus on culture when exploring monologues for their final assessment.
MFL	Social problems.	Discussion around the French Revolution.	Difference between tu and vous Understanding that people have different opinions and being open to that. Dept. encourages pupils to develop self-confidence and build their self-esteem in the subject.	Health issues.
Geography	Resource management SOW: The laws surrounding the use of resources (varies between countries) The inequalities experienced in terms of resource management.	Resource management SOW: Decision making in terms of resource management and the problems that this can bring.	Resource management SOW: Pupils can debate how to improve resource inequalities around the world.	Resource management SOW: Pupils explore the inequalities in food resources around the world.
History	Death Penalty in the 1960s. Homosexuality 1950-70s.	Three day week, miners strikes in the 1970s. Elections in the 1970s. Differences between Labour and Conservatives.	Changing views on gender. Women's work and social rights.	Holidays, how life changed from the 1950s.
Sociology	Pupils learning about British culture including the judicial system, education, family and religious values sociology looks at the law and how important it is that law is followed, that is not to say that it doesn't teach a healthy scepticism about those in authority and that it is important to highlight the injustices of the powerful as well as the weak.	topic of Power Sociology involves the study of social policy and the role government play in directing our lives. It also demonstrates how the choices of the electorate can directly affect the type of country that people live in.	Pupils are encouraged to question and explore sensitive And controversial issues, Whilst maintaining Tolerance and respect for The views and beliefs of others. Much of the Sociology curriculum is Focused on understanding The beliefs and world--- views of Different people all over the world and through understanding, true tolerance develops.	

ICT	CMA, CDPA, RIPA, FOI.	Open-source software development, public ownership licenses.	Regulation of Investigatory Powers Act (RIPA) - (<i>limitations on tapping digital comms.</i>), Data Protection Act, Online Privacy, Data Encryption Techniques.	Digital Piracy, Copyright Designs & Patents Act (CDPA).
Values	Criminal and Civil Law.	Government and politics. Voting.	Refugee- Tolerance. Showing respect for others opinions, when designing campaigns.	Human rights and freedoms.
Music	Composition – creating their own work through inspiration and other relevant stimuli.	Lyrics from songs used and meanings of them.	Working in groups for practical tasks. Talking and discussing the work/performance task. Interacting with each other and members of staff to complete the work effectively. Listening to other people's performances and ideas being respectful.	Exploring different cultures and styles of music for ensemble and solo performances.
Business	Business and the external environment. Human Resources legislation.	The impact on stakeholders The external environment Leadership and decision making Human resources.	Human Resources.	Business and the external environment Human Resources legislation.
PE	Within all lessons pupils get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics especially in examination classes. Pupils are encouraged to learn about democracy and allowing everyone the opportunity to have their say e.g. through feedback, peer feedback and self-analysis. Developing understanding of and follow Rules/Laws of games/sports in core PE and exam PE. Department policies (actions and consequences) i.e. no kit policy/detentions/offsite policy – pupils have to follow core rules.	Physical Education lessons teach pupils about rules, sportsmanship, etiquette and fair play. In every lesson a pupil abides by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as penalties and red cards to allow pupils to understand the consequences of their actions which in turn helps pupils apply this understanding to their own lives. PE Sport captains – part of sports council/school ambassadors and learning to work as a group.	In GCSE PE and BTEC Sport pupils learn how many different factors influences peoples' participation in sport – these factors include religion and personal beliefs. Pupils are taught about self-discipline and the need to respect themselves and others through their work. Examples are respecting the official's judgement or call, respecting the opinions of other pupils, respecting different cultures (particularly when learning different dances). Respecting officials and their decisions – including pupil officials and learning to respect any decision. Inclusivity is covered in GCSE content.	Have the choice of which activity to participate in for core PE. GCSE PE – learn about the Olympics and different movements that occur during World events. Core PE: Freedom to choose activities when leading – warm-ups (as long as safe and effective) Freedom to select different options in chosen activities e.g. different tactics, skills or movements required. Free to innovate and decide upon new or better ways to complete a task. Individual Performances in Dance/gym – creativity/freedom to develop own

				performance within criteria Pupils have the liberty to choose which extra-curricular activity they wish to attend.
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Subject	Spiritual	Moral	Social	Cultural
English	<p>Transcripts from courts and the house of Commons are explored for language use/power. Role of fate and pre-destination /free will in tragedy texts.</p>	<p>Discussion of who is to blame in crime texts.</p>	<p>Assessment Objective 3 insists on exploring the social and cultural contexts of all texts studied.</p> <p>Technology and its impact on the English Language.</p>	
DT		<p>Engineering coursework – Sustainability issues associated with a studied product.</p>	<p>Business and corporate experiences – through industrial and university visits Encouraging girls to use equipment and processes that have been traditionally male dominated promotes gender equality.</p>	<p>Investigate how manufacturing is used in different countries and its effects.</p>
Drama	<p>Through various scripts and devising units, they further develop their use of imagination in their learning. They enhance their ability to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.</p>	<p>Exploring morals in scripted units. The pupils appreciate others when playing various roles. They explore in depth moral issues during their research of scripts. Making decisions and taking responsibility for their own actions and how it can affect others. Understanding the consequences of their behaviour and actions.</p>	<p>Drama promotes and extends key social skills, including communication, confidence, cooperation and team work. The pupils regularly referring to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.</p>	<p>Throughout the schemes of work and educational trips the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups.</p>
Psychology	<p><u>Psychology:</u> pupils consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs.</p> <p>Pupils are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other pupils' opinions to develop a range of balanced view points</p>	<p><u>Psychology:</u> pupils cover a range of debates including:-Ethical costs of conducting research (benefits to society, individual participants, potentially negative consequences for society, use of ethical guidelines),</p> <p>-Non-human animals (BPS Guidelines for Psychologists Working with Animals, comparative / ethological psychology, use as a therapeutic device, speciesism)</p> <p><u>Sociology:</u> Pupils express their own response to moral issues</p>	<p><u>Psychology:</u> pupils are being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They learn to respect and understand different human behaviour's that occur in these cultures and societies.</p> <p>Throughout Psychology pupils are led to work in different groupings, encouraging pupils to accept one another and learn to work alongside each another as a team.</p> <p><u>Sociology:</u></p>	<p><u>Psychology:</u> pupils investigate human behaviour in different cultures. They develop their understanding of and respect for the different influences people have and the effect it may have on their behaviour. Discussion on how research carried out in traditional western societies may not be applicable to other culture.</p>

	<p><u>Sociology:</u></p> <p>Pupils consider their own relationships with society and the structural processes within it. This allows them to develop an understanding of how they fit into a larger social structure beyond the individual self or close social groups. The study of demographic issues such as gender, ethnicity and social class also allow pupils to reflect upon their own identity and develop a greater</p> <p>Understanding of how this identity impacts on their life chances and opportunities. The study of ideology and hegemony encourages pupils to take note of the belief systems that impact on their own perception of the world and assess the effects these have on their culture.</p>	<p>within society, for example, responding to moral issues referring to the labelling of ethnic minorities and its implications within the education and criminal justice system. Sociology also explores the inequality that exists within society and the causes for this including the impact of capitalism and patriarchy on individuals and social groups. Looking at these topics allows pupils to fully understand the inequality and oppression that certain social groups experience. Pupils are encouraged to consider these issues from societal perspective in order to understand the numerous factors that lead to such inequalities.</p>	<p>Pupils learn tolerance amongst a group and reflect upon their own and other people's beliefs and preferences. They are required continuously to consider other people's situations and opinion, then reflect this within their work. As a result of this, pupils develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis.</p>	
Sociology	<p>Pupil investigate alternative view points, understand different beliefs, values and experiences in different groups.</p>	<p>Pupil discuss ethical issues: consent, anonymity... etc. in research.</p>	<p>Pupils discover different societies and groups.</p>	<p>Study of ethnicity , cultural differences in families and household Develop an understanding of Britain's' local, national, European and global dimensions.</p>
ICT	<p>How might developments in IT cause individuals to become for spiritual, or question their spiritual beliefs?</p>	<p>Is Hacking a victimless crime?</p>	<p>History of computing and how it has affected society and the development of attitudes towards computer science.</p>	<p>Is it right that so many companies require so much personal information to make use of their online services?</p>
PE	<p>Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences either through feedback or through work.</p>	<p>Role of sport and society covered in A level curriculum which highlights the importance of different roles in society. Pupils gain an understanding of how society works, moral</p>	<p>Pupils communicating with each other throughout lesson. Giving time for focus group discussions on lesson objectives/exam questions and outcomes as well as listening to</p>	<p>A Level PE curriculum draws on the different cultures and societies that participate or do not participate in sport. Pupils are encouraged to learn about different groups of people and why they participate or</p>

		compass and how to make social change work. Understanding of governing bodies and the rules they follow.	other people's opinions and giving feedback Cover socio-economic reasons for participation.	why they do not participate in sport.
Finance	Values, beliefs and attitudes. Personal life cycle.	Risk, attitudes towards debt. Needs, wants and aspirations.	External influences. Friends and family, use of social media and newspapers.	Sharia Law. Currencies. Ethics.

Year 12 Westlands Values

Subject	Law	Democracy	Respect	Liberty
English	Crime fiction and discussion of punishments within British Justice system.	Language and power unit explores role of status in society,	Language and Gender topics Racism in Othello. Role of women/treatment of women in Keats poetry.	Patriarchal societies explored in Othello.
DT	Copyright Trademark law BSI COSHH PPE British H+S	Pupil voice Ethical trading	Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product Non-gender products designed	Free market economics freedom to express design ideas
Drama	Pupils focus on theatre in education, which explores British laws. Pupils explore consequences of their own actions, when playing certain roles.	They work with scripts that explore freedom of speech and opinion. They understand that all ideas have to be considered and they learn to respond to all ideas. In drama they learn that there is a freedom of opinion. During all group work, pupils are taught equality and what makes an effective team. Pupils give verbal feedback to peers in each lesson. They develop their understanding when investigating practitioner techniques.	Pupils extend their sense of respect in drama. This is explored whilst being an audience member and during each peer feedback session. Drama develops their listening skills and ability to work with others. Pupils are able to experiment other ways of living, through theatre.	Drama is an opportunity to explore freedom of opinion. There is no right or wrong answer. Pupils explore themes of prejudice in their schemes of work. They research in depth about various characters and ways of living. They research practitioners and the impact that certain liberties have had on their work.
Sociology:		Pupils debate on topical issues such as class inequalities, gender, and identity.		
Psychology	Social Change: recycling, LGBT, Gay marriage Psychopathology and understanding the values held within our culture and how it differs between other cultures. Sociology: Institutions. How sociological perspectives understand our society (Marxism, new right...), formal and informal social control.	Obedience: Social Change, Milgram, explanations of obedience. Pupils to consider the inequalities that exist in society and to compare/contrast and defend a variety of viewpoints.	Abnormality and Individual Differences; homosexuality, islamophobia, mental health Psychopathology and understanding the values held within our culture and how it differs between other cultures.	LGBT Social Change Understanding socially acceptable norms and how deviation from these norms can upset society and historically could have led to diagnoses of psychological disorders. -How social change can occur through minority influence.

				-Understanding how the behaviour of an individual can be affected by the behaviour of a majority and the characteristics of people that resist such majority pressure.
Sociology			Cultural diversity, globalisation	
ICT	CMA, CDPA, RIPA, FOI	Freedom of Information Act	RIPA, Online Privacy, Data Security, Data encryption	Digital Piracy, state Sponsored cyber-attacks, CDPA
PE	Pupils have the opportunity to study regulatory bodies with the aim of understanding the roles of local authorities and local education authorities through A level PE.	Governing bodies and their role throughout sport including how they enforce rules.	Content includes socio-economic and its impact on different people – pupils taught to respect backgrounds of all people.	Free to express their own choices and opinion in lessons on the different content covered.
Finance	Regulations surrounding the finance industry. Taxes, N.I. benefits. Security features. Counterfeiting. Identity fraud.	How politics and government policies can affect the finance industry and individual decision making.	Feeling safe to voice opinions when discussing and debating in class.	Making informed decisions about financial products.

Subject	Spiritual	Moral	Social	Cultural
English	Nature vs Nurture in Child Language Acquisition studies. Language Change –a study of the Bible and its change over time.	In both language and literature a range of moral dilemmas and issues are explored through discussion.	In both language and literature a range of social issues and concerns are explored through discussion.	In both language and literature the idea of freedom of choice is explored through discussion.
DT			Business and corporate experiences – through industrial and university visits Encouraging girls to use equipment and processes that have been traditionally male dominated promotes gender equality.	Investigate how manufacturing is used in different countries and its effects.
Drama	Through various scripts and devising units, they further develop their use of imagination in their learning. They enhance their ability to empathise with others, by taking on various roles. They are required to reflect on their own life experiences when experimenting with various characters.	Exploring morals in scripted units. The pupils appreciate others when playing various roles. They explore in depth moral issues during their research of scripts. Making decisions and taking responsibility for their own actions and how it can affect others. Understanding the consequences of their behaviour and actions.	Drama promotes and extends key social skills, including communication, confidence, cooperation and team work. The pupils regularly referring to their role within the school, local and global community. Schemes of work involve working as part of a group, which supports them in their own lives.	Throughout the schemes of work and educational trips the pupils explore and appreciate a wide range of cultural influences which shape their own heritage and that of others. They explore different types of theatre and genres, while working within mixed ability and cultural groups.
ICT	Is the fact that we live in an increasingly secular society a direct result of an increase in the use of technology?	In a time of increasing global tensions, how can computer science be used to combat concerns regarding cybercrime and cyber warfare?	History of computing and how it has affected society and the development of attitudes towards computer science.	How could we help individuals to be more aware of the amount of information that they are giving away and the impact that it could have on their personal lives?
PE	Pupils are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their experiences either through feedback or through work.	Role of sport and society covered in A level curriculum which highlights the importance of different roles in society. Pupils gain an understanding of how society works, moral compass and how to make social change work. Understanding of governing bodies and the rules they follow.	Pupils communicating with each other throughout lesson. Giving time for focus group discussions on lesson objectives/exam questions and outcomes as well as listening to other people's opinions and giving feedback Cover socio-economic reasons for participation.	A Level PE curriculum draws on the different cultures and societies that participate or do not participate in sport. Pupils are encouraged to learn about different groups of people and why they participate or why they do not participate in sport.
Finance	Values, beliefs and attitudes. Personal life cycle.	Risk, attitudes towards debt. Needs, wants and aspirations.	External influences. Friends and family, use of social media and newspapers.	Sharia Law. Currencies. Ethics.

Year 13 Westlands Values

Subject	Law	Democracy	Respect	Liberty
English	Crime fiction and discussion of punishments within British Justice system.		Topical Issue debates on gender/taboo/slang and derogatory language.	
DT	Risk & Hazard – teaching pupils to safely assess this for their own personal wellbeing. Health & Safety Laws – why pupils have to wear goggles, why some practical's are demo only,		Social Moral Spiritual and Cultural (SMSC) beliefs considered when designing a product Non-gender products designed	
Drama	Pupils focus on theatre in education, which explores British laws. Pupils explore consequences of their own actions, when playing certain roles.	They work with scripts that explore freedom of speech and opinion. They understand that all ideas have to be considered and they learn to respond to all ideas. In drama they learn that there is a freedom of opinion. During all group work, pupils are taught equality and what makes an effective team. Pupils give verbal feedback to peers in each lesson. They develop their understanding when investigating practitioner techniques.	Pupils extend their sense of respect in drama. This is explored whilst being an audience member and during each peer feedback session. Drama develops their listening skills and ability to work with others. Pupils are able to experiment other ways of living, through theatre.	Drama is an opportunity to explore freedom of opinion. There is no right or wrong answer. Pupils explore themes of prejudice in their schemes of work. They research in depth about various characters and ways of living. They research practitioners and the impact that certain liberties have had on their work.
Psychology	To understand the implications for individuals suffering from mental health issues in terms of their legal responsibility for committing a crime.	Respecting theories and concepts put forward to explain human behaviour – engage in debate to consider these and the possible wider social implications of what they predict. Understand how free will and determinism are theoretical constructs and the true cause of an individual's behaviour is likely to exist on a continuum between the two. Having an awareness of ethical issues such as socially sensitive research and how	Dysfunctional behaviour: cultural differences in understanding normal and abnormal behaviour. DSM is ethnocentric.	Debates such as free will vs determinism Pleading Not Guilty for Reasons of Insanity Debate such Situational vs Individual Differences.

		<p>measures need to be taken to ensure that this is handled appropriately.</p> <p>- Understanding the ethical issues surrounding the diagnosis and treatment of abnormality – dealing with the associated stigma attached to both aspects.</p>		
ICT	CMA, CDPA, RIPA, FOI	Freedom of Information Act	RIPA, Online Privacy, Data Security, Data encryption	Digital Piracy, state Sponsored cyber-attacks, CDPA
PE	Pupils have the opportunity to study regulatory bodies with the aim of understanding the roles of local authorities and local education authorities through A level PE.	Governing bodies and their role throughout sport including how they enforce rules.	Content includes socio-economic and its impact on different people – pupils taught to respect backgrounds of all people.	Free to express their own choices and opinion in lessons on the different content covered.
Business	Analysing the external environment to assess opportunities and threats: political and legal change.	Internationalisation Culture.	Intellectual property.	Analysing the external environment to assess opportunities and threats: political and legal change.
Finance	Regulations surrounding the finance industry. Taxes, N.I. benefits. Security.	How politics and government policies can affect the finance industry and individual decision making.	Feeling safe to voice opinions when discussing and debating in class.	Making informed decisions about financial products.