

## Personal Development Cross Curricular Map 2021/22

The document below maps the provision of Personal Development at Shirebrook Academy – encompassing RSE, Citizenship, SMSC and British Values.

Mapped against Draft Statutory Guidance for Relationships, Sex and Relationships, and Health Education, Feb 2019.

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.



Core Theme 1 – Relationships and Sex Education	
<p><b>Families - Pupils should know:</b></p> <p>that there are different types of committed, stable relationships.</p>	<p><b>Arts</b> - Discussed where opportunities arise when discussing specific artists, musicians and artworks. Examples include John Lennon and Yoko Ono in Music. Texts studied in Drama explore families in all guises from bullying in Y7, to conflicts in Y8 to domestic violence in Listen to Your Parents in Y9.</p> <p><b>Humanities</b> - Y10 Philosophy and Ethics Theme A - Relationships and Families. Heterosexual, Homosexual, Pansexual relationships. Y7 Humanities - summer term - Relationships and Families day - comparison of different types of families, and the views of Christians and Muslims.</p> <p><b>Maths and Computing</b> - Alan Turing is the Maths character champion</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - topic of family members and relationships with friends.</p> <p><b>PE</b> - KS4 HSC students - Unit 1. Students acquire knowledge regarding <b>types of relationships and the characteristics that form a stable relationship</b> in growth and development.</p> <p><b>English</b> - Year 8 - Of Mice and Men - Relationships (healthy and unhealthy relationships)</p> <p><b>PD</b> – Y7 Term 1, Year 8 Term 2 Healthy Relationships, Year 9 Term 3 Developing relationships, Year 10 Term 2 Relationships, Y11 PD Day 2, Y8 PD Day 1 focuses on relationships,, Y9 PD Day 2 is Life Choices.</p>

how these relationships might contribute to human happiness and their importance for bringing up children.	<p><b>Arts</b> - As above, where opportunities arise.</p> <p><b>Humanities</b> - Y10 Philosophy and Ethics Theme A - Relationships and Families. Heterosexual, Homosexual, Pansexual relationships. Y7 Humanities - summer term - Relationships and Families day - comparison of different types of families, and the views of Christians and Muslims.</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - expressing opinions on friends/family members and how you get on.</p> <p><b>PE</b> - KS4 HSC students - Unit 1. Students acquire knowledge regarding <b>types of relationships and the characteristics that form a stable relationship</b> in growth and development.</p> <p><b>English</b> - Year 10/11- A Christmas Carol and An Inspector Calls - family relationships and working relationships. Negative influences and indoctrinations within the family network</p> <p><b>PD</b> – As above</p>
what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	<p><b>Humanities</b> - Y10 Philosophy and Ethics Theme A - Relationships and Families. Heterosexual, Homosexual, arranged marriages. Y7 Humanities - summer term - Relationships and Families day - comparison of different types of marriages, and the views of Christians and Muslims.</p> <p><b>MFL</b> - KS4 French and Spanish - topic of marriage and the pros/cons of marriage/civil partnership</p> <p><b>PD</b> – As above</p>
why marriage is an important relationship choice for many couples and why it must be freely entered into	<p><b>Humanities</b> – as above</p> <p><b>MFL</b> - KS4 French and Spanish - topic of marriage and the pros/cons of marriage/civil partnership</p> <p><b>PD</b> – As above</p>
the characteristics and legal status of other types of long-term relationships.	<b>PE</b> - KS4 HSC students - Unit 1. Students acquire knowledge regarding stable relationships in growth and development and life events and the impact on development
the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	<b>PE</b> - KS4 HSC students - Unit 1. Students acquire knowledge regarding stable relationships in growth and development.

	<p><b>Science</b> - GCSE Combined Science B13 Variation and Evolution and GCSE Biology B14 Variation and Evolution (taught to Y11) - the concept of nature vs nurture when learning about inheritance of characteristics.</p> <p><b>English</b> - Y8 Romeo and Juliet - Juliet's relationship with her parents and how their relationship deteriorates, Y9 Jane Eyre - Parental roles in the novel and how these are not always positive (Mrs Reed) Y10/11 – An Inspector Calls - exploration of the way in which children are raised and influenced in their beliefs and morals by their parents. Y10/11 – A Christmas Carol - The Cratchits and their moral beliefs.</p> <p><b>PD</b> – Y7 Term 1, Y8 Term 2 and PD day 1 focuses on relationships, Year 9, Term 2 Developing relationships, PD Day 5 for Y8 explores families in their various guises, Y10 Term 10 deals with all aspects of relationships, and PD day 2 for Y11 includes work on wellbeing in regards to relationships.</p>
<p>how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>	<p><b>Arts</b> - Forming appropriate and productive professional relationships through the completion of group work and ensembles and performances.</p> <p><b>Humanities</b> - Y10 Philosophy and Ethics Theme A - Relationships and Families. Y10 History - Crime and Punishment - changes to the law in the 1980s.</p> <p><b>MFL</b> - KS4 French and Spanish - topic of dangers of social media and online life.</p> <p><b>Science</b> - GCSE Combined Science B6 Preventing and Treating Disease and GCSE Biology B6 Preventing and Treating Disease (taught to Y10) - concept of peer review in relation to testing new drugs and medicines. GCSE Combined Science B17 Biodiversity and Ecosystems and GCSE Biology B18 Biodiversity and Ecosystems, GCSE Combined Science C11 The Earth's Atmosphere and GCSE Chemistry C13 The Earth's Atmosphere (taught to Y11) - the concept of peer review in relation to debate about the role humans have played in causing climate change. GCSE Combined Science P7 Radioactivity and GCSE Physics P7 Radioactivity (taught to Y10) - research and the concept of peer review in relation to the negative effects of radiation on humans.</p> <p><b>PE</b> - KS4 HSC students - Unit 1. Students acquire knowledge regarding stable relationships in growth and development and life events and the impact on development</p> <p><b>English</b> - Y8 - Of Mice and Men - untrustworthy adults - character of Curley and the way he treats his wife, Trustworthy relationship - George and Lennie. Y8 - Romeo and Juliet - Trust between Romeo and Juliet and negative relationship between Juliet and her parents - arranged marriage - against her will. Y9 - Jane Eyre - unsafe relationship for Jane Eyre due to poor treatment by her cousin John Reed and lack of protection from her aunt.</p>

	<b>PD</b> – As above
<b>Respectful relationships, Including friendships</b>	<b>PD</b> – focus on term 1 in Y7 about managing change and friendships – with a focus on friendships, peer pressure. This is built upon in Y8 with their relationship PD day and then term 2 topic and healthy relationships – including conflict, diversity and respectful relationships.
the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	<p><b>Arts</b> - Character values and human relationships form a core focus for many of our arts activities with creative expression used to process and explore.</p> <p><b>Humanities</b> - Y10 Philosophy and Ethics Theme A - Relationships and Families - sexual consent.</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - expressing opinions on friends/family members and how you get on.</p> <p><b>PE</b> - KS4 HSC - Unit 1. Students acquire knowledge regarding life events and forms of support. Students also are taught the impact of life events such as being bullied, ending of relationships and positive friendships on growth and development.</p> <p><b>English</b> - Y10 &amp; Y11 - Macbeth Relationship between Macbeth and Lady Macbeth (Intensity and decline)</p> <p><b>PD</b> – As above</p>
practical steps they can take in a range of different contexts to improve or support respectful relationships.	<p><b>Arts</b> - As above</p> <p><b>English</b> - Discussed through Y8 – Of Mice and Men, R&amp;J, Jane Eyre.</p> <p><b>PD</b> – As above</p>
how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	<p><b>DT</b> - Speak about and use DT news to promote designers/artists/chefs from a range of different backgrounds – from Nadiya Hussain to Kadeena Cox – last winner for Celebrity Masterchef and gold medal winning Paralympian</p> <p><b>Humanities</b> - Y10 Philosophy and Ethics Theme A - Relationships and Families - prejudice and discrimination. Y7 Humanities - prejudice and discrimination during relationships and family's day</p>

	<p>(summer term). Humanities Week and promotion of Black History Week in Oct each year – through assemblies, displays, form time activities and specific lessons.</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - topics often include case studies/profiles of different religions, genders, sexual orientation etc. to support breaking down stereotypes and highlight differences between ways of life/lifestyles.</p> <p><b>PE</b> - KS4 HSC - Unit 1. Students acquire knowledge of social and cultural factor affect growth and development.</p> <p><b>Science</b> - All years - examples of female scientists are used where appropriate. Big Idea Genes 2 - Inheritance (taught to Y9), GCSE Combined Science B12 Reproduction and GCSE Biology B13 Reproduction (taught to Y11) - controversy about lack of recognition for Rosalind Franklin in the discovery of the structure of DNA discussed.</p> <p><b>English</b> - Y9 - Diverse Voices sequence of lessons explores sexuality, sexual orientation, disability, gender, race and stereotypes through a range of different texts. In Y8 – Of Mice and Men explores race, gender and ageism. Y10/11 GCSE Literature texts are Macbeth, An Inspector Calls and the poetry cluster deals with love and Relationships extensively. All texts explore gender bias, diversity and culture.</p> <p><b>PD</b> – As above – plus in Term 3 in Y7 there is input on developing relationship online and focusing on consent with a session on Kayleigh’s Love Story.</p>
<p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.</p>	<p><b>Arts</b> - Positive relationships and mutual respect form a major part of all lessons, particularly pertinent when students are performing and providing feedback etc. for others. All students have to work together as a group to produce a piece of work and act respectfully and supportively as an audience when watching a performance in both Music and Drama.</p> <p><b>MFL</b> - Routines in MFL are centred around mutual respect - listening to others, expressing opinions and open to share ideas/views</p> <p><b>DT</b> - Food Y8 and then GCSE FP&amp;N allergies, intolerances, religions and ethical beliefs and the impact that has on their diets – respect and tolerance then emphasised. Influences of different cultures on ‘British’ food.</p>

	<p><b>Humanities</b> - Y7 Zebra Red enrichment - role of society in discrimination. Y10 Hope not Hate talk on discrimination. Humanities Week and promotion of Black History Week in Oct each year – through assemblies, displays, form time activities and specific lessons.</p> <p><b>PE</b> - All PE - All games unit. Sports etiquette and respect in all sports and games.</p> <p><b>Science</b> – adheres and applies the whole school ethos across the department.</p>
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	<p><b>Arts</b> – 1<sup>st</sup> topic in Y7 Drama is centred around the issue of bullying – with places for support clearly signposted throughout the sequence of lessons.</p> <p><b>DT</b> - Working as a team throughout all of the year groups</p> <p><b>Maths and Computing</b> - Y8 - Digital Responsibility and “Cyber Bullying” - HT3</p> <p><b>MFL</b> - KS4 French and Spanish - topics on pros/cons of social media touches on negative aspects including cyber bullying, speaking with strangers etc</p> <p><b>English</b> - Y9 - Jane Eyre explores the bullying of Jane by John. In Y10/11 – A Christmas Carol and An Inspector Calls both explore bullying in the workplace and abusing positions of power and exploitation in the workplace and the consequences therein.</p> <p><b>PD</b> – large push during Anti Bullying Week each year – with additional lessons covered in term 1 with Y7 (input from Derby County), Year 8 term 2 and term 3 in Y9, developing relationships with explores friendships in the context of wider relationships.</p>
that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	<p><b>Arts</b> – study of text ‘Listen to your parents’ by Benjamin Zephaniah in Y9.</p> <p><b>English</b> - Y8 – Of Mice and Men - Violent and abusive relationship and the coercive control.</p> <p><b>PD</b> – Y7 - peer pressure and friendships launches notions of healthy relationships – taught more explicitly within Y9 term 2 developing relationships.</p>
what constitutes sexual harassment and sexual violence and why these are always unacceptable.	<p><b>PD</b> – Y10 term 2 relationship topics looks at current affairs – including sexual harassment and violence and specific lesson on sexual harassment.</p>
the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as	<p><b>Humanities</b> - Y10 History - Crime and Punishment. 20th and 21st Century Crime and the changes, particularly since the 1960s e.g. hate crime, 2010 Equalities Act. Humanities Week and promotion of</p>

defined in the Equality Act 2010) and that everyone is unique and equal.	<p>Black History Week in Oct each year – through assemblies, displays, form time activities and specific lessons.</p> <p><b>PD</b> – As above</p>
<b>Online and media</b>	
their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	<p><b>Arts</b> - Appropriate conduct through communication in Google Classroom.</p> <p><b>Maths and Computing</b> - Y8 - Digital Responsibility, “Malicious Software”, “Social Media”. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society &amp; legislation relevant to computer science”. Y11 BTEC DIT “C1: Responsible Use” and “C2: Legal &amp; Ethical”.</p> <p><b>MFL</b> - KS4 French and Spanish - topics on pros/cons of social media touches on negative aspects including cyber bullying, speaking with strangers etc.</p> <p><b>Science</b> – When setting up google classrooms or setting work online it is explained about appropriate conduct towards each other and members of staff.</p> <p>PD – Y7 Term 3 – digital literacy covers online safety, use of internet and social media and CSE. Term 5 in Y8 explores mental wellbeing and covers the use of technology</p>
about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	<p><b>Maths and Computing</b> - Y8 - Digital Responsibility, “Malicious Software”, “Social Media”. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society &amp; legislation relevant to computer science”. Y11 BTEC DIT “C1: Responsible Use” and “C2: Legal &amp; Ethical”</p> <p><b>MFL</b> - KS4 French and Spanish - topics on pros/cons of social media touches on negative aspects including cyber bullying, speaking with strangers etc.</p>
not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	<b>Maths and Computing</b> - Y8 - Digital Responsibility, “Social Media dangers”. Y10 GCSE Computer Science “1.6.1 Impacts of digital technology on wider society”. Y11 BTEC DIT “C1: Responsible Use”.
what to do and where to get support to report material or manage issues online	<b>Maths and Computing</b> - Y8 - Digital Responsibility, “phishing”, “Malicious Software” - HT3. Y9 - Digital Responsibility “Legal & ethical issues” - HT1. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society & legislation relevant to computer science”. Y11 BTEC DIT - “C1: Responsible Use” and “C2: Legal & Ethical”.
the impact of viewing harmful content.	<b>Maths and Computing</b> - Y8 - Digital Responsibility - “Malicious Software”, “Social Media dangers” - HT3. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society”. Y11 BTEC DIT - “C1: Responsible Use”.



that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.	<p><b>Arts</b> – Drama text for Comp 3 in Y11 – ‘Girls Like That’ exploring sharing explicit material online.</p> <p>PD unit on online safety in Y7 through to 9 – sexting topics covered in Y9 and Y10 and input on PD Day for Y9 – CEOP sexting session</p>
that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.	<p><b>Maths and Computing</b> - Y8 - Digital Responsibility - “Social Media dangers” - HT3. Y9 - Digital Responsibility - “legal &amp; ethical issues” - HT1. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society &amp; legislation relevant to computer science”. Y11 BTEC DIT - “C1: Responsible Use” and “C2: Legal &amp; Ethical”.</p> <p><b>PD</b> as above</p>
how information and data is generated, collected, shared and used online.	<p><b>Maths and Computing</b> - Y8 - Digital Responsibility - “Malicious Software” and “Social Media dangers” - HT3. Y9 – Spreadsheets - “Collecting, presenting and interpreting data” - HT4. Y11 BTEC DIT - “Collecting, presenting and interpreting data” and “B1: Threats to data.</p> <p><b>Science</b> - GCSE Combined Science, GCSE Biology, GCSE Chemistry, GCSE Physics Working Scientifically skill WS 1.6 (taught to Y9, Y10 and Y11) - the importance of the process of peer review and how information found online may not have been checked for accuracy.</p> <p><b>PD</b> – as above</p>
<b>Being safe</b>	
the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	<p><b>Maths and Computing</b> - Y8 - Digital Responsibility - “Social Media dangers” - HT3</p> <p><b>PD</b> – issues covered throughout the course – Y7 term 1 is transitions and managing change, term 3 is digital literacy including use of social media, CSE and KLS, Y8 term 2 focuses on healthy relationships, with term 6 looking at mental wellbeing including managing stress and use of technology. Y9 focuses on developing relationships in term 2 with term 5 looking at life skills including local issues. Y7’s 2<sup>nd</sup> PD day is about health and wellness, Y8’s 1<sup>st</sup> PD Day focuses on relationships and had input from a wide range of agencies. Y8 Prison Day looked at the law, CEOP’s sexting lesson, Y10 term 2 focuses on local and current issues and sexual harassment, Y11 PD day two covers these issues.</p>
how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	<p><b>MFL</b> - Communication is at the heart of the MFL curriculum - developing students in to confident/effective communicators in a range of contexts across KS3 and KS4 French and Spanish.</p> <p><b>PD</b> – As above</p>



<b>Intimate and sexual relationships, including sexual health</b>	
how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	<p><b>PD</b> – issues covered throughout the course – Y7 term 1 is transitions and managing change, term 3 is digital literacy including use of social media, CSE and KLS, Y8 term 2 focuses on healthy relationships, with term 6 looking at mental wellbeing including managing stress and use of technology. Y9 focuses on developing relationships in term 2 with term 5 looking at life skills including local issues. Y7's 2<sup>nd</sup> PD day is about health and wellness, Y8's 1<sup>st</sup> PD Day focuses on relationships and had input from a wide range of agencies. Y8 Prison Day looked at the law, CEOP's sexting lesson, Y10 term 2 focuses on local and current issues and sexual harassment, Y11 PD day two covers these issues.</p> <p><b>PD</b> – As above</p>
that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	<p><b>PE</b> - KS4 HSC - students acquire knowledge on factors affecting growth and development including personal relationships.</p> <p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination , GCSE Biology B11 Hormonal Coordination (taught to Y10) - how choosing the right form of contraception can reduce chances of catching STIs.</p> <p><b>PD</b> – As above</p>
the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.	<p><b>Humanities</b> - Y8 Philosophy and Ethics - "Medical Ethics unit" - the morality of IVF. Also covered in Y10 Philosophy Theme B, Religion and Life.</p> <p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination , GCSE Biology B11 Hormonal Coordination (taught to Y10) - causes of and treatments for infertility and how it affects mental health.</p> <p><b>PE</b> - KS4 HSC - students acquire knowledge on factors affecting growth and development including personal relationships.</p> <p><b>PD</b> – As above</p>
that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	<b>PD</b> – As above
that they have a choice to delay sex or to enjoy intimacy without sex	<b>PE</b> - KS4 HSC - students acquire knowledge on factors affecting growth and development including personal relationships.

	<p><b>PD</b> – As above</p>
<p>the facts about the full range of contraceptive choices, efficacy and options available</p>	<p><b>PE</b> - KS4 HSC - students acquire knowledge on factors affecting growth and development including personal relationships.</p> <p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination, GCSE Biology B11 Hormonal Coordination (taught to Y10) - how choosing the right form of contraception can reduce chances of catching STIs. GCSE Combined Science B5 Communicable Diseases and GCSE Biology B5 Communicable Diseases (taught to Y10) - the symptoms of STIs, how they can spread and how this can be prevented.</p> <p><b>PD</b> – As above – but also the roll out of the C Scheme across the academy.</p>
<p>the facts around pregnancy including miscarriage</p>	<p><b>DT</b> - FP&amp;N GCSE dietary needs of pregnancy</p> <p><b>PE</b> - KS4 HSC - students acquire knowledge on factors affecting growth and development including personal relationships.</p> <p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7) - the stages of pregnancy and the development of the foetus.</p>
<p>that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p>	<p><b>Humanities</b> - Y8 Philosophy and Ethics - “Are some lives worth more than others” unit. - the morality of abortion. Also covered in Y10 Philosophy Theme B, Religion and Life</p> <p><b>PE</b> - KS4 HSC - students acquire knowledge on factors affecting growth and development including personal relationships.</p> <p><b>Science</b> - GCSE Combined Science B12 Reproduction and GCSE Biology B13 Reproduction - discussion of the economic, social and ethical issues surrounding embryo screening for genetic conditions.</p> <p><b>PD</b> – Y8 Relationships topic and Y9 term 2 developing relationships. Term 2 in Year 10.</p>
<p>how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and</p>	<p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination, GCSE Biology B11 Hormonal Coordination (taught to Y10) - how choosing the right form of contraception can reduce chances of catching STIs. GCSE Combined Science B5 Communicable Diseases</p>

facts about testing.	and GCSE Biology B5 Communicable Diseases (taught to Y10) - the symptoms of STIs (particularly gonorrhoea and HIV), how they can spread and how this can be prevented.  <b>PD</b> – Y8 Relationships topic and Y9 term 2 developing relationships. Term 2 for Y10 Further relationships.
about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.	<b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination, GCSE Biology B11 Hormonal Coordination (taught to Y10) - how choosing the right form of contraception can reduce chances of catching STIs. GCSE Combined Science B5 Communicable Diseases and GCSE Biology B5 Communicable Diseases (taught to Y10) - the symptoms of STIs (particularly gonorrhoea and HIV), how they can spread and how this can be prevented.  <b>PD</b> – Y8 Relationships topic and Y9 term 2 developing relationships. Term 2 for Y10 Further relationships.
how the use of alcohol and drugs can lead to risky sexual behaviour.	<b>Science</b> - Big Idea Organisms 2 - Breathing (taught to Y8) - identifying the health risks associated with alcohol and drug use.  <b>PD</b> – Y9 term 2, developing relationships and Y10 term 2 further relationships.
how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	<b>PD</b> – As above – plus C Scheme

<b>Core Theme 2 – Physical Health and Wellbeing</b>	<b>Curriculum</b>
<b>Mental wellbeing</b>	
how to talk about their emotions accurately and sensitively, using appropriate vocabulary	<b>Arts</b> – Drama, Music and Art often utilised to both process and express emotional responses; listening activities in ks3 music for example specifically address how musical elements are used to express emotion or create effects. In Drama students explore a range of emotions in different texts and characters – including how to express their emotions through vocal and physical skills. There are numerous therapeutic benefits of Music and art.  <b>MFL</b> - KS3 and KS4 French and Spanish curriculum has a constant focus on giving opinions and justifying them in a range of topics and contexts.

	<p><b>PD</b> – Y7 Managing change and mental wellbeing, Y8 – L2L unit in term 1 looks at resilience and mental wellbeing, with term 2 looking at peer pressure and managing conflict within respectful relationships, term 6 focuses entirely on mental wellbeing – with a focus on mental health and managing stress. Y9 term 2 is developing relationships which includes healthy relationships and negotiation with term 6 looking at lifeskills including managing feelings and emotions. Y10 Term 1 and 5 are health and wellbeing – including keeping the brain healthy, self esteem, coping with stress and mindfulness. Y11 PD Day 2 has a focus on health and wellbeing including exam stress and anxiety.</p>
that happiness is linked to being connected to others.	<p><b>Arts</b> – group work in Drama and Music - ensemble performances, coming together as an audience to watch and support others in group, peer feedback, drama games used as starter activities in Drama to help cement group work and connections in classes.</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - topics on family members and friends - students describe characteristics of positive (and negative) relationships between themselves and others - especially so in KS4</p> <p><b>PD</b> – As above</p>
how to recognise the early signs of mental wellbeing concerns.	<p><b>PD</b> – As above</p>
common types of mental ill health (e.g. anxiety and depression).	<p><b>Science</b> - GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - making links between physical health and mental wellbeing.</p> <p><b>PD</b> – As above</p>
how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.	<p><b>Science</b> - GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - making links between physical health and mental wellbeing.</p> <p><b>PD</b> – As above</p>
<b>Internet Safety and harms</b>	
the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a	<p><b>Maths and Computing</b> - 8 - Digital Responsibility - “Social Media dangers” - HT3. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society &amp; legislation relevant to computer science”. Y11 BTEC DIT - “C1: Responsible Use” and “C2: Legal &amp; Ethical”.</p> <p><b>MFL</b> - KS4 French and Spanish - topics on pros/cons of social media touches on negative aspects including cyber bullying, speaking with strangers etc</p>

specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	<p><b>Science</b> - GCSE Combined Science, GCSE Biology, GCSE Chemistry and GCSE Physics Working Scientifically skill WS 1.1 (taught to Y9, Y10 and Y11) – decide whether or not given data supports a particular theory. GCSE Combined Science, GCSE Biology, GCSE Chemistry and GCSE Physics Working Scientifically skill WS 1.6 (taught to Y9, Y10 and Y11) – explain how the process of peer review helps to detect false claims.</p> <p><b>PD</b> – Y7 term 3 – Digital literacy, Y8 term 6 mental wellbeing and online safety. Y9 Term 3 relationships and term 6 Lifeskills including stay safe on-line. Y10 relationships topic in term 2.</p>
how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.	<p><b>Maths and Computing</b> - Y8 - Digital Responsibility - “Social Media dangers”, “Malicious software” and “phishing” - HT3. Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society &amp; legislation relevant to computer science”. Y11 BTEC DIT - “C1: Responsible Use” and “C2: Legal &amp; Ethical”.</p> <p><b>MFL</b> - KS4 French and Spanish - topics on pros/cons of social media touches on negative aspects including cyber bullying, speaking with strangers etc</p> <p><b>PD</b> – As above</p>
<b>Physical Health and Fitness</b>	
the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.	<p><b>MFL</b> - KS3 and KS4 French and Spanish - topics covered include sports, freetime and healthy lifestyle as well as body parts and illnesses - expressing opinion/reason linking to physical and mental well-being and solutions to health problems.</p> <p><b>PE</b> - All PE - students are taught throughout the curriculum the ‘Power of PE’. GCSE PE - students acquire knowledge of health and wellbeing and factors which contribute to an unhealthy lifestyle and how to adapt these. KS4 HSC - Unit 3. Students acquire knowledge of social, emotional and cultural factors which have a positive or negative impact on poor health.</p> <p><b>Science</b> - GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - making links between physical health and mental wellbeing.</p>
the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.	<p><b>DT</b> - Y7 food eat well guide and healthy eating, Y9 food nutrients and their effects on the body, GCSE nutrition and health, balanced diet, CHD, type 2 diabetes, rickets, anaemia, obesity, tooth decay. PAL, BMI.</p> <p><b>Humanities</b> - Y9 Geography - Resource Management - Food and how this needs to be managed worldwide. Also covered in Y11 Geography.</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - topics include how to maintain a healthy lifestyle - what to eat/drink, exercise, plans for the future.</p>

	<p><b>PE</b> - All PE, with a particular focus at KS4 core PE. Students are taught the ‘Power of PE’ and the importance of lifelong long participation on maintaining positive physical health. KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including diet, ill health and amount of exercise). KS4 GCSE PE - Unit 6. Students acquire knowledge on the importance of leading a healthy active lifestyle and the impact of sedentary lifestyle.</p> <p><b>Science</b> - Big Idea Organisms 2 - Digestion (taught to Y8) - identifying what constitutes a healthy diet and how an unhealthy diet can affect physical health and therefore mental wellbeing. GCSE Combined Science B4 Organising Animals and Plants and GCSE Biology B4 Organising Animals and Plants (taught to Y10) - identifying factors which have an effect on cardiovascular health. GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - making links between lifestyle choice and health.</p>
about the science relating to blood, organ and stem cell donation.	<p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including genetic inheritance - inherited conditions and predisposition to other conditions).</p> <p><b>Science</b> - GCSE Combined Science B2 Cell Division and GCSE Biology B2 Cell Division (taught to Y9) - discussing the potential applications for stem cells.</p>
<b>Healthy Eating</b>	
how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.	<p><b>DT</b> - Y7 food eat well guide and healthy eating, Y9 food nutrients and their effects on the body, GCSE nutrition and health, balanced diet, CHD, type 2 diabetes, rickets, anaemia, obesity, tooth decay. PAL, BMI.</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - topics include how to maintain a healthy lifestyle - what to eat/drink, exercise, plans for the future.</p> <p><b>PE</b> - All PE, with a particular focus at KS4 core PE. Students are taught the ‘Power of PE’ and the importance of lifelong long participation on maintaining positive physical health. KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including diet, ill health and amount of exercise). KS4 GCSE PE Unit 6 - the importance of a balanced diet and impact of an unbalanced diet.</p> <p><b>Science</b> - Big Idea Organisms 2 - Digestion (taught to Y8) - identifying what constitutes a healthy diet and how an unhealthy diet can affect physical health and therefore mental wellbeing. GCSE Combined Science B3 Organisation and the Digestive System and GCSE Biology B3 Organisation and the Digestive System (taught to Y10) - identifying the role of the different food groups and the part they play in a balanced diet.</p>
<b>Drugs, alcohol and tobacco</b>	
the facts about legal and illegal drugs and their associated risks, including the link between	<p><b>Arts</b> - Addressed when opportunities arise, for example how substance abuse has had a detrimental effect on the lives and careers of artists and musicians. Possible texts and monologues at KS4 in Drama – Out of their Heads by Marcus Romer, monologues and issues in devised drama at GCSE.</p>

drug use, and the associated risks, including the link to serious mental health conditions.	<p><b>MFL</b> - KS4 French and Spanish - topic on the dangers of 'soft' and 'hard' drugs, smoking and alcohol.</p> <p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including substance use, nicotine, illegal drugs and misuse of prescribed drugs). KS4 GCSE PE - Unit 5. Students acquire knowledge on the impact of performance enhancing drugs.</p> <p><b>Science</b> - Big Idea Organisms 2 - Breathing (taught to Y8) - identifying the physical and mental health risks associated with alcohol and drug use.</p>
the law relating to the supply and possession of illegal substances.	<p><b>Science</b> - Big Idea Organisms 2 - Breathing (taught to Y8) - researching about different drugs and the laws surrounding them.</p>
the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood	<p><b>MFL</b> - KS4 French and Spanish - topic on the dangers of 'soft' and 'hard' drugs, smoking and alcohol.</p> <p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including alcohol)</p> <p>Science - Big Idea Organisms 2 - Breathing (taught to Y8) - debating the positive and negative effects of alcohol on health and society. GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - linking alcohol to a range of health conditions.</p>
the physical and psychological consequences of addiction, including alcohol dependency.	<p><b>MFL</b> - KS4 French and Spanish - topic on the dangers of 'soft' and 'hard' drugs, smoking and alcohol.</p> <p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including alcohol).</p> <p><b>Science</b> - Big Idea Organisms 2 - Breathing (taught to Y8) - debating the positive and negative effects of alcohol on health and society. GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - linking alcohol to a range of health conditions.</p> <p><b>PD</b> – Y7 Term 1 Healthy Lifestyles, Term 6 Drugs and alcohol unit, Y8 Term 6 Wellbeing topic includes substances retrieval, Y9 Term 6 Health and wellbeing with a focus on lifeskills, Y10 Term 1 and 5 focus on health and wellbeing including drugs awareness. Y11 PD day 2 – Health and Wellbeing.</p>
awareness of the dangers of drugs which are prescribed but still present serious health risks.	<p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including substance use and misuse of prescribed drugs)</p>



	<p><b>Science</b> - Big Idea Organisms 2 - Breathing (taught to Y8) - researching about different drugs (including recreational drugs and medicines) and the laws surrounding them.</p> <p><b>PD</b> – Y7 Term 1 Healthy Lifestyles, Term 6 Drugs and alcohol unit, Y8 Term 6 Wellbeing topic includes substances retrieval, Y9 Term 6 Health and wellbeing with a focus on lifeskills, Y10 Term 1 and 5 focus on health and wellbeing including drugs awareness. Y11 PD day 2 – Health and Wellbeing.</p>
the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.	<p><b>MFL</b> - KS4 French and Spanish - topic on the dangers of ‘soft’ and ‘hard’ drugs, smoking and alcohol.</p> <p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including nicotine) and some knowledge around a person- centred approach to health plans including support for quitting.</p> <p><b>Science</b> - Big Idea Organisms 2 - Breathing (taught to Y8), GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases - discussing the harmful effects of smoking on the body and on unborn babies</p> <p><b>PD</b> – Y7 Term 1 Healthy Lifestyles, Term 6 Drugs and alcohol unit, Y8 Term 6 Wellbeing topic includes substances retrieval, Y9 Term 6 Health and wellbeing with a focus on lifeskills, Y10 Term 1 and 5 focus on health and wellbeing including drugs awareness. Y11 PD day 2 – Health and Wellbeing.</p>
<b>Health and prevention</b>	
about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.	<p><b>DT</b> - General good practical lesson based hygiene and specific food poisoning etc reiterated every DT lesson across the department. Food safety section (bacteria, causes, preventions, effects etc) of FP&amp;N in term 4 of Y10.</p> <p><b>Humanities</b> - Y7 Humanities - the spread of the Black Death and the world before germ and hygiene understanding – impact on modern world post pandemic.</p> <p><b>PE</b> - All PE - personal hygiene within PE/ sports and life. KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including personal hygiene).</p> <p><b>Science</b> - GCSE Combined Science B5 Communicable Diseases and GCSE Biology B5 Communicable Diseases (taught to Y10) - learning about the different types of microbe, the diseases they can cause and how we can reduce the spread of these diseases.</p> <p><b>PD</b> – Y7 term 2 – Healthy Lifestyles includes personal hygiene.</p>

about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist	<p><b>DT</b> - Diet related health conditions, causes, symptoms and preventions GCSE FP&amp;N Term 2 Y10.</p> <p><b>PE</b> - All PE - personal hygiene within PE/ sports and life. KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including personal hygiene).</p> <p><b>Science</b> – Big Idea Organisms 2 - Digestion (taught to Y8) - identifying what constitutes a healthy diet and how a diet which is too high in sugar can affect dental health.</p> <p><b>PD</b> – Y7 term 2 – Healthy Lifestyles includes personal hygiene and oral hygiene.</p>
(late secondary) the benefits of regular self-examination and screening.	<p><b>Science</b> - GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) - facts about the different types of cancer and how cancer can be identified</p>
the facts and science relating to immunisation and vaccination.	<p><b>Humanities</b> - Y6 Transition Lesson - Should the coronavirus vaccination become compulsory?</p> <p><b>PE</b> - All PE - personal hygiene within PE/ sports and life. KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including personal hygiene).</p> <p><b>Science</b> - GCSE Combined Science B6 Preventing and Treating Diseases and GCSE Biology B6 Preventing and Treating Diseases (taught to Y10) - learning about the science behind vaccination and how vaccines work.</p>
the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.	<p><b>PE</b> - KS4 HSC - Unit 3. Students acquire knowledge on factors affecting health (including housing and the environment - lack of sleep)</p> <p><b>Science</b> - GCSE Combined Science B7 Non-Communicable Diseases and GCSE Biology B7 Non-Communicable Diseases (taught to Y10) – identifying links between lifestyle and physical and mental health.</p> <p><b>PD</b> – Y7 term 2 – Healthy Lifestyles includes sleep patterns.</p>
<b>Basic First Aid</b>	
basic treatment for common injuries. life-saving skills, including how to administer CPR, the purpose of defibrillators and when one might be needed.	<p><b>DT</b> – basic first aid practises referred to within DT environment – eg cut, burns in Food – administering first aid, running under cold water etc</p> <p><b>MFL</b> - KS3 and KS4 French and Spanish - topics covered include body parts and common illnesses/health problems - expressing problems and offering solutions to health problems</p>

	<p><b>Science</b> - GCSE Combined Science B4 Organising Animals and Plants and GCSE Biology B4 Organising Animals and Plants (taught to Y10) - learning about coronary heart disease and how this may lead to a heart attack or cardiac arrest.</p> <p><b>PD</b> – Y9 Term 6 Lifeskills includes basic first aid sessions.</p>
<b>Changing adolescent body</b>	
key facts about puberty, the changing adolescent body and menstrual wellbeing.	<p><b>DT</b> - Anaemia can be a result of menstruation nutritional needs at different life stages - GCSE FP&amp;N</p> <p><b>PE</b> - KS4 HSC - Unit 1. Growth and development in adolescence.</p> <p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination and GCSE Biology B11 Hormonal Coordination (taught to Y10) - learning about hormones and their effect on puberty and the menstrual cycle.</p> <p><b>PD</b> – Y7 term 2 – Healthy Lifestyles includes puberty, Y8 Term 6 Health and wellbeing, Y10 Term 2 and term 5 looks at all aspects of puberty.</p>
the main changes which take place in males and females, and the implications for emotional and physical health.	<p><b>PE</b> - KS4 HSC - Unit 1. Growth and development in adolescence.</p> <p><b>Science</b> - Big Idea Genes 1 - Human Reproduction (taught to Y7), GCSE Combined Science B11 Hormonal Coordination and GCSE Biology B11 Hormonal Coordination (taught to Y10) - learning about hormones and their effect on puberty and the menstrual cycle.</p> <p><b>PD</b> – As above.</p>

Mapped against Citizenship programmes of study: key stages 3 and 4 National curriculum in England, DfE 2013

Citizenship KS3	Curriculum
The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch	<p><b>Arts</b> – GCSE text for Drama is Blood Brothers – which looks at social injustice and Thatcherism.</p> <p><b>Humanities</b> - Y7 Humanities Day - Magna Carta and its lasting effect on democracy. Visit to Lincoln Castle in Y7 to support this. Y8 History - from the Tudors to the Victorians, this is a permeating theme</p>
The operation of Parliament, including voting and elections, and the role of political parties	<p><b>Humanities</b> – As above</p>
The precious liberties enjoyed by the citizens of the United Kingdom	<p><b>Arts</b> – GCSE text for Drama is Blood Brothers – which looks at social injustice and Thatcherism</p> <p><b>Humanities</b> – As above</p> <p><b>MFL</b> - Freedom of speech - communication and expressing views/opinions with justifications on a range of topics is at the heart of the MFL curriculum</p>
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	<p><b>Arts</b> – GCSE text for Drama is Blood Brothers – which looks explores justice – Mickey sent to prison and the impact of crime on his life.</p> <p><b>Humanities</b> - Y7 Humanities - Crime and Punishment day. Y10 Philosophy and Ethics - nature of enforcement and punishment in Theme E - Religion, Crime and Punishment. Y10 History - nature of enforcement and punishment in Crime and Punishment.</p>
The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities	<p><b>Humanities</b> - Y10 Crime and Punishment (History) – rise of Neighbourhood Watch and the impact on communities</p>

The functions and uses of money, the importance and practice of budgeting, and managing risk	<b>Maths and Computing</b> - Y7 – Spreadsheets - “Income & expenditures” - HT4. Y9 - Spreadsheets “Income & expenditures” - HT4.
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<b>Citizenship KS4</b>	<b>Curriculum</b>
parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press	
the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond	<b>Humanities</b> - Y11 History - Weimar and Nazi Germany - differences between different electoral systems, PR and first past the post, democracy and dictatorships
other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom	<b>Humanities</b> - Y11 History - nature of dictatorship in Nazi Germany.
local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world	<b>Humanities</b> – As above

human rights and international law	
the legal system in the UK, different sources of law and how the law helps society deal with complex problems	<b>Maths and Computing</b> - Y10 GCSE Computer Science - “1.6.1 Impacts of digital technology on wider society & legislation relevant to computer science”. Y11 BTEC DIT - “C1: Responsible Use” and “C2: Legal & Ethical”.
diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	<b>Humanities</b> - Humanities Week and promotion of Black History Week in Oct each year – through assemblies, displays, form time activities and specific lessons.
the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity ☐	<b>DT</b> - Sustainability, ethical choices and the environment taught throughout KS3 and Y10 DT.  <b>MFL</b> - KS4 French and Spanish - topics include charity work, global issues such as poverty, natural disasters and the environment and how to solve these problems/work with others
income and expenditure, credit and debt, insurance, savings and pensions, financial	<b>Maths and Computing</b> - Percentages. Real-life situations involving personal finance used throughout the 5 years.

## SMSC

SMSC	Topics covered in curriculum
enable students to develop their self-knowledge, self-esteem and self-confidence;	<p><b>Arts</b> - Addressed in all topics KS3/4 through the building of self-confidence and self-esteem through creative endeavours, showcasing and performance, including public exhibitions and performances. Feedback always focuses on positive and is constructive and aims to develop and increase confidence and self esteem.</p> <p><b>Humanities</b> - Y7 Humanities model (4 hour session with one teacher covering Geog, History and P&amp;E) aids transition from primary to develop these skills and allow the nurturing of the students so that these skills can be encouraged and positive relationships formed.</p> <p><b>MFL</b> - Speaking is a key skill in our curriculum which allows students to build confidence and self esteem.</p> <p><b>PE</b> - KS4 HSC - Unit 3. Obstacles of emotional/ psychological barriers for service users implementing a health &amp; wellbeing plan. All PE students- the Power of PE on self confidence and self esteem. Team building activities included within the KS3 curriculum.</p>
enable students to distinguish right from wrong and to respect the civil and criminal law of England;	<p><b>Arts</b> – GCSE text for Drama is Blood Brothers – which looks at the law and what happens when characters fall foul of the law.</p> <p><b>Humanities</b> - Y7 Humanities - crime and punishment and prejudice and discrimination days.</p> <p><b>PE</b> - All PE students - sports etiquette, NGB rules and regulations. KS4 GCSE PE - students investigate the deviance issues in sport such as the use of performance enhancing drugs and gamesmanship. Encourage fair play and teamwork in all lessons. Following instructions made by officials.</p>
encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;	<p><b>Arts</b> - Community projects and performances promote the concepts of building positivity within the community.</p> <p><b>Humanities</b> - Y7 Humanities - crime and punishment and prejudice and discrimination days.Y7 Humanities model aids transition from primary to develop these skills. Links with and visits to Shirebrook Church.</p> <p><b>MFL</b> - KS4 French and Spanish - topics include charity work, global issues such as poverty, natural disasters and the environment and how to solve these problems/work with others.</p> <p><b>PE</b> - All PE students - Sports as a vehicle for social change, sports conduct and community of sport Encourage sportsmanship throughout all invasion games. Listen to both teacher and peer feedback.</p>



<p>enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</p>	<p><b>Arts</b> - As above.</p> <p><b>Humanities</b> - Y7 Humanities - crime and punishment and prejudice and discrimination days</p> <p><b>MFL</b> - Topics across KS3 and KS4 have heavy focus on Target Language speaking cultures and ways of life and respect of these differences. Religions (Islam, Judaism etc.) are covered briefly at KS4. Festivals and traditions are a heavy focus across KS3 and KS4 French and Spanish.</p> <p><b>PE</b> - All PE students - sports etiquette, NGB rules and regulations. BTEC Sport - Unit 2 - NGB rules and regulations KS4 HSC - primary, secondary and tertiary care.</p>
<p>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p>	<p><b>Arts</b> - Variety of topics throughout ks3 and 4 through the exploration a breadth of traditions and cultures, including but not restricted to: Blues and Jazz linked to slavery, South American musical traditions, Indian Classical music, and Indonesian culture. In Drama, the study of Brecht and Epic Theatre and Stanislavski and the Moscow Arts Theatre helps to broaden students' horizons and exposure to different cultures.</p> <p><b>Humanities</b> - Y11 Philosophy - conscious decision to teach Islam. Y7-9 Philosophy covers Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism. Humanities Week and promotion of Black History Week in Oct each year – through assemblies, displays, form time activities and specific lessons.</p> <p><b>DT</b> - Food Y8 and then GCSE FP&amp;N allergies, intolerances, religions and ethical beliefs.</p> <p><b>PE</b> - All PE students - Sports as a vehicle for social change and sports conduct. The development of sports from different countries, exploring a variety of different cultural dances, and using international sporting examples, from the Olympics to the Paralympics to the celebration of sporting success from a range of different countries and cultures.</p>
<p>encourage respect for other people;</p>	<p><b>Arts</b> - Through all performance work in Music and Drama and in respectful and supportive peer assessment that helps to develop and encourage respect for other people.</p> <p><b>Humanities</b> - Y7 Humanities model aids transition from primary to develop these skills. Permeates throughout Humanities subjects.</p> <p><b>MFL</b> - Topics across KS3 and KS4 have heavy focus on Target Language speaking cultures and ways of life and respect of these differences. Religions (Islam, Judaism etc.) are covered briefly at KS4. Festivals and traditions are a heavy focus across KS3 and KS4 French and Spanish</p>

	<b>PE</b> - Creating a sense of community in lessons and clubs and all extra-curricular activities. Celebrating sporting success both in and out of school. Promoting teamwork through lessons supporting one another to develop their skill. BTEC Sport - Unit 6 Leadership. Students look at treating everybody fairly and opportunities for all.
encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England	<p><b>Humanities</b> - Y7 Humanities - crime and punishment and prejudice and discrimination days. Y10 History Crime and Punishment unit. Y10 Philosophy Religion, Crime and Punishment unit.</p> <p><b>PE</b> - Creating a sense of community in lessons and clubs. Celebrating sporting success both in and out of school. Promoting teamwork through lessons supporting one another to develop their skill. BTEC Sport - Unit 6 Leadership. Students look at treating everybody fairly and opportunities for all.</p>

### **British Values**

British Values	Topics covered in curriculum
Rule of Law	<p><b>Humanities</b> - Crime and Punishment (Y7 Hums, Y10 History), Religion, Crime and Punishment (Y7 Hums, Y10 Philosophy)</p> <p><b>PE</b> - All PE students - Sports as a vehicle for social change and sports conduct. As well as sports etiquette and NGB rules and regulations. Competition against oneself is encouraged in addition to competition against others. An ethos in PE of how to win and lose fairly using good sportsmanship.</p>
Democracy	<p><b>Humanities</b> - Y7 Humanities Day - Magna Carta and its lasting effect on democracy. Visit to Lincoln Castle in Y7 to support this. Y8 History - from the Tudors to the Victorians, this is a permeating theme. Y9 Geography unit on China.</p> <p><b>MFL</b> - Freedom of speech - communication and expressing views/opinions with justifications on a range of topics is at the heart of the MFL curriculum. Human rights are also covered a little later in KS4.</p> <p><b>PE</b> - All PE students are taught the need for different roles and responsibilities including teamwork and decision making.</p>
Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	<p><b>DT</b> - Food Y8 and then GCSE FP&amp;N allergies, intolerances, religions and ethical beliefs.</p> <p><b>Humanities</b> - Y7-9 topics on 6 major world religions. Religion, Peace and Conflict (Y7 Hums and Y10 Philosophy), Y9 History - The Holocaust. Y8 Geography - Africa, Y9 Geography - China.</p> <p><b>MFL</b> - Topics across KS3 and KS4 have heavy focus on Target Language speaking cultures and ways of life and respect of these differences. Religions (Islam, Judaism etc.) are covered briefly at KS4. Festivals and traditions are a heavy focus across KS3 and KS4 French and Spanish.</p>

	<p><b>PE</b> - All PE students are taught about historical, cultural and religious differences through a variety of PE activities.</p>
Individual liberty	<p><b>Humanities</b> - This permeates through all topics in History, Philosophy and in Human Geography topics.</p> <p><b>MFL</b> - Freedom of speech - communication and expressing views/opinions with justifications on a range of topics is at the heart of the MFL curriculum. Human rights are also covered a little later in KS4.</p> <p><b>PE</b> - All PE students - PE recognises the individual differences between students and students' views are listened to and taken into account. Students are confident to express their opinions and respect others' views. Pupils are able to make judgements about their own and others performances.</p>