

Curriculum Area	Examples of how we promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Art and Photography	<p>In Year 7 the Faces of Culture Scheme of Learning the intention is to help students understand the cultural diversity around the world looking at visual, religious and geographical influences.</p> <p>The Year 8 Identity Project intends students to reflect on their own identify including background/ culture and religion into a visual project.</p> <p>In KS4/KS5 – Students have the freedom to research and implement any contextual sources that are relevant to their chosen subject matter.</p>	<p>Students are frequently guided to further explore not just the technical elements of art but also the narrative and contextual references that lead to work which is purposeful and relevant to current issues.</p> <p>Code of conduct created with use of imagery online and own images, respect of materials and equipment and safety within their surroundings.</p>	<p>Research is prompted throughout the curriculum to look into individuals of various backgrounds and social/ moral/ religious backgrounds. These are then developed with respect and clear understanding and appreciation for each individuality.</p>	<p>Each year a KS3 project is developed that celebrates cultural and historical Events giving an opportunity for students to work within the community. Reflecting on the opportunities given to them today from the sacrifice of others.</p> <p>Each project developed at KS4 and KS5 prompts students to further understand the narrative and background of the work they are inspired by. Visits to other countries and local connections including Gunpowder Mills.</p>
CEIAG	<p>Reflecting on own values in relation to employment and basic employment laws. Understanding individual beliefs and how these relate to future careers. Looking at own interests, beliefs, values to develop towards their own future and employment and understand employment opportunities in the local area through looking at the LMI. Enterprise activities within tutor time.</p>	<p>Understanding legal obligations employers have and why they are there. How behaviour affects future employment opportunities. Behaviour with employers and in the work place. Debate, presenting and persuasive language skills sessions in tutor times.</p>	<p>Tutor time activities working on building social skills in relation to employability skills development. Volunteer, work shadowing, community day, tutor time activities teaching skills explicitly. Visiting speakers, Tutor time, assemblies, gender stereotypes in careers tutor times. Looking towards future employment.</p>	<p>Labour Market Information. Gender stereotypes. Unifrog. Workplace Law. Career stereotypes.</p>
Dance	<p>We celebrate different cultures within Dance as we look at different styles from around the world.</p> <p>All students build on their self-esteem, confidence and enjoyment through a variety of different topics in Dance.</p> <p>They experience world Dance and how</p>	<p>Students know the expectations of the lesson, they understand they need to show mutual respect when observing and working with peers in performing dance routines.</p>	<p>Students are encouraged to work with different groups and individuals every week to create their performances.</p> <p>Every student is encouraged to take part in every lesson with respect, energy, commitment and open</p>	<p>Dance is offered to all through the curriculum and co-curricular activities. Students also have the opportunity to visit the theatre to experience Dance in the wider community.</p>

	their feelings can be shown through these styles (Bollywood, Musical Theatre, Contemporary Dance etc.)		minded about the new topics they will learn.	
Design and Technology	<p>Working to a set brief and designing to meet the need of a target market. Considering the function and safety of the cutter for the end user. Exploring the needs of the client and food labelling requirements. Carrying out research to explore how LEDs have led to big improvements for the consumer in terms of product design. Testing the end product with users.</p> <p>Exploring the social impact of recent technological developments.</p> <p>Exploring food preparation, cooking and serving skills, food choices related to religion, culture, ethical and moral beliefs.</p>	<p>Discussion of Fair Trade in relation to the production and importing of food. Focusing on effective use of materials in packaging. Discussing the 3 Rs – Recycle, Reduce, Reuse and considering how they relate to packaging design. LEDs versus filament lamps research – considering the environmental impact? Exploring the impact of product disposal and recycling on the environment.</p>	<p>Discussion of Fair Trade in relation to the production and importing of food. Considering inclusive design and how we would ensure our product is respectful for people of different faiths and beliefs. Exploring British and international cuisines. Food provenance and food sources. Considering how the development of the LED and renewable has helped to support communities in developing countries. Focusing on designing a product which will appeal to different cultures</p>	
Drama	Focusing on environmental issues through Y7 drama. Topics covering the London Riots in Y8. Y9 Blood Brothers script. Students use their imagination and are given the task to perform using creativity.	In Y7 Right and wrong is explored through the play 'The Terrible Fate of Humpty Dumpty' looking at the effects of peer pressure. Y8 examines London Riots. Y9 and 10 explores issues concerning knife crime. In Y7 students will study Darkwood Manor focusing on the topic of disobedience. In Y8 the consequences of running away are explored. In Y9 DNA and gang affiliation. Y10 Wootton Bassett	Students are taught how to resolve conflict if and when this arises in their groups. Drink Driving is explored in the play Too Much Punch for Judy with Y8.	Opportunities to perform in the whole school production and respond creatively through working as a team.

		focuses on soldiers dying for their country.		
English	<p>Spiritual education in English includes being reflective on other students' feelings and values, as well as appreciating the unknown and mystical elements of our lives. We look at compassion, acceptance, ideologies as well as subjects such as death, religion and creativity. The Year 8 War scheme of learning looks at Greek culture and society.</p> <p>Examining the story of Christmas Carol students explore issues surrounding spirituality.</p> <p>Studying the play DNA gives students an opportunity to develop an understanding of empathy, the effects of bullying, understanding others, consequences of actions.</p> <p>Reflecting on the power of spoken language</p> <p>Macbeth provides opportunities for students to reflect on personal experience.</p>	<p>Moral education in English includes topics such as fairness and equality, as well as appreciating more abstract qualities such as justice and responsibility. We look at how conventions might be used within close reading of texts, such as in advertising, as well as the ethical dilemmas raised. We also look more generally at texts and how they both represent and challenge fundamental British values. studies the issues surrounding Capital Punishment.</p>	<p>Social education in English includes topics such as anti-bullying, social differences, our individual responsibilities and areas such as physical disability. We consider how people might be manipulated or affected by texts and how they might react, from challenging to seeking escapism. We also help students understand the democratic process and how they might both appreciate the rule of law and develop their own voice and opinions.</p>	<p>Cultural education in English includes looking at the wide range of influences upon our students' heritage, an appreciation of the different cultures in school and further afield. The Handmaid's Tale and the Iranian revolution is explored with students to understand social implications of political systems.</p>

<p>Geography</p>	<p>Learning about other cultures and views. Promotion that everyone is entitled to their own opinion and you may not agree with this view but you are respectful. Engaging curriculum. KS 3 Book Look. Descriptive writing. Putting yourself in the situation of others e.g. following a hazard. Self-assessment opportunities. Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features.</p>	<p>Geography provides opportunities for students to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of students' own experiences as well as using geographical issues as contexts.</p>	<p>Social education in Geography involves the study of real people in different societies. In looking at their own locality and others in the world, students' sense of identity and community can be strengthened.</p>	<p>Cultural education involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages students to reflect on their own personal reality of sense of space.</p>
<p>History</p>	<p>An understanding of how people can influence decision-making through the democratic process. The study of history involves understanding the religious and spiritual beliefs of different societies and their customs. Students learn about how important those beliefs are to different people. Students study the importance of different beliefs and how they have helped shape society today. They learn about persecution and the importance of tolerance and in doing so have the opportunity to discuss and share their opinions.</p>	<p>Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and learn to develop the ability to empathies with decisions made in the past. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth.</p>	<p>Problem solving as part of a team supports social development and students are encouraged to collaborate on activities. Students consider what past societies and other cultures have contributed to the development of 'British' culture today. History provides students with opportunities to express themselves and communicate their ideas.</p>	<p>Students are encouraged to develop a better understanding of people from different cultural backgrounds. They are encouraged to study links between local, British, European and world history to develop an appreciation of our multi-cultural society. Ways in which events have shaped our culture and society are explored and the causes and consequences of cultural conflict and prejudice considered.</p>

<p>Enterprise</p>	<p>Ethics and Morals. Corporate and social responsibility. Globalisation/globalisation. Enterprise skills. Technology and the development of it, ease of e-commerce. Enterprise and planning and pitching business ideas. Evaluating pitches and recruitment and selection.</p>	<p>Consumer legislation. Different Acts. Computer mis-use Act. Laws and regulations. Consumer Laws. Opportunity costs. Tradeoffs. Effects on course and final outcomes. Market research. GDPR.</p>	<p>Trade Unions. Democracy. The right to vote, equal pay, gender discrimination. Understanding British Values and how they impact daily life. BBC News. Equality Act, Discrimination Act Disability Act, Sex, Gender Discrimination Acts. What has changed since 1950 and why has it changed.</p>	<p>Living Wage and how this has affected daily lives. Economic objectives and government interventions. Role of the government. Trips to the Bank of England. Market research and market segmentation.</p>
<p>Maths</p>	<p>Teachers' foster a positive attitude towards maths by encouraging students through praise and making lessons engaging. Emphasis on corrections in maths and wow moments. Creative problem solving and mathematical thinking and reasoning. Reviewing solutions for elegance efficiency. evaluating methods used by self and others.</p>	<p>The use of probabilities to show the class. Making sense of the choices there are. Chances of winning a lottery and how not to invest too much in the lottery. There are certain aspects of maths that encompass ethics and financial maths.</p>	<p>Presenting reasoned arguments for proofs. Offering examples and counter examples. Appreciation of fairness. Application of data and variety of series and validity. Stripping down a process and following through with a logical argument. Fairness of various voting systems.</p>	<p>Where does maths and number systems come from? What is different and what is the same about methods used in other countries? Use the idea of percentages to find out what is needed for the overall majority. Opinion Polls.</p>

<p>Media</p>	<p>All students are required to experience being a model for either their own work or others. By seeing their portraits used it builds confidence in their appearance.</p> <p>All students look at themselves their aspirations and desires in their future lives. They reflect on what makes them individual and what SMSC areas develop their identity.</p> <p>By studying media audiences, they reflect on others beliefs, ideologies and feelings and why they choose the media products they view. At the beginning of the course everyone creates a magazine on themselves where they reflect on their identity and how to communicate this to others through graphical design and photography.</p>	<p>All students analyse current affairs in the media such as newspapers, both political and social views. They also investigate how social and cultural groups are represented to the audience and how media producers have a responsibility to both under and over represented groups.</p> <p>Students look at how newspapers can sway public political votes and how as a media producer their actions can create consequences in others choices.</p>	<p>All students volunteer to support each other to model or be part of their crew when completing practical's. Groups work is also included to build on respectful working environments where others ideas are discussed and executed amicably.</p> <p>Democracy is studied through texts on political events.</p> <p>Students learn that British citizens abide by the rule of law ensuring their work abides by the laws of this country and touching on other countries as well.</p> <p>Students show mutual respect for others cultural, social and political views through discussions students listen to others and learn to appreciate differences of opinions.</p>	<p>Students study both current cultural influences and those in the past and explore how stereotypes have been created and how others around them influence themselves.</p> <p>Through analysing current affairs and how the media portray them we look at how media influences the values of this country.</p> <p>Looking at adverts like water aid it allows students to participate in look deeper into those less fortunate alongside those from different cultures and beliefs in the analysis of different television and film programs.</p>
<p>MFL</p>	<p>Students are encouraged at every opportunity to grow their linguistic skills through the development of their own opinions and values. Examples of topics studies in MFL to promote spiritual development include: Food, festivals, holidays topic, cultural differences for example the school day. Creative writing, posters and bullying on previous knowledge. Creative writing and giving opinions and reasons.</p>	<p>The difference between formal and informal. Enforcing school behaviour policy and how students impact on one another. Giving thinking time. Hands-down policy. Debates for example bull fighting discussions and using each other to build a complete answer.</p>	<p>Social development within Languages is consistently encouraged and required for all Language Learners throughout their journey in secondary school. Student are continuously required to work both independently and with others to enhance their learning. Kinesthetic activities are used with lessons to expose students to working with a range of people outside of their usual friendship zones.</p>	<p>Students are consistently encouraged to consider the differences within the British society and how they may compare to those globally. For example, students are offered the opportunity to study School Systems from different countries and how these differ from the UK system.</p>

<p>Music</p>	<p>All units provide opportunities for increasing self-confidence and problem solving in composing and performing sections of Scheme of Learning. Students learn how different elements of music work together to create a piece. Opportunities in all lessons to reflect (self and peer evaluation) after performances in plenaries.</p>	<p>Students learn to listen respectfully to other students' performances every lesson and to appreciate their work and creativity. Students learn to listen respectfully to other students' performances every lesson and to appreciate their work and creativity.</p>	<p>Students have to learn to consider other peoples' views and opinions and they have to make group decision. Students help each other when doing pair/group work if someone doesn't understand the task. Care home concert October 2019.</p>	<p>Blues, Samba, African, Western Classical music topics. We talk about the cultural influences in this music. We listen to music in these styles and discuss. Discussing the topics above gives students an appreciation of the different cultures that we often find within school.</p>
<p>PE</p>	<p>Respect minutes before football matches. Fasting and raising awareness. Students are able to try a variety of roles and experience different emotions and feelings when they carry these out. Trying a variety of sports and different roles in teams designing routines and creating ways to outwit opponents. Evaluation of performances. Live marking and peer assessment.</p>	<p>Sporting rules and regulations. Understanding how PE can influence students' healthy living and lifestyle. How behaviour across the school and in PE affects future involvement in fixtures.</p>	<p>Social skills are used every PE lesson. Leadership for the A10 Partnership and sporting fixtures. A varied and balanced curriculum. Students are given the role of a coach or leader to develop. Cooperation, commitment, loyalty and team work are developed in PE.</p>	<p>Cultural education in PE means students are given the opportunity to learn games and dances from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport. Promotion of diversity and sport. History of sport. Students are given opportunity to learn games and other sports from different traditions including their own and appreciate the differences between male and females within sport.</p>

<p>PSD/RS</p>	<p>KS3 Monotheistic and polytheistic religions including atheist views. Open ended and evaluative questions in RS and PSD. Mental Health education in PSD relationships Unit. Big Questions in RS. Learning about variety of religions. Exploring individuality in PSD. Current affairs. Learning tasks, role play, newspaper articles, evaluative questions, applying learning to imaginary scenes. Open ended questions in class.</p>	<p>PSD Criminality and the Law. Moral questions in RS. Law in relation to sex and drugs in PSD. PSD risky behaviours and alcohol. Criminality and law and the consequences of illegal activity. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;</p>	<p>Learning about cultures in RS. Group work. PSD Relationships and Inspirational People Topics. PSD Crime, Law and Morality. Mock Voting. Tolerance and respect when learning about different religious beliefs and cultures. An understanding of the importance of identifying and combatting discrimination.</p>	<p>Exploring others and own beliefs. Year 7 PSD Family and Relationships Unit. RS mono and poly beliefs. Teaching about Diversity and Tolerance. PSD Law and Morality. Mock Voting. Mock Elections. Cultural Assemblies. Trips and visits. Learning about Culture and Diversity KS3. Attitudes towards controversial issues. Extremism and Fundamentalism. Racism and Prejudice.</p>
<p>Prince's Trust/SEMH Social Skills Intervention</p>	<p>Everyone is encouraged to have a personal opinion and to respect others. Beliefs are discussed. Skills for schools includes communication and working with others. Body language. Group discussion. Creative activities, teamwork exercises. Acting out emotions and interactive learning. Discussion, exploration and reflection time. Talk about for Teenagers. Gremlin workbooks are used during mentoring sessions.</p>	<p>Behaviour Management module. Scenarios social stories of how to react in situations. Recognising and acknowledging our own behaviours and the consequences that could occur. Individual students are offered an opportunity to talk about their disabilities.</p>	<p>Talk about for Teenagers social interaction book and course. Teamwork and class discussions. Mutual respect is emphasised.</p>	<p>Equality of opportunity is an important focus in the mentoring and Prince's Trust Learning sessions.</p>

<p>Science</p>	<p>Spiritual education in Science involves the search for meaning and purpose in natural and physical phenomena. It is the wonder about what is special about life, an awe at the interdependence of all living things and materials of the Earth. It concerns the passion to know more and to wonder about the world and aesthetically appreciate its wonders including for example the enormity of space and the beauty of natural objects or phenomenon, animals, crystals, rainbows, the Earth from space etc. Focus on people's beliefs around contraception and why people may choose not to use it us considered from a health point of view as well as religious viewpoint.</p>	<p>Moral education in Science encourages students to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students realise that moral dilemmas are often involved in scientific developments. When considering the environment, the use of further natural resources and its effect on future generations is an important moral consideration.</p>	<p>Social education involves group practical work which provides opportunities for students to develop team working skills and to take responsibility. Students must take responsibility for their own and other people's safety when undertaking practical work. Science has a major effect on the quality of our lives. Students are encouraged to consider the benefits and drawbacks of scientific and technological developments and the social responsibility involved.</p>	<p>Cultural education in Science involves thinking of scientific discoveries as an important part of our culture. Credit is given to scientific discoveries of other cultures. Science is also seen as a contemporary activity and developments are made all over the modern world. It is therefore an activity undertaken by a wide range of men and women in many different cultures both now and in the past. The interdependence of the world in environmental issues is central to science. Students study the different scientists that have brought about our understanding of science during the entire curriculum from year 7 to year 13.</p>
<p>Sixth Form</p>	<p>The Sixth Form at Haileybury Turnford offers a number of opportunities to promote spiritual development: Futures Week Assemblies Speakers4schools Work experience evaluation 1-1 mentoring Student voice opportunities Black History Month Work experience week Unifrog (On-line Careers Platform) Positively Mad (External Company) Dragons Apprentice Challenge</p>	<p>The Sixth Form at Haileybury Turnford offers a number of opportunities to promote moral development: Futures week Induction week Assemblies Guest speakers Back to school Process after absences Speakers – police, fire, sexual health Student voice Student Leadership Team Weekly World News</p>	<p>The Sixth Form at Haileybury Turnford offers a number of opportunities to promote social development: Volunteering/mentoring BASET (British Australian Education Society Trust) Oxbridge visits Volunteering – internally and externally Head Boy/Head Girl elections Mock elections Careers events</p>	<p>The Sixth Form at Haileybury Turnford offers a number of opportunities to promote cultural development: Work experience Volunteering Mock elections World News Day Sports day support Mentoring Volunteering Black History Month Dragons Apprentice</p>

**Opportunities to
promote Fundamental
British Values are
highlighted in BOLD
Democracy, Rule of Law,
Individual Liberty,
Mutual Respect and
Tolerance.**