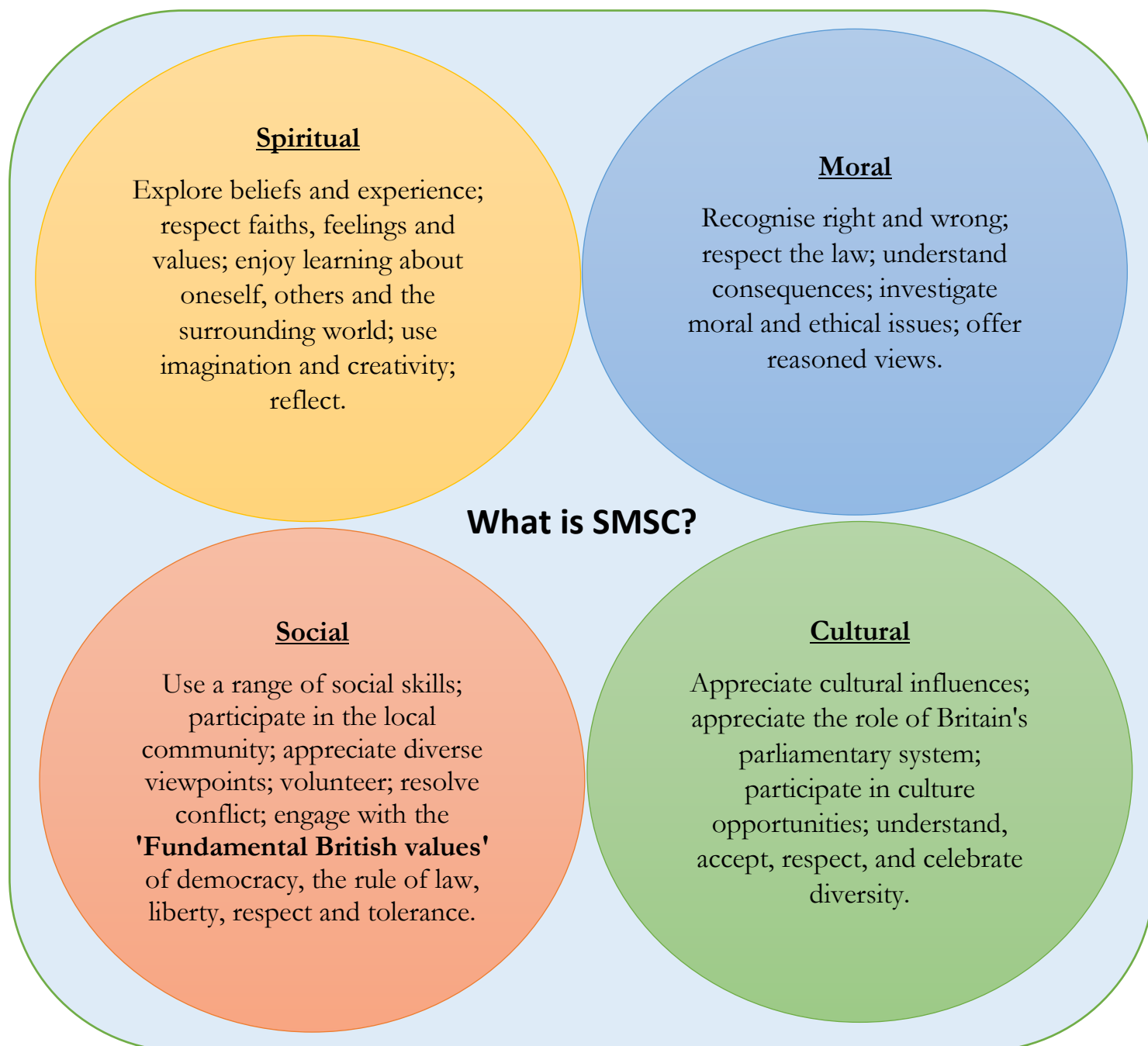


Spiritual, Moral, Social and Cultural development at St Mary's Calne



The study of Spiritual, Moral, Social, and Cultural (SMSC) development and Fundamental British Values occurs across all areas of our school ethos and curriculum. This is to ensure a **Holistic Development** of our students by fostering their spiritual, moral, social, and cultural growth. This prepares them to be well-rounded individuals who can contribute positively to society. In a wide range of activities, we promote **Core Values** including the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs, each of which are essential for creating a cohesive and inclusive society. These values build **Respect and Tolerance** which is vital in a diverse society and helps to combat prejudice and discrimination, alongside preparing them for life in modern Britain.

Overall, integrating SMSC and Fundamental British Values into our ethos and curriculum helps in nurturing well-informed, respectful, and responsible individuals who are prepared for life in a diverse and democratic society.

Please select a subject area to find out more about some of the various ways in which we deliver SMSC, FBV, coverage of Protected Characteristics, Careers and EDI.

Art

Art			
Spiritual -Through Schemes of work, we encourage students in all KS to develop their own voice using visual language, directly about social, moral, ethical, political ideas that they themselves have identified for each of the points indicated above - In group critiques we discuss and identify themes, issues and manners of expression -Encourage them to be themselves in their projects ,to be mindful of cultural, social economic norms, heritages and appropriation	Moral - moral and ethical considerations are discussed when themes/narratives arise according to students projects -time periods, context are explored in relation to ideas, artists methods and models of practice -Art school code- students are indicated and reasons why are explored	Social - group critiques encourage critical, supportive and questioning dialogue that builds confidence, promotes creativity and self expression -we take girls on trips to showcase artistic practice in a variety of contests and national comeptitions —Art council- and scholars activities- support those of younger years, student led art club, student led 'alternation and up cycle' Ambassador programme broadens the accessibility to this by department identification- effort focused, rather than talent.	Cultural National Society of Education in Art and Design South West regional network- founded and lead by KAP to promote the sharing of best practice regardless of context, KS or sector. Offering opportunities identified and sharing with the network.
Careers LVI beyond A level workshop Planned University visits Portfolio preparation Artist workshops Artist in residence talks and practice Individual guidance on careers with student's art teacher.	Fundamental British Values Democracy - Celebrating student's culture and interests through self directed themes and student council. Students have autonomy to choose their own themes and artists from UIV Mutual Respect - Using a diverse range of Art across the world and history	Equality Act and Protected Characteristics	

Careers and future pathways

Classics

Classics

<p>Spiritual</p> <p>Gods - Roman, Greek, Egyptian, Architecture - wonders of the world Reflected in literature, poetry, material artefacts, Creative pieces, masks, collaboration with art department using classical works to inspire</p>	<p>Moral</p> <p>See how law can change through ages to reflect common beliefs of the day - How to see why views change eg slavery as economic necessity to abuse of human rights Treatment of women across the ages Debating in class of all relevant topics</p>	<p>Social</p> <p>Work collaboratively and discursively All pupils do the same tasks and have same opportunities but approached with sensitivity according to the background of individual girls.</p> <p>Ancient and Modern democracy Pompeian election process Rome as a multi faith empire</p>	<p>Cultural</p> <p>Latin, Greek and CC promote cultural influences on architecture, literature, philosophical views, historical perspectives.</p> <p>We relate ancient culture to the modern world. Musical and artistic interpretations of classical stories. We will link the theme of religion at Baths, Bath Abbey and Holburne Museum.</p>
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Careers	Fundamental British Values	Equality Act and Protected Characteristics
<p>Logical and analytical thought. Written and oral communication.</p> <p>Classics trips – London Museum to explore the work of archaeologists, archivists, and curators.</p> <p>Classics trips abroad to locations of historical importance. Range of careers skills explored whilst at these sites.</p> <p>Classics trips abroad to locations of historical importance. Range of careers skills explored whilst at these sites.</p> <p>Patrick Finglass (Bristol uni) on Sappho (we visited Marlborough)</p> <p>Eleanor Dickey (Reading) on learning Latin in the ancient world.</p> <p>Winchester college artefact handling and inscriptions</p> <p>Rosie Wyles on Greek theatre (props and costumes) – visited SMC in Autumn term</p> <p>External provider came in to do weaving and textiles the Roman way (LIV/MIV)</p> <p>Joint Classics and Drama trip to ‘Burnt City’ production in London</p>	<p>Tolerance</p> <p>Explicit contrast between values of the ancient world and those of today.</p> <p>Mutal Respect</p> <p>Classroom ‘rules’ all ensure that each person and their view is respected and heard.</p> <p>Democracy</p> <p>Discussion on Athenian democracy – similarities and differences with modern day democracies. Its short-lived nature.</p> <p>Rule of law</p> <p>Empire, republic. Discussion of pros and cons of monarchy. Look at leaders in the past and the moral responsibility of leaders.</p> <p>Individual liberty</p> <p>Discussion of slavery. Boaden understanding of slavery beyond civil rights acts.</p>	<p>GCSE Classical Civilisation looks at giving women a voice</p> <p>Homosexuality – widely practiced in the ancient world – is raised in literature, Classics and cultural discussions.</p> <p>Roman and Greek attitudes towards race and religion.</p> <p>LIV discuss rise of Christianity in Roman empire (Latin)</p>

Computer Science

Computer Science

<p>Spiritual</p> <p>Fascination of how programming facilitates the world around us. Creativity and problem solving with robotics activities (all years).</p>	<p>Moral</p> <p>Ethics in relation to technology (all years) for example, Astro robot or Alexa accessing private information. Algorithmic bias. Use of data by companies. AI developments.</p> <p>IV Form: once a fortnight, Tech news are discussed, often with an ethical angle to the conversation.</p>	<p>Social</p> <p>First Lego League. Each year a scenario is developed which leads to research and development of projects. VI Form CS: students have to approach companies to research for the NEA project development. Regular coding which encourages collaboration and sharing of ideas.</p> <p>Law is covered at various points in the across the Key Stages. For example, Copyright law, GDPR, Computer Misuse Act. Case studies and fortnightly Tech news discussions also include aspects of individual liberty and mutual respect.</p>	<p>Cultural</p> <p>Emerging cross curricular links through Donaldson Week. Project topics like AppLab or HTML coding are developed with a range of cultural topics including Music, Food, Culture, Clothing, Nature.</p>
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Economics

Economics

Spiritual

1. Economics is the study of choices, so Individual Economic Decision Making gives self-awareness and understanding of others.
2. We critique the traditional assumption that individuals aim to maximise their self-interest, considering the social optimum and other views including Buddhism.
3. Students illumine their understanding of the world which empowers a sense of fascination and awe.

Moral

1. The skill of analysis is paramount. By understanding cause and effect reasoning it helps to understand consequences of actions.
2. Economics gives a deep insight into many societal problems (inequality, environmental, behavioural) and we analyse and evaluate different solutions to those problems.
3. In Market Failure we compare the effects of people acting in their self-interest with the effect of acting for the social interest. (Includes externalities, public goods, etc).
4. Morality around taxation and public spending – the impact of austerity on individuals and the welfare system.
5. Market failure – the impact of consumption on others and the inbuilt inequality here. The role of the government in intervening in the markets.
6. Rational decision making / Alternative views of consumer behaviour – allows for consideration of the limitations we all have in being rational - consideration of the influence of other people's behaviour, the importance of habitual behaviour, consumer weakness at computation etc.

Social

1. Use of a range of social skills in different contexts - group work, presentations, debating, etc.
2. Understanding policies that could achieve outcomes in markets that promote the social interest rather than self-interest.
3. Understanding macroeconomics and macroeconomic policies helps pupils understand how to benefit society as a whole.
Economics as a social science: helps establish understanding the role of the individual in economic decision making and the impacts on society.

Cultural

1. Wide range of cultural contexts in macroeconomics, especially International Trade and Globalisation.
2. Main focus on the UK's political system as the framework through which to solve economic problems.

The impact of the World Trade organisation and World Bank – in relation to financial control of loans/aid and impact on development states. Links to the issue of a world order.

Careers

Festival of economics events – opportunities for careers in this area e.g. academic, political, bank of England, the charity and voluntary sector. The event highlighted the diversity of career opportunities. The global nature of careers.

Employment and unemployment – Consider the effect of unemployment on society – focus on impacts of long-term and youth unemployment and regional differences. Can also look at issues around inward migration to the UK and impacts on employment.

Discussions in class looks at a range of sectors that economics is used in, not just focused on investment banking for example. Economics is not just about working in the financial sector – broad range of career links and pathways. Economics encourages ways of thinking about the world and not just about a fixed pathway.

Wider reading and UCAS applications – pupils encouraged to think about wider goals, what do the pupils hope to get out of following the course.

The course itself looks at ethical practice within economics – reflection on the language of classical economic theory.

Young enterprise (LVI) – work based skills e.g. organising meetings, presentation meetings, accountancy, market research, sales skills. Team work skills is an essential element of this along with working with outside agencies. Innovation and seeking advice independently. Looking at life skills within careers like money management and people management. The impact of VAT

Fundamental British Values

1. Democracy - in understanding problems and how to solve them we assume the democratic framework is the main system to implement change. -Democracy allows us to vote to express our preferences for government policy including fiscal policy, spending on international development assistance, regional funding etc -Democracy is a key factor in determining our economic system and the extent to which resources are controlled by the state or allocated by the free market -The imposition of sanctions that restrict free trade against anti-democratic regimes -Links between the strength of democracy in an economy and its level of development

2. Rule of law - legislation in markets, competition policy, labour market legislation, etc. How economic growth is based upon a strong institutional and legal framework e.g. neutral and effective judiciary, trustworthy central bank and financial sector etc -The essential nature of a legal framework to uphold property rights for the free market to be able to operate -How the rule of law upholds contracts between buyers and sellers, allowing markets to work more efficiently, and with less market failure -How the competition authorities addresses market failure through the courts e.g. fines for abuse of market power

3. Individual liberty - we often use the Economist as a source which

Equality Act and Protected Characteristics

Diversity:

Impact of immigration on a country and the benefits that this might bring to the UK. Impacts on employment (migrant populations more likely to start business and educational success). Examples given in class discussions are diverse

Festival of economics events – the panel was diverse (gender and ethnicity).

Labour market economics – discrimination and market failures. How people are treated and income discrimination e.g. gender pay and opportunities in social economic groups.

The extent to which inequality is fundamental to capitalism and how this can lead to discrimination of various groups. The problems within a free market system (evaluation of these forms of economics).

and how small businesses manage cash flow.	<p>promotes classical liberalism. The importance of free individual decision making in a system where the free market allocates resources</p> <p>4. Mutual respect and tolerance - learned implicitly as a value in the classroom as well as economic theory values all individuals equally. Specific consideration of labour market discrimination and how to overcome it. Consideration of a number of schools of thought with competing views e.g. Keynesian, Neo-Classical, Austrian School, Marxist etc</p> <p>-The need to consider all arguments from a range of perspectives and the encouragement of respectfully pulling arguments apart and counterarguing (the very basis of economic discussion!)</p> <p>-The normative nature of much of economics means that there is no 'correct answer' and hence respectful disagreement is developed.</p>	
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English

English

Spiritual

- Tolerance, open-mindedness and empathy through settings and characters in texts
- Creative writing allows for personal expression
- Contextual considerations and understanding of diverse value systems
- Literally (opportunity to express beliefs and views, along with spiritual values)
- External competitions which encourage thinking about themselves and their values.
- Exploration of concepts of death and the metaphysical in literature.
- Hamlet – exploration of the meaning of death.

Moral

- Our choice of texts all address this element: character's decision making and consequences
- Chapel services and school events that promote important values
- British or otherwise
- Visiting speakers and the English society meetings
- Discussion about morality underpin the analysis of several different texts.
- Romeo and Juliet (conflict and fate), the moral discussions around social conduct and behaviour.
- The morality of exploitation of workers and issues to do with the patriarchy and its social impact.
- How we treat others in society is engaged with in a variety of these novels.

Social

- ESU Public Speaking Competition launches this year which allows for interaction with other school children
- Children from other schools invited to events
- Our wide variety of Book Club texts feature a diverse range of writers and so structured conversations in class result in discussions around values - both British and otherwise.
- Inspector calls – discussion about socialism and capitalism and the exploitation of the working class.
- Value systems and identifying differences in ages within Pride and Prejudice.
- The position in society historically of women (look into Freud).

Cultural

- We celebrate important calendar events: Black History Month, Yom Kippur, Chinese New Year, Pride by reading poems and extracts from diverse writers
- We study extracts from weekend Broadsheets on topical issues
- Some of set texts are chosen specifically for this reason - from LIV to UVI.
- intercultural narratives in Salmon Rushdie's literature (Sea of Stories). This explores values in different cultures.
- Phillip Pullman's novels discuss issues around gender and colonialism.
- Cultural values of the past and how it impacts social structure now.
- Reverse colonisation in Dracula.

Careers	Fundamental British Values	Equality Act and Protected Characteristics
<p>-External speakers and authors are invited in (who talk about their novel and their experiences as authors).</p> <p>- The role of Journalists and the media.</p> <p>-Skills – voice and preparation of spoken work. Clarity in writing.</p> <p>-How to develop writing to be a sophisticated writer and confident/persuasive speakers and critical thinkers.</p>	<p>-Mutual respect and tolerance are evident the discussions we have about different novels. These discussions are respectful and demonstrate respect for different groups whether that be gender, religion, beliefs or race for example.</p> <p>-Democracy – the skill of debating and ability to express opinions (GCSE spoken endorsement). English ambassador group (discussions about how to inspire girls within Calne).</p> <p>-Respect: Understanding the importance of listening to the opinions of others and the skills of critical analysis in a supportive manner when working with others.</p>	<p>-Gender in Twelfth Night amongst several other novels (Inspector calls, Romeo and Juliet). Challenging the concept of women as property in novels such as Pride and Prejudice.</p> <p>-Book clubs involve novels that look at a range of topics such as LGBTQIA+</p> <p>-Range of diverse texts are used within the department that look at culture, gender and LGBTQIA+.</p> <p>-Recognition of the sensitivities within some novels and adapting the department and the curriculum to meet these concerns.</p>

Geography

Geography

<p>Spiritual</p> <ol style="list-style-type: none"> 1. Fieldwork in all forms help 2. Girls choose their own topics for their NEA in the VI Form, promoting enjoyment and fascination 3. IV Form Down to Earth Independent Enquiry Project where girls choose an environmental topic to investigate 4. Development studies in all years helps girls to understand the values of others around the World 5. Studying family planning and the attitudes of different religions to controlling fertility. One / two child policy in China. 6. Human Rights unit in UVI, how are beliefs fit into this framework and variation in HR globally. 7. Geography in the News for the VI Form. Girls present and discuss a news story in every VI Form Geography lesson. 	<p>Moral</p> <ol style="list-style-type: none"> 1. Girls in the VI Form have to write about the social, ethical and political implications of their NEWA methods. 2. Human Rights and Migration in the VI form, examining the global rights of refugees and displaced persons 3. Fast / global fashion - the implications of our shopping habits on others (MIV) 4. Development studies in all years 5. Geography in the News 6. International response to national disasters - LV, LIV, UVI 7. Climate Change in all years 8. Destruction of Ecosystems - MIV, LV, UVI 	<p>Social</p> <ol style="list-style-type: none"> 1. Fieldwork in a variety of external communities. Visits to religious monuments and buildings in other countries. Conducting questionnaires. 2. Donaldson Week, visiting groups such as BLM workshops and African expressive arts workshops V Form - Unit on UK in the 21st Century. Looking at cultural heritage of Birmingham, and multiculturalism in Leeds. UK's stance on conflict and humanitarian crisis LVI - Economic Development in Birmingham, riots in Toxteth (civil rights) VI Form - Humanitarian intervention in Afghanistan 	<p>Cultural</p> <p>This runs through everything that we do but some examples:</p> <ol style="list-style-type: none"> 1. Cultural examination of Calne in IV and VI Form 2. All case studies examine disparities between groups in society.# 3. Cultural Donaldson Week activities such as the African Expressive Arts Workshop
<p>Careers</p> <p>Careers: 6th form Lecture programme & Membership to Royal Geographical Society with access to various links to careers info</p> <p>Careers mentioned throughout syllabus with relevance to Geog e.g. Environment Agency when discussing env issues & flooding</p> <p>NEA @6th form allows pupils to work independently by organising, carrying out and writing up individual fieldwork.</p> <p>Opportunities to visit other schools/Universities for Higher Ed talks and exam prep – London Hazard Conference</p>	<p>Fundamental British Values</p> <p>FBV – Taught though various topics such as population, changing spaces/places. Case studies of various UK locations including urban regeneration etc. Sustainable development goals include all the FBV – link to majority of human geography topics.</p>	<p>Equality Act and Protected Characteristics</p>	

Global Dimension

Global Dimension			
Spiritual MUN fosters all of the above - students research in to the Government policies of countries all over the world and create their own proposals for debate - they must use empathy to step in to the shoes of this country as opposed to their own Creating resolutions and sitting in committees at the MUN conference requires imagination and creativity and is also highly enjoyable for the students Global Dimension lessons focus on the art, culture and geographies of a wide range of countries	Moral During MUN debates, one country is permitted to object to another's policies - based on factual evidence that has been carefully researched. Often, when researching new countries, the point of reference will be the UK's legal framework or that of the UN Resolutions are constructed to address global issues that are causing harm to communities and individuals	Social MUN is reliant about student collaboration and leadership - at the conferences they must 'sell' their resolutions to the other delegates and persuade them that they should be debated at the committee meetings Much of the work of the committees relates to the solving of conflicts within scenarios set up by the committee's chair and based on briefing papers that are sent out before the conference MUN is based on the work of the UN of which Britain is a member and plays a key role - the values are shared. The way in which students are expected to behave at a MUN conference rests upon these fundamental British values	Cultural MUN relies upon deep understanding of the cultures of other countries and nations In Global Dimension the cultural and religious practices belonging to different countries and continents are explored from a non-judgmental perspective

History and Politics

History and Politics

Spiritual

LIV and MIV History curriculum covers the importance of religion in History (Medieval Church, the Crusades, the reformation, The Civil War and Puritanism).

Discussion in class to consider the importance of this to people then and today.

LVI History we look at the Arab Israeli conflict and the role religion plays in this.

Moral

Politics A Level - ideologies considers the differing values and get students to consider alternative views to their own.

MIV curriculum we study the Slave trade and its abolition. Questions over The British Empire.

UIV and LVI look into Black Civil Rights in America
UIV and LV Curriculum covers the Holocaust.

Social

Politics A Level- Democracy and Participation, role of Supreme court, Voting behaviour.

Development of Law across the executive, legislature and judiciary.
- In UIV we also offer two units in the Humanities lessons, which girls will do in addition to their core History classes. In the first session with us they will look at World War beyond the Western Front, looking at the conflict in the Middle East, Africa and the role of Empire soldiers; this reflects the topic we look at in the first term in History. The second unit is reserved for an extremely important topic to study; the Holocaust.

Cultural

MIV- developments in the Franchise in the 19th Century

As above with studying the impact of religion. Considering diverse areas of the curriculum- kingdom of Mali in LIV, case studies of 18th C India, Australia in MIV, Wider involvement of different people and countries in WW1 in UIV.
- In the Fourth Form we cover a variety of topics and periods to ensure the girls have a good understanding of British and International History

Careers

- Trips to the Palace of Westminster and workshops that relate to the course.
- Historians have come in to deliver talks about their role and study skills.
- Historians as authors
- Tour guides (battlefields trips) – living history.
- Seminar series (Oxbridge support and beyond) – focus on politics and history and skills – beyond the curriculum.
- Links between History and the study of law.
- The transferability of the skills.

Fundamental British Values

- **Democracy:** Battlefields trip. The development of Democracy and complex institutions of British Democracy (A-level Politics course)
 - Political Participation, students will study: democracy and participation, political parties, electoral systems, voting behaviour and the media.
 - 2. Core Political Ideas, students will study: conservatism, liberalism, socialism.
 - 1. UK Government, students will study: the constitution, parliament, Prime Minister and executive, relationships between the branches.
 - 2. Non-core political ideas, students will study: feminism
 - USA and Comparative Politics
 - GCSE: The impact of different types of government (Dictatorships).
- Rule of Law: Rights in context and the human rights act. (A-Level)
 - LIV – impact of the Magna Carta.
 - Civil War and the clash between King and Parliament
 - UIV – Civil Rights.
- Mutual Respect and Tolerance:
 - Votes for women (UIV)
- **Individual Liberty:** In lessons we use a variety of activities, including debating and analysing newspaper articles, to help the girls understand the nature of politics and develop their ability to evaluate events and processes critically.

Equality Act and Protected Characteristics

- Study of Non-core political ideas within A-Level politics: feminism
- Race: UIV and LVI look into Civil Rights in America UIV
- Faith and religion: LV Curriculum covers the Holocaust.
- Pregnancy and maternity: Study of a pressure group: Pregnant then screwed.
- Experiences of ethnically diverse soldiers within the military – BaME soldiers
- The study of slavery and its impacts – including the role of Black campaigners and slave rebellions.
- Recognition of disability history month – including displays.
- Discussion of the impact of eugenics in Nazi Germany.
- Regular inclusion of current affairs and this involves discussions of beliefs and political ideologies.
- Increase in the number of Chapels/assemblies on a range of different topics that focus on specific awareness months.

History of Art

History of Art

Spiritual

History of Art includes study of Western and Non-Western Religions - including Islam and Hinduism.

We compare and contrast different cultures and draw connections eg Mughul Empire.

Formal analysis of each case study requires imagination and creative thinking but this is underpinned by visual knowledge and technical vocabulary.

The works of art and architecture inspire enjoyment due to their fascinating contexts and visual features - this is not measured in the exam and this is not how we study History of Art - yet the objects and buildings are innately captivating.

Moral

The examination of primary and secondary sources encourages analytical and critical thinking. At times it is important to differentiate between right and wrong eg The British East-India Company and their destruction of the Mughal Empire through violence.

On the other hand, we discuss the negative consequences of revenge, even if it is logical within the historical context eg Tipu's Tiger. We use historical empathy to understand why both British Military leaders and the autocratic Tipu Sultan used propaganda to attach the opposite side. We also discuss the imbalance of power and the British and French exploitation of India to serve their own ends. The more positive elements of Imperialism are also discussed eg education and scholarly research.

Social

Study trips abroad are the main way in which this is facilitated - we go to Paris and to Florence and have to display appropriate and considerate behaviour in places of worship, galleries and museums and on public transport. We have been in situations where appropriate behaviour has avoided conflict and the outcomes have been positive.

The study of the Italian Renaissance is particularly effective in fostering knowledge of these values as is Modernism - it is hugely critical of totalitarian regimes. Nature and Identities also foster knowledge of these values as they are promoted by many of the artists and architects that we study eg Yinka Shonibare.

Cultural

We do this in every single lesson (please refer to schemes of work). The specification is entitled 'Global Art History'. We focus on Mughal Art and Architecture, Yinka Shonibare, Niki de Saint Phalle to name but a few. We study Lloyds of London (Richard Rogers) which links back to Crystal Palace - understanding of British history and values is essential to the contextual understanding of these buildings. We also look at Palladianism, Gothic revival architecture and Elizabethan prodigy houses in the context of English/British identity.

The new History of Art specification incorporates compulsory study of non-Western art and architecture. We study Islamic art and architecture and also explore Orientalism and Post-Colonialism.

Careers

Trips to Florence and Paris help girls to see how History of Art is valued in creative cities – they get glimpses in to contemporary galleries, studios, shops and see a very different view to the one we see in the UK

PSW talks to class from time to time about what they can do with History of Art: Law, Police Force, Counselling/Psychotherapy, journalism, PR, marketing, fashion, curating, museums and galleries, high end retail, styling and interior design

Fundamental British Values

- Tolerance
- We study artists who are known for their tolerance of difference eg Niki de Saint Phalle
- Mutual Respect
- We study artists who are known for aligning with Fascism and Nazism and the role art played in reinforcing extreme ideologies – we take a critical stance as well as understanding the reasons behind this from a historical perspective
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- Democracy
- We study the Renaissance – democracy was seen as a value to which communities should aspire – we also study the way in which rulers such as the Medici abused their power despite purporting to enshrine democratic values modelled on those of Antiquity
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- Rule of law
- We often study on the legal context of works of art from a critical perspective eg law of primogeniture in relation to landscape

Protected Characteristics

- The specification states that we must study a range of genders/sexualities and to this end we study Hannah Hoch who was bi-sexual. We also guard against older, more homophobic approaches to study of artists such as Donatello (homosexual) and challenge this historiographic approach.
- We discuss Niki de Saint Phalle who used art to assist with severe mental health problems following sexual abuse by her father as a child – she was Bi-Polar so we look at this from a position of empathy and compassion
- We also look at Van Gogh from the perspective of the mythologising his mental illness by older approaches to History of Art and aim to take a more compassionate and objective approach to his career
- We study Yinka Shonibare – specified sculptor for identities – he has a disability and is British Nigerian. His work deals with ethnicity and race but from the perspective of bringing communities together. He does not give his figures heads to avoid racial classification – he wants to reach out to everyone.
- We study Islamic architecture and painting from a positive perspective – we focus on hybridity and the coming together of East and West without

	<ul style="list-style-type: none"> • We also look at instances in which law has brought benefits eg new constitution following the end of the French Revolution how it fostered unity • • Individual liberty • We look at artists who experienced a threat to their freedoms eg Elisabeth Vigee Le Brun (exiled at outbreak of French Revolution) and Hannah Hoch who was forced to move to a safer part of Berlin during the rise of the Nazi Party – she was vulnerable due to her bi-sexuality 	disavowing the unique features of Islamic Visual Culture
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Learning Support

Learning Support			
Spiritual All lessons are one to one so the onus is very much on the individual teacher with the individual girl. All girls are encouraged to be open and discuss their learning, their opinions and reflect in whatever they are bringing to lessons.	Moral Through frank discussion and honest conversation. Differentiation of provision. Talking through values with pupils.	Social Girls do develop quite a close relationship with the LS/EAL teachers. Often through discussion during a lesson ie when planning an RS essay or organising thoughts for an English comprehension.	Cultural All girls are treated as individuals within the department and we have a lot of the international girls here for EAL lessons so discussions regarding history and politics are common as is the idea that everyone has something to offer.

Mathematics

Mathematics

Spiritual

In KS3 - girls have thinking skills lessons which allows them to use the Maths they have learned in lessons in a more applied way. Designing board games, breaking codes, drawing mathematical diagrams.

5th form - Girls learn about tax and compound interest, appreciation and depreciation of investments etc.

6th form - In mechanics understanding 'how the world works' - how things move etc. In Statistics girls have to understand and use a large data set and make conclusions.

Moral

In KS3 girls have to compare averages from data and make conclusions.

In LV girls look at misleading graphs - how presentation of data can be used to support an individual's opinion.

In 6th form girls look at hypothesis testing and determining whether statements made are supported by data.

Social

In all year groups team work is encouraged. Girls must discuss their reasoning behind problems and accept that there are multiple ways to solve a problem.

In lessons girls must show mutual respect and tolerance to others when working in groups or listening to others ideas on how to solve problems and work together.

Cultural

Maths is a universal language. In fifth and sixth form we consider other countries with currency conversion, use of Greek letters and remember that recognised theorems come from all over the world.

Careers

UV have a trip to inspire them on Maths – possible different careers. Speakers include Maths professors, people involved in drug testing, conservation and disease modelling.

Mathematicians have come to talk in LVI lectures this has included Ben Sparks and the clean up of Salisbury poisoning.

Fundamental British Values

Tolerance -A number of students from different year groups took part in a team Maths challenge.

Mutal Respect-
Students compete for company points in the Inter-company Numeracy challenge.

Democracy-Teachers regularly discuss with students how they learn best and we share best practice amongst the department.

Student heads of department run a Maths Chapel and competition for Pi day.

Individual liberty- UIV are exploring the creative side of Maths, making pictures with equations. Students attend Maths challenge club discovering new ways to look at Maths.

Spiritual	Moral	Social	Cultural
Careers <ul style="list-style-type: none">Alumni online providing lectures in German and Spanish talking about university pathways.Displays on careers including inspirational women in various jobs.Key figures from a range of different cultures.Careers and the world of work at GCSE. Different types of jobs are referenced in key terminology (plumbing, electrician and other trades).A-Level – coverage of rights within the workplace (women’s rights)Impact of immigration on economies and the impact on the migrants themselves. Study of the type of work that they might do in relation to benefits, rights and risks of exploitation.	Fundamental British Values <ul style="list-style-type: none">Democracy: political systems in different countries. Academic feedback. MFL Reps have the opportunity to raise things that they would like to do. Open discussions in class and this also involves debates. Role play is part of expression and voice in the younger years. Comparisons with dictatorship in Spain.Rule of Law: Employment law and rights in work. The role of Human Rights within British law. Case studies of social unrest and the role of the police (riots that occur that are part of current affairs). Laws around same sex marriage and abortion rights.Comparisons with other countries.Mutual respect: A-level: immigration and multicultural society. The Glass ceiling in relation to women’s rights. Multiculturalism is a key part of the curriculum. Discussions of different types of families (vocabulary and discussions).Individual Liberty: Academic enrichment weeks – the arts in China and the history of the opera. Detailed exploration of different cultures and how they express their identities. Art and forms of expression.	Equality Act and Protected Characteristics <ul style="list-style-type: none">A-Level – coverage of rights within the workplace (women’s rights)A-level: immigration and multicultural society.Issues connected to prejudice in age in employment.Same sex marriage laws in Spain along side abortion laws. These are covered and discussed with regards to rights and the legal position.	

Music

Music

<p>Spiritual</p> <p>Key Stages 3 and 5 cover religious music and music strongly linked to spiritual/cultural values (e.g. choral music by Bach, Gamelan, Spirituals and Gospel). KS4 study music from a diverse range of cultures, religions and backgrounds. Extracurricular Music develops students' enjoyment and fascination with music, and often has a worship or other religious dimension. Practising all music encourages students to reflect on their own experiences, develop a growth mindset, and learn about themselves, their strengths and challenges. Composition and performance develops imagination and creativity, as does analysis and interpretation at higher levels. Curiosity and scholarship are developed, as with any academic subject, at all levels.</p>	<p>Moral</p> <p>In the Music classroom students are encouraged to create a safe environment where their peers are free to perform, experiment freely in front of others and express views which may not always be a finished product. At KS3 the focus is on practical group work for which a clear set of rules needs to be in place, with consequences, especially regarding respect for equipment, health and safety. Students understand this and also the need to listen to each other's views and performances with respect. In studying the context of different music, difficult and sensitive subjects are covered, which encourage students to reflect on moral and ethical issues.</p>	<p>Social</p> <p>Extracurricular music, and classroom music especially at KS3, is fundamentally collaborative. Effective music-making and learning requires students to work with others from all backgrounds and often with fundamentally different musical experiences. Extracurricular music often involves trips outside the school to the local community, interacting with members of the public in different settings - sometimes including abroad.</p> <p>Democracy - working together in a group of equals, and class discussions Rule of law - following classroom rules and procedures to maintain a safe learning environment Individual liberty - the ability to express themselves and compose music in a style that suits them and expresses their views and identity Mutual respect and tolerance - listening to others in small groups and the class, keeping others safe, and encouraging all to self-express.</p>	<p>Cultural</p> <p>The study of music from many different backgrounds and cultures, including those around the world and from Western Europe, including high art music and vernacular/popular musics, improves students' understanding of cultural diversity and their own heritage. Students are encouraged to participate in and respond positively to artistic, musical and cultural opportunities - in the classroom, in extracurricular activities and in private study.</p>
<p>Careers</p> <p>The practical and academic study of Music develops a wide range of transferable skills: analysis, research, academic writing, making cross-curricular connections; teamwork, collaboration and leadership; communication; reliability and resilience; reflection</p>	<p>Fundamental British Values</p> <p>In the Music department, we provide opportunities to strengthen students' understanding of: democracy, by developing skills in group performance and composition and in leadership, for example through Company Music; by explicitly encouraging democratic</p>	<p>Equality Act and Protected Characteristics</p> <p>The Music Department is committed to upholding the values of equality, diversity and inclusion, and utterly condemns all forms of prejudice including racism, homophobia, ableism and transphobia.</p>	

<p>and metacognition; organisation and time management.</p> <p>Music staff frequently supervise EPQs, improving students' chance at attending prestigious university courses. LVI students also have the opportunity to take the Arts Award through the Music department, which allows them to discover career pathways and develop leadership and teamwork skills towards a recognised qualification.</p> <p>Through visits to concerts and theatres, and through encounters with professional musicians at competitions in and outside school, students are exposed to a range of musical careers. Most VMTs are also active performers and are well-placed to advise girls on life in the industry.</p>	<p>processes in Key Stage 3 group work; by celebrating achievement no matter how small; by enabling classes to decide the course of their learning with a vote if appropriate and within reason; by allowing students a voice in decision-making concerning ensembles, concerts and repertoire; and by ensuring understanding of musical contexts where music has flourished despite injustice and oppression</p> <p>the rule of law, by upholding the School's behaviour policy and high standards of conduct and kindness; by having high standards of respect for equipment and the learning environment; and by discussing ground rules before challenging or complex activities</p> <p>individual liberty, by ensuring understanding of musical contexts where music has flourished despite injustice and oppression; by developing leadership skills in both the curriculum and the co-curriculum; by allowing individuals to decide the course of their learning where appropriate; by encouraging students to take personal responsibility for their practice and their studies and ensuring that they understand the consequences of their decisions</p> <p>mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith, by ensuring that the religious context of music studied is critically viewed and understood without being presented as fact; by studying musics from a range of cultural and religious backgrounds; by welcoming all to sing in the school choirs (whose remit is to provide music for Christian worship) for the musical benefit it brings, regardless of their personal faith</p>	<p>Fourth Form Schemes of Work are designed to be as diverse as possible, reflecting the current GCSE and A Level requirements. Each year group studies at least one genre of music from non-white cultures, and every opportunity is taken to discuss the context of this music. The OCR GCSE syllabus includes the study and appreciation of musics from around the world and the A Level syllabus includes a number of works by female composers.</p>
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Outreach and Partnerships

Outreach and partnerships

Spiritual

Through engaging with the volunteering and charity work programmes the girls will learn about themselves through learning about others. This will provide opportunity for reflection.

Moral

Opportunities are provided for girls in the Sixth Form to engage with the work of local communities. To this end girls interviewed the Director of the Doorway Project, Calne Food Bank and the Harbour Project and articles were published 2020-1.

Social

All LVI (with exception of the current UVI as a result of the pandemic) will volunteer for at least 1 hour per week in the local community. Placements include primary schools, Springfields, Penn Court, local hospitals and Girlguiding.

St Mary's is keen to facilitate opportunities for girls to contribute to the community via outreach work, in order to develop further the outward-facing element of their experience here. Through planning and leading activities, in addition to supporting others, we hope the girls will develop a broader awareness and understanding of the world around them and themselves. (We are deeply committed to helping the girls become compassionate and resilient leaders). Much recent research has also highlighted the beneficial effects that such activities can have on the emotional wellbeing of the volunteer.

Cultural

The work that we are doing to promote charities is also about understanding the causes and the social issues behind the charities. When we supported Doorway Project 2019-20 girls reflected in a video of the experience of the sleep out before and after the event as well as researched and led an evening of reflection in the chapel prior to the sleep out. A repeat is planned Nov 2021. We will be developing our links with the Harbour Project to learn more about refugees and asylum seekers February 2022. To engage with these projects girls will need to show tolerance and we will aim for them to develop an understanding of their social challenges and attitudes.

Careers

Volunteering in a range of placements such as the NHS (for LVI and UVI). This links to their interests in a range of careers such as medicine.

Volunteering with girl guides – working with a wide range of pupils, learning a variety of skills such as team leadership and responsibility for managing activities.

The role of Charities in society and volunteering for these along with fundraising. Range of skills involved in this process.

Project management – pupils starting and researching key issues/charities that they are interested in. They are then in charge of managing resources and activities in relation to this project. Range of skills are developed here in relation to event management and innovative. Advertising and marketing of this is also key in terms of increasing awareness. Pupils are encouraged to do this independently with the support from the school.

Understanding the differences between small and large scale charity organisations. Pupils have worked with a range of these including in larger institutions such as schools and hospitals.

Encouragement of entrepreneurial skills in relation to innovative event management.

Partnership – between schools and departments in schools. Pupils learning how to work with different partner groups and understand the role of stakeholders and communication skills.

FBV

Mutual respect – volunteering in a range of primary schools and Springfields. Learning about other educational environments and learning needs. The importance of inclusive practices in society. Charity work with DOORWAY – the lives of those who are financially vulnerable. Looking at the positive work and practices of individuals living in poverty. Development of understanding and empathy.

Rule of law- the impact and law around coercive control. This was delivered by SWAN. This law and crime was described contextually. Pupils have the opportunity to write a blog post on this as part of the HGT.

Democracy – pupil voice input into choice of school charity. The Harbour project was part of this along with Swindon domestic abuse charity. This direction is given by the pupils who arrange the activities for fund raising. Pupil group is self-led and they are motivated to develop their own initiatives.

Individual liberty – pupils can link their personal interests with their charity choice. This is an area of liberty that the pupils can use their innovation on and provides them the freedom to pursue these with support from the school. Major minors choir and dance leaders – each of these encourage pupil interests to teach others (e.g. Lacrosse festival is an inclusive event which is student supported/run).

Equality Act and Protected characteristics

Supporting young people through volunteering to encourage engagement in various activities.

Dance leader activity – supported inclusion and encouraged access to activities.

Disability – Springfields volunteering and working with young people with Autism. Learning about different educational contexts and the diverse experiences of learners. Learning from professionals about inclusive education practices. Down Syndrome day and Disability recognition month – chapels and fun raising organised by pupils in relation to these causes/charities.

Pupils are encouraged to work with different ages between primary schools up to care homes and NHS. Learning about non-discriminatory practices.

Charity – Swindon Women's abuse network: understanding the law and protection of vulnerable individuals.

Pastoral and Safeguarding

Pastoral and Safeguarding

Spiritual Through Chapel, speaker and Motivate programme. PD lessons School parliament Weekend activity programme Wellbeing activities across the school	Moral Individual work with pupils in a safeguarding and welfare sense encourages the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries.	Social Weekend and House activities inside/ outside school Peer support School Parliament	Cultural Individual work with pupils in a safeguarding and welfare sense Through Chapel, speaker and Motivate programme. PD lessons School parliament Weekend activity programme- different churches/ religious worship locations Wellbeing activities across the school
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Personal Development

Personal Development (PSHE and RSE)

Spiritual

Exploring the place of individuals in a diverse society. The UNCRC Right to Freedom of thought (This is the right of a person to have their own ideas, thoughts, opinions, and beliefs— and for nobody to be able to stop them from holding them). Looking at the opportunities in the wider world through travel but also careers/enterprise. Use of imagination and empathy to explore case studies in scenarios.

Understanding how beliefs can have an impact on families and relationships. Exploring the role of marriage and civil partnerships in society. Exploring their own identities through positive psychology (mental/emotional well-being). The importance of volunteering and engaging with the world (citizenship).

behaviours of others around the world.

Moral

All years develop their own class charter for the classroom to support the learning of all in the classroom (guided by the UNCRC). All pupils are encouraged to think about the diversity of opinions regarding controversial issues and learn about how to engage in debate. All pupils will explore diversity, prejudice and discrimination in society for a range of issues including the protected characteristics. The importance of the value and practice of consent is also taught in all year groups.

The consequences of denying people a safe space to learn. The importance of understanding positive and negative behaviours in the workplace. The problems with different forms of bullying.

Considering the morality connected to the Fundamental British Values. Dealing with prejudice online (Hope not Hate). The consequences of negative behaviours online and in houses.

The implications of an intolerant society. The different opinions and beliefs in relationships. The consequences of forms of bullying such as the use of HBT language.

Social

Developing safe spaces to have meaningful conversations. How to tackle bullying and to support friends (including online). How to manage transition between different communities/schools. How to take part in society (citizenship).

Different forms of relationships and how people bring values and faith into their families.

The impact of faith on health e.g. vaccinations. The role of FBV in developing cohesive communities. Positive relationship building and spotting the signs of coercive behaviour, gaslighting and toxic relationships. Developing digital literacy and resilience in order to engage positively online.

The delivery of Citizenship covers The Electoral System and Political Parties, The Constitution and Political System Active Citizenship and Volunteering, Finance, the economy and money, Justice, the legal system and international law. These are explored and explicitly referred to in modules called Living in the Wider World.

Cultural

Key areas of this are taught within Citizenship as referenced above.

An understanding of personal identity as connected to culture and background. Exploring life in modern Britain and the interactions between different cultural groups (including safety online).

Diverse forms of relationships. Living in the wider world and travelling across different cultures. Use of Hope not Hate and recognising positive relationship building in a diverse society.

Celebration of diversity in RSE. The role of Britain in the world and exploring Westernisation (as a moral question). The impact of culture on families and parenting.

<p style="text-align: center;">Careers</p> <ul style="list-style-type: none"> • LIV –Introduction to careers- Communities, Team Work, Skills & qualities involved in team work. • MIV – Voluntary sector, budgeting and finance in relation to different careers • UIV – Team work skills and conflict resolution and money management. • LV – Consumer rights and employment rights. Issues with modern day slavery. Sixth form taster days, subject choices and higher education pathways. Overseas universities • UV – Careers, CV Writing, Interviews, personal statements, • LVI Careers lesson in sixth form – Unifrog resources and broad range of careers options. 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • LIV –Voting, general elections, democracy, law making, UNCRC. Citizenship lessons. Mutual respect in friendships and relationships. Individual liberty in relation to choices in relationships. Proud to be me (recognition of diversity in identity) • MIV – tolerance and mutual respect taught through diverse families, marriage/civil partnerships. Sessions on the harms of prejudice and discrimination. • UIV – Fake news and conspiracy theories. Diversity and HBT bullying. • LV – Specific sessions on British values. Lesson on what a society would be like without these values. 	<p style="text-align: center;">Equality Act and Protected Characteristics</p> <ul style="list-style-type: none"> • MIV –Marriage/civil partnerships. Sessions on the harms of prejudice and discrimination. • UIV –Diversity and HBT bullying. • Consumer rights and Employment rights, connection with equality act and discrimination in the work place. • Types of union, marriage, civil partnership, secular and religious. • Employment and discrimination. • Black history month is recognised each year along with Pride and Disability awareness month. • Neurodiversity is covered in MIV and LV.
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Physical Education

Physical Education

<p>Spiritual</p> <p>Encourage the idea of imagination through creating their own drills, guided discovery learning.</p> <p>Learning what are the positives and negatives to playing sports for different people</p> <p>Exploring creativity and expression in movement based activities such as Gymnastics and Dance</p> <p>Allowing pupils to express how activities help develop their ideas and views on the wider society</p>	<p>Moral</p> <p>Promoting children to be honest in achieving tasks / goals</p> <p>Following rules within sport – understanding consequences for these action eg red card for dangerous play</p> <p>Being respectful to everyone they come across no matter differences in views</p> <p>Being a captain or team leader and the behaviours associated with this role as well as being a team player</p> <p>Being an ambassador for the school when playing fixtures</p> <p>Using the positives they gain from sport in general life, team-work, hard work and discipline etc</p> <p>Lessons on drug usage and cheating in sports</p> <p>Analysing and evaluating self as well as their peers</p>	<p>Social</p> <p>Hosting festivals/workshops for schools that have students from various backgrounds – creating workshops where schools are mixed to develop social skills</p> <p>Working with schools that may not have the access to certain sports, coaching and facilities</p> <p>Teamwork in team sports and how to deal with situations</p> <p>Kindness accepting that not everyone is at the same ability and supporting them through learning and encouragement</p> <p>Tournaments and tours allow students to experience different opportunities, cultures, environments as well as meet new people</p> <p>Social activities helping with team bonding eg pasta nights before tournaments</p> <p>Celebrate sporting success both in and out of school</p> <p>Use of sports leaders running clubs and activities</p> <p>PE and sports aligns well with fundamental British values</p> <p>eg: democracy: choosing team captains rule of law: team/sports laws - what you can and cant do individual liberty:</p>	<p>Cultural</p> <p>Encouraging diversity within the sports we offer and learning about the history eg. Lacrosse from Native Americans</p> <p>Learning about the impact of religion and history in shaping where and who plays what kinds of sport eg cricket in Commonwealth countries</p> <p>Exploring topics such as racism in sport</p> <p>Arranging tours to different countries.</p>
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		everyone needs to be respected and be able to express themselves individually as all players will play differently and may approach a skill in a certain way mutual respect and tolerance: eg. teamwork	
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<p>Careers</p> <p>Sports scholars programme – students learn about nutrition and leadership. Dance leaders and Sports leaders where students engage in taking charge of activities.</p> <p>Lax umpiring courses (post-16)</p> <p>Sports dinner – inspiring speakers in to talk about their experiences in sport.</p> <p>A-Level: learning about the role of physiotherapists and those who work with the body (physiology).</p> <p>Physical literacy – understanding of how the body works and muscle groups.</p> <p>Skills based subject.</p> <p>Students have the opportunity to watch and analyse professional and amateur sports people.</p> <p>Trips to watch Team Bath netball</p> <p>Participation in sports tours</p>	<p>FBV</p> <p>Democracy –Sports leaders programme and the role of captains in each team. Teams become self-sufficient and independence is encouraged.</p> <p>Multi-sports: choice of sports.</p> <p>Captains picked by the teams in the senior section.</p> <p>Rule of law: understanding the rules of a variety of sports and how these enable safety within training and matches. Also, how some sports involve consequences for negative sportsmanship (e.g. yellow card).</p> <p>Mutual respect: Team building and teamwork skills. Mixed year group teams to develop respect of others.</p> <p>Talk from Paralympian and from and an England Lax player.</p> <p>Respect for others in competitive matches and tournaments and the rule of the game including umpires.</p>	<p>Protected characteristics</p> <p>Choice of sports – range of sports to recognise fairness in sport.</p>
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Psychology

Psychology

Spiritual

year 12:

- Psychodynamic

Approach: the origin of personality; the idea of unconsciousness; dream analysis

- Students can choose 4 key questions to explore their content more deeply based on their own interests/creativity
- Students can choose a psychology-related EPQ
- A range of different teaching and learning methods are implemented to engage curiosity of the world and human behaviour

year 13:

- Clinical

Psychology/Schizophrenia: what defines someone as deviant, dysfunctional, dangerous or distressed? Exploring the most common therapies in the UK whilst appreciating the less common eg praying/community support/mindfulness etc

- Students can choose 2 key questions to explore their content more deeply based on their own interests/creativity
- Students can choose a psychology-related EPQ

Moral

year 12:

- Concept of free will and determinism
- Conformity and obedience: agentic state and responsibility for actions including individual differences eg locus of control and Authoritarian Personality/Right Wing Authoritarianism.
- Ethical conducts of BPS, including research on animals and vulnerable subjects
- Eyewitness testimony in crime cases/ Reconstructive Memory
- Nature-nurture debate

year 13:

- Ethical rights of patients eg UNCRC and HCPC
- When discussing gender bias, Kohlberg's moral reasoning stages are discussed and evaluated in terms of them being androcentric (Gilligan as an opposing argument)

Social

year 12:

- Social Psychology: authority, obedience, the role of social influence processes in social change eg reducing prejudice-based riots, role of social class when measuring strength of authority in social impact theory (fSIN)
- Schemas: the formation of stereotypes; evaluation of the role of a schema (both beneficial and disadvantageous)
- Girls volunteer via Mrs C Bolton eg Springfields
- Heads of Subject run the Psychology Club for younger year groups
- Students carry out and write up 4 practicals across the year and carry these out in groups/pairs

year 13:

- Importance of social context when diagnosing and treating mental illness
- Issues and Debates: social sensitivity in psychological research

Rule of Law

- BPS Ethical Code of Conduct
- analysis of the scientific nature of psychology & publication bias

Democracy

- when looking at attachment and Rutter's Romanian orphanage studies, the consequences of a non-democratic regime are considered

Mutual Respect/tolerance à

- an appreciation of different approaches/perspectives/paradigms are learnt about e.g. Psychodynamic

Individual Liberty

- motivations of human behaviour and subsequent theories/research are inherent to the course- students explore why individuals make decisions
- social control- students explore as an issue, how psychology can be exploited to control people

Cultural

year 12:

- Social Psychology: cultural case studies on social behaviour – Nazi Germany, Rwandan Genocide, Abu Ghraib
- Learning Approach: TV influences across cultures, i.e. Bandura (social learning theory and the role of media in aggression in children) vs Becker et al (2002)- how Western TV influences Fijian body norms & eating behaviours in teen girls
- History of Freudian theory and the possible patriarchal/sexist nature of his original theories due to the society they were created in
- 'inequality in psychology' display outside Harwood- girls have produced a display focussing on non-white/non-male pioneers in the field of psychology
- Issues/debates – gender and cultural bias across all topics

year 13:

- Schizophrenia: cultural variations in diagnosing & treating schizophrenia, i.e. ICD-10 and DSM-5 comparison
- Issues and Debates: culture & gender issues across all course content is discussed including ethnocentrism

<p style="text-align: center;">Careers</p> <ul style="list-style-type: none"> • Dr Guy Sutton (Prof Neuro science) – external speaker about the career in academia and medicine. • Dr Katy Burgess and Dr Carolyn McNabb – linked to careers in academic and neuroscience. • Careers display in the classroom about the various careers that are connected to psychology (e.g. criminal psychologist). • Prep tasks for LVI based on researching career pathways in psychology. Students offered the opportunity for 1-1 talks about future pathways in psych. • Section on Teams channel on careers. • Specific skills about the job and relevant legal HCPC guidelines that link to the work. Range of professions within the field of psychology are discussed some of which involve NVQ/diploma in counselling. 	<p style="text-align: center;">Fundamental British Values</p> <p>FBV posters are visible within the psychology classroom.</p> <p>Rule of Law -BPS Ethical Code of Conduct -analysis of the scientific nature of psychology & publication bias</p> <p>Democracy -when looking at attachment and Rutter’s Romanian orphanage studies, the consequences of a non-democratic regime are considered -Extensive use of pupil voice which feeds into the development and delivery of the course.</p> <p>Mutual Respect/tolerance -an appreciation of different approaches/perspectives/paradigms are learnt about e.g. Psychodynamic. -Discussions of inequality in psychology. Department goes beyond the exam specification to cover this.</p> <p>Individual Liberty -motivations of human behaviour and subsequent theories/research are inherent to the course- students explore why individuals make decisions -social control- students explore as an issue, how psychology can be exploited to control people</p>	<p style="text-align: center;">Equality Act and Protected Characteristics</p> <p>Gender and ethnicity – part of the course covers culture and gender bias. This looks at whether the field of psychology has a significant gender and culture bias/issue. There is a focus on how this can be resolved.</p> <p>Equality Act – key questions within the specification link theory to key elements of the Equality Act. This is particularly the case with disability; such as dyslexia and ASD.</p> <p>Age – development psychology is included in every topic. How behaviours might change over time. Department recognises the need for wider age representation in the professional field of psychology. BSP code of ethics (integrity) is discussed about the importance of non-discriminatory practices.</p> <p>Discussions of the triple shift and the impact on the representation in psychology of women (pregnant women).</p> <p>Department is aware of the risks of the term normal and abnormal in Psychology. The lessons are critical of this type of language in psychological research.</p>
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Religious Studies

Religious Studies

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Ultimate Questions – debating religious questions, including the meaning of life • Questions and explorations about the nature of God as a creator across different faiths • Why is there evil and suffering in the world? • Practices of different denominations within Christianity. • Just War Theory • Arguments for God’s existence. 	<ul style="list-style-type: none"> • Prejudice and discrimination • Crime and Punishment • Just War Theory and the nature of Justice. • Ethics and values within families and relationships • Peace and conflict • Moral debates regarding WMDs • The problem of evil and suffering • Utilitarianism • Situation Ethics • Natural Moral Law • Kantian Ethics 	<ul style="list-style-type: none"> • Study of the World Religions • Prejudice and discrimination • Diversity in beliefs around: does God exist? And why is there evil and suffering in the world? • Peace and Conflict • In each unit students are expected to understand the reasons for different beliefs and attitudes to these ethical issues. • Religious Pluralism 	<ul style="list-style-type: none"> • Ways of perceiving the world through the lens of different religions. • Different views on marriage, commitment, and initiation ceremonies. • Diverse opinions between religions on a global scale.

<p style="text-align: center;">Careers</p> <ul style="list-style-type: none"> • Sixth form taster sessions refer to future pathways both in relation to university courses and careers. • Critical thinking skills – transferable skills and how they apply to careers and the wider world. • Use of language within critical thinking which is about current affairs, cross-curricula links. Focus on skills. • Preparation sessions for students heading in the direction of a philosophy course. • Speakers invited in to discuss theories but also their area of work. These have been from a range of professions (not just RS based themes). 	<p style="text-align: center;">Fundamental British Values</p> <ul style="list-style-type: none"> • Democracy: <ul style="list-style-type: none"> ○ Pupil voice and skills within critical thinking. ○ Gathering student voice about the course. ○ Links/risks regarding connection between religion and state (the role of secular society). ○ Comparisons between dictatorships and democracy in relation to freedom of speech and religion. • Rule of Law: Direct reference to law within the GCSE. Such as the Equality Act, legal status of marriage and changes to the law (Divorce law). Age of consent within families module. Human rights and medical ethics. Geneva convention. Laws that are based on religious traditions. • Mutual Respect and Tolerance: <ul style="list-style-type: none"> ○ Diversity of faith groups. ○ Freedom of speech issues across countries. ○ Looking at diversity within faith groups as well as between. • Individual Liberty: <ul style="list-style-type: none"> ○ Comparisons between dictatorships and democracy in relation to freedom of speech and religion. ○ Critical thinking issues to do with prejudice/discrimination and laws regarding freedom of speech and religion. 	<p style="text-align: center;">Equality Act and Protected Characteristics</p> <ul style="list-style-type: none"> • Direct reference to law within the GCSE. Such as the Equality Act, legal status of marriage and changes to the law (Divorce law). Age of consent within family's module. Human rights and medical ethics. Geneva convention. Laws that are based on religious traditions. • Application of ethics (in A-level – polyamory and homosexuality). • Gender equality within religion and society. Role of women in Church. • Victims of war – links to disability and work of charities. • Non-prescriptive or normative process in teaching religious or secular views about sexuality and marriage. • Respect of others within the classroom – classroom charter/ethos. • Types of families and the modern diversity of family structures. Including fostering and adoption. • There is clear evidence of balance and neutrality within the delivery of the course so that there is equal representation. •
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Science

Biology

<p>Spiritual</p> <p>Y7- Learning to ask scientific questions to develop an inquisitive approach to understanding our natural world.</p> <p>Y8- The heart structure and dissection The miracle of birth</p> <p>Yr9 - Theory of evolution</p> <p>Y10 The heart, Feeding relationships Food production & sustainability Vaccination</p> <p>Y11- Stem Cells & ethical implications Genetic engineering & ethical implications</p> <p>6th Form - DNA structure Cancer Cardiovascular disease Evolution</p>	<p>Moral</p> <p>Medical research and testing.</p> <p>Y7- The ethical implications of Plastics in the ocean</p> <p>Y8 - Heart disease</p> <p>Y9 -Diet, exercise and disease. Smoking and the risk of disease</p> <p>Y10 -Effect of pollutants to air and water Global warming Deforestation Making farming efficient vs sustainable Vaccination Importance of exercise Genetic disorders</p> <p>Y11 -Stem Cells & ethical considerations Genetic modification & ethical considerations Cloning & ethical considerations</p> <p>6th Form - Antibiotic resistance Stem cells & ethical considerations</p>	<p>Social</p> <p>Y7-Plastics in the ocean</p> <p>Y8-Puberty & pregnancy, Pollinators</p> <p>Y9-Diet, exercise and disease</p> <p>Y10 -Puberty Global warming and acid rain Disease spread Genetic disorders Foetal development</p> <p>Y11-Genetic disorders & mutation</p> <p>6th Form - Monoclonal antibodies Medical advances including control of diabetes Recombinant DNA tech Conservation of habitats</p>	<p>Cultural</p> <p>Acid rain Variety of life (kingdoms)</p> <p>Y11 Cloning & ethical considerations Methods to treat diabetes</p> <p>6th Form – Vaccination, Variation in populations, Populations and evolution Epigenetics</p>
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<p>Spiritual</p> <p>UV - discussion of the Big Bang theory usually leads into a brief discussion on the biblical story in Genesis and creation science.</p> <p>UUV and UV - our Astrophysics topic covers star life cycle and the scale of the universe which usually inspires and fascinates them.</p> <p>LVI - again study Astrophysics</p> <p>LVI - learn about the smallest known particles in the universe - this usually puts the scale of the universe into perspective and our place in it.</p>	<p>Moral</p> <p>LV and UV - radioactivity topic will usually have a discussion/reading article/research into nuclear disasters and the global consequences. A balanced view of the risks of nuclear power and the advantages of no greenhouse gas emissions is presented.</p> <p>LV - study stopping distances in vehicles and the factors that affect this. Discussion on driving while under the influence/tired/distracted is included as well as the choice to go over the speed limit.</p>	<p>Social</p> <p>There is a project ongoing with Springfield school to build a car. The LVI Physics class usually participate in this -further details from Claire Bolton.</p>	<p>Cultural</p>
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Careers

- British science week – focus on a range of careers and skills within science. Exploring science beyond academia and in the real world. These sessions aren't curriculum limited.
- Academic enrichment week – fostering a love of science and the natural world. Beyond the curriculum.
- Medicine preparation (Oxbridge) – interview prep and pre-medicine advice including advice on pathways.
- MedSoc – Medical society that explore issues like medical ethics
- External speakers – career in engineering
- Skills: Critical and evaluative skills, practical handling of equipment, safety in the workplace, statistical analysis.
- Reference to career pathways in science through links within lessons.
- Displays – Careers in science which details pathways within the sciences.

FBV

Democracy: Debating takes place within relation to medical ethics and moral issues regarding biology (stem cell research). MedSoc is led by pupils, dissection club, psychology club all of these are student led. Book Looks allow pupils to express their views on their learning.

Rule of law: Legal guidelines are discussed in relation to abortion, IVF, embryo research, and the wider realm of medical ethics and limitations on research and testing (such as animal testing). Laws around safety are also a part of the curriculum.

Mutual respect: Diversity in pathways to parenthood.

Individual liberty: Some of the tasks that are set encourage research projects which is through an individual delivery and allows them to be creative in this approach. Stop-motion animation skills as part of this creative skills.

Protected characteristics

Pregnancy and maternity: a range of pathways to parenthood are discussed in a non-biased way.

Sex: sex determination is discussed within the biology curriculum.

Chemistry and Physics

Spiritual

Respect for other peoples feelings and working in pairs/groups for practical tasks

Enjoyment in learning about the wider world / big ideas

Moral

Drugs posters in Curie promote discussion with students about legality of pharmaceuticals - and consequences of taking drugs.
Alcohols - from LV upwards - the chemistry of the alcohol functional group.
Demystifying ideas that Chemistry is all about 'meth-labs' and 'Breaking Bad'.
UV - fractional distillation of crude oil (how it affects the atmosphere / fossil fuels vs renewable / polymers & plastics & recycling)

Social

Teacher chooses lab partners for each practical - therefore they will work with other girls each time.
Conflicts over tidying up of equipment - dealt with by teacher.
In science we follow lab rules (in each students folder) – learning about the importance of rules in relations to health and safety.

Cultural

LIV - paints and pigments (iron age to Chinese & Egyptian civilisations)
UIV - evolution of the Earths atmosphere (in topic on gases in the atmosphere)
LV - Acid rain - consequences of human behaviour