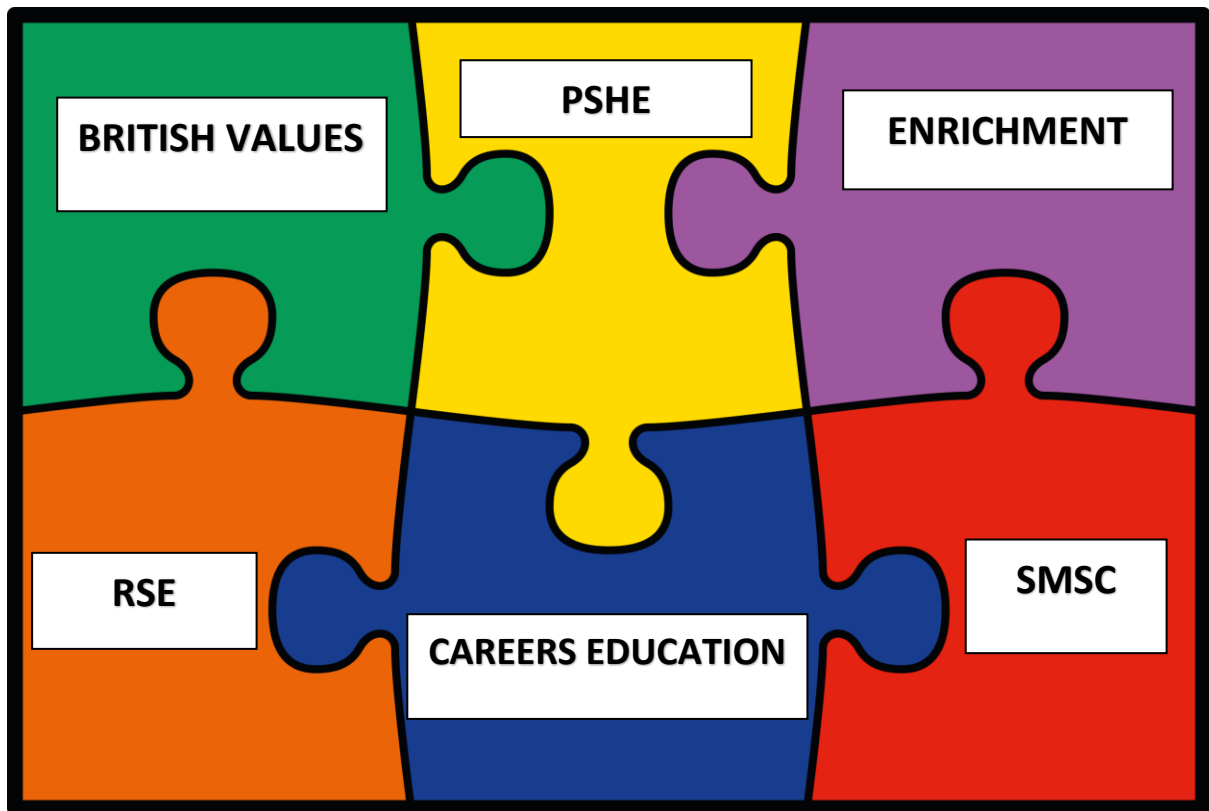


HASMONEAN



אל תקרי בניך אלא בוניך



**Personal Development Provision at Hasmonean,
across Departments and Year Groups.**

March 2022

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Introduction

“Personal Development involves the entire world of the young person – the knowledge, attitudes, skills, emotions, values, relationships and behaviour and life skills that assist a young person to cope with the challenges of everyday living.” (Ed Spiller)

At Hasmorean, we believe in building a community of confident, responsible, caring, compassionate, respectful and highly motivated students who will graduate with a deep commitment to Jewish and British Values, which are overwhelmingly synonymous.

As a School, we are profoundly aware that children today face a growing array of emotional and mental wellbeing challenges and whereas the School has always placed a premium on pastoral support and student wellbeing, we now view this as an absolute priority. PSHE is a timetabled subject and the curriculum has been overhauled to (a) ensure we fully comply with the DfE’s Relationships and Sex Education requirements and (b) to ensure we are doing all we can to support our students. We endorse the notion that PSHE enables our students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Personal Development is also about ensuring that our students feel prepared for their future working lives and this is another School priority running alongside PSHE, building on the many career-related initiatives already in place.

At Hasmorean, PSHE, British Values and SMSC is sometimes taught discretely (i.e. via PSHE lessons/Jewish Studies lessons, PSHE days, assemblies, British Values initiatives and educational visits) and is sometimes delivered through the general taught curriculum. This Audit sets out both of these pathways.

Typically, Hasmorean students go on to become active members of society with a sense of responsibility to all communities in which they operate, locally, nationally and internationally. The School’s motto, Torah im Derech Eretz (loyalty to Torah values and traditions while being respectful towards and integrated with the world around) motivates our School community towards this end.

Daniel Marcus

Director of Personal Development, Hasmorean

January 2022

Personal Development Definitions

(1) British Values (BV)

British Values refers to the 2014 government initiative to ensure that schools teach children the Values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and none**. Each is considered a key British Value.

(2) Spiritual, Moral, Social and Cultural Education (SMSC)

The **Spiritual** development of students is shown by their - ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;

The **Moral** development of students is shown by their ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. It is also shown through the way in which students understand the consequences of their behaviour and actions and appreciate the viewpoints of others on these issues.

The **Social** development of pupils is shown by their use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds – and their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The **Cultural** development of pupils is shown by their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. This includes showing respect and appreciation the range of different cultures within school and further afield. It includes having knowledge of Britain's democratic parliamentary system and its central role in shaping British history and values. Cultural development necessitates improving understanding of and showing respect for different faiths and cultural diversity.

(3) Personal, Social and Health Education (PSHE)

PSHE is focused on helping children develop into well-rounded individuals. As a subject, it aims to provide children with the necessary education that will inform their development and prepare them for the wider world. It does this by providing young people with the skills, knowledge, understanding, attitudes, and practical skills they will need to lead happy and healthy lives.

PSHE includes Relationships and Sex Education (RSE). The DfE's 2020 RSE drive sets out to ensure that young people have the information they need to help them develop healthy, nurturing relationships of all kinds. We cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus moves to developing intimate relationships and to equipping students with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

British Values/SMSC Provision

Subject	Year	Topic/Unit	Description
Democracy	Years 12-13	Selection of Head Boy/Girl and Team	Selection of new Head Boy and Girl team - plans for 2022 process include adding in a variety democracy-rich elements including hustings/presentations to the School Council and an indicative School Council vote which the selection committee will need to take account of as part of the decision making process
Democracy	Years 7-13	School Council	Student Council meetings and discussions to represent an important part of student voice; The Council comprises of students from different year groups.
Democracy	Years 7-13	Mock Elections	Mock elections and hustings for local and general elections
Democracy	Year7	Assembly re Elections	Assembly focusing on the previous General Election – the electoral system and campaigning amongst other aspects
Democracy	Years 12-13	Sixth Form Societies	Politics/Debating Societies
Democracy	Years 7-13	Voting on Enrichment/Clubs	Termly student choices and vote as to the particular after school clubs they wish to see offered – over 300 students voted in the last round at the start of 2021/2022.
Democracy	Years 7-13	Respect for the Queen	Platinum Jubilee of Queen Elizabeth II, 2022 The students participated in many varied activities, both educational and experiential to celebrate this very special occasion, including: (1) dedicated form times relating specific British Values to aspects of the Jubilee (boys' school) (2) History lessons relating to the Monarchy (3) Planting of a Jubilee Garden at both schools (4) Engagement with the Queen's Green Canopy Tree Project – 30 saplings to be delivered and planted in November 2022 at both schools (5) Jewish Studies lesson dedicated to the rule of Queen Elizabeth, her values, charity work and very positive relationship with the Anglo-Jewish community (6) Day of Celebration at both schools, June 2022, bunting, scones and Jam/Donuts, celebratory music etc.
The Rule of Law	Year 7	Planned for Summer Term 2022	Your Life, You choose Day. Seminar for all Year 7 students covering the law from different angles including a prison officer, police, paramedics, magistrates, the Prevent Team and an ex offender
The Rule of Law	Years 7-8	Planned for Summer 2022	The Rule of Law in the UK – special PD lesson that takes students through the legal process after a crime has been committed
The Rule of Law	Year 8	Rule of Law - Form Time Activity	October 2020 This is being moved to dedicated BV/SMSC lessons which will run from September 2022
The Rule of Law	Year 10	Police Talk to Year 10 Boys – October 2021 and	Around Online Bullying, Staying Safe Online and legalities/crime around these matters

		December 2021 at Girls' School	
The Rule of Law	Years 7-13	PSHE Lessons	PSHE lessons on the law in regards to drugs, alcohol, OCGs, consent, and smoking and hate crime
Individual liberty and mutual respect	Years 7-13	Planned for Summer 2022	Visibility for Disability Week – assemblies, speakers and special activities to raise awareness and respect for people regardless of ability or disability. Special Pause for Thoughts on this topic
Individual liberty and mutual respect	Years 7-13	Holocaust Memorial Day	<p>A day of workshops and learning on the yearly topic decided by the Holocaust Education Trust. Students learn about the Genocide that took place during the Holocaust and other genocides, discussing how to prevent it should ever happen again. The School regularly invites students from other local schools to take part in HMD at Hasmonean.</p> <p>During lockdown (January 2021), an online HMD event was held with a focus on tolerance and respect for all people</p> <p>January 2022 – HMD inter-school event planned for Year 11 Hasmonean Boys and students from St Mary's School with contributions from the Psychology, English and Art Departments</p>
Individual liberty and mutual respect	Years 7-13	Black History Month	<p>October 2021 All Departments offered a lesson relating to students, relating the many important themes and lessons of Black History Month to their particular subject. In addition, the students heard from guest speaker, Mr Naftali Aklum. He spoke about the Ethiopian Jewish community and their struggles both in Ethiopia and in Israel. He shared his own experiences and how he overcame any misconceptions and started to believe in himself and his abilities.</p> <p>October 2020 During Lockdown – a Black History Learning Day (with quizzes and contests for all year groups) ran during lockdown, with wide student engagement and participation</p>
Individual liberty and mutual respect	Years 7-13	Anti-Bullying Week	'One Kind Word' was chosen as the theme of Anti-Bullying Week that took place 15-19 th November 2021 – as the School was on half term for most of that week, PSHE lessons were utilised to focus on 'kindness' in the week after half term
Individual liberty and mutual respect	Run by Year 11	NHS Thank You Day 2020	Attendance at and ' Thank You NHS Day ' 2020 - this was organised by the Year 11 students' leadership team
Individual liberty and mutual respect	Years 10-13	Remembrance Day	School-wide commemorations for Remembrance Day including Assemblies, 2-Minute Silence and annual representation at the AJEX parade. Last year, the students organised a non-school uniform day which raised money for The Association for Jewish Ex-

			Servicemen, The Royal British Legion and the NHS. Poppies were also sold to students, as they are every year.
Individual liberty and mutual respect	Years 7-9	Winchester Educational Visit	Student travel to Winchester for the day to learn about events of the city, anti-Semitism, the need for mutual respect and tolerance as well as a visit to Jane Austen House to learn about life at that time;
Individual liberty and mutual respect	Year 8	Charity and Social Action	Yoni Jesner Award (which honours the efforts of students who complete voluntary community service);
Individual liberty and mutual respect	Year 8	Charity and Social Action	Wings of Hope (a charity providing education and support for underprivileged youth around the world)
Individual liberty and mutual respect	Years 9-13	Charity and Social Action	The Duke of Edinburgh Awards – large number of participants at both schools, a high number of whom go on from Bronze Award, to also complete Silver and Gold Awards
Individual liberty and mutual respect	Year 7-13	Charity and Social Action	HIPE Drives - Every year, students raise tens of thousands of pounds for different charities, often responding to international appeals. Spring 2020 students at the boys' and girls' schools took part in a project called 'HIPE UNITE' where they collectively raised money for 19 charities to which the students have a connection, Jewish and non-Jewish
Individual liberty and mutual respect	Year 7-13	Charity and Social Action	Mitzvah Day (which supports a number of both Jewish and non-Jewish organisations/charities). <u>November 2021</u> - worked with Al Zahar school creating a unified activity for the community and food bank (at the girls' school)
Individual liberty and mutual respect	Year 7-13	Charity and Social Action	Participated in Britsom (a charity supporting Somali refugees)
Individual liberty and mutual respect	Year 7-13	Charity and Social Action	Students are very active (and encouraged to) help within various local charities which support disadvantaged members of the including GIFT, Jewish Autism Trust, Camp Simcha (for young children with serious illness) and Shabbat Walks. Large number of students at the school take part in running the Sunday Club at 'KEF Kids,' a charity supporting the lives of children and young adults with physical and learning disabilities.
Tolerance for those with different faiths and beliefs	7-8	Inter-Faith	Inaugural Multi-Faith Day – December 2021: Students learnt about the key beliefs and practices within Hinduism, Sikhism Islam and Christianity; Will be followed up with a quiz in February 2022;
Tolerance for those with different faiths and beliefs	Year 12	Inter-Faith	Year 12 students took part in an Arsenal Inter-faith Project that lasted for two days (in February 2020) with students from other schools and faiths;

Tolerance for those with different faiths and beliefs	Year 12	Mutual Tolerance	November 2021 - students visited the museum and specifically focused on the New Holocaust Gallery with a focus on welcoming differences and appreciating others;
Tolerance for those with different faiths and beliefs	Year 12	Inter-Faith	Dream It Do It Project, 2021-2022- Social action inter-faith project with selected Year 9 students from Hasmonean Girls' School and students from the Al Zahra school;
Tolerance for those with different faiths and beliefs	Year 11	Inter-Faith	June 2020 – Year 11 education visit to Barnet Hill Academy – a school with an Islamic faith designation)
Tolerance for those with different faiths and beliefs	KS4	Refugee Focus/Empathy	Educational visit to Brick Lane Market with a focus on challenges faced by refugees today;

PSHE

Subject	Year	Topic	Description
PSHE	Year 7	Health and Wellbeing	Transition to Secondary School and Personal Identity
PSHE	Year 7	Health and Wellbeing	Primary versus Secondary - reflecting on feelings about being somewhere new and the he chance to start afresh
PSHE	Year 7	Health and Wellbeing	Communication skills – learning to behave assertively rather than being aggressive or submissive; That body language and tone of voice are forms of non-verbal communication which convey feelings and emotions
PSHE	Year 7	Health and Wellbeing	Working relationships and friendships – inclusion, building relationships
PSHE	Year 7	Health and Wellbeing	Tobacco/Alcohol - To understand why people may choose to smoke/drink and how to resist the pressure to do so
PSHE	Year 7	Relationships	Puberty – focus on the physical and emotional changes that take place during puberty and how these emotional changes can affect our relationships, plus developing strategies to manage them
PSHE	Year 7	Relationships	Valuing relationships - to learn about the value of friendship as a basis for romantic relationship, including romantic relationships between same sex couples To assess the media impact on expectations of early romantic relationships and to learn about the qualities of healthy and unhealthy relationships
PSHE	Year 7	Relationships	Introduction to consent - what consent means, signs of when someone is consenting and when they are not, describe how consent is sought, given and not given in a healthy relationship
PSHE	Year 7	Living in the Wider World	Learning about parliament and the cabinet; To consider when young people should be able to vote; To learn how to identify and contact their MP
PSHE	Year 7	Living in the Wider World	Education for all - recognising the different educational opportunities available to children in other parts of the world and the challenges of providing a quality education for all
PSHE	Year 8	Health and Wellbeing	Responsibility for our own health – incl. the value of vaccination programmes; To understand what HPV is and recognise that the HPV vaccination can reduce, but not eradicate, the risk of cervical cancer
PSHE	Year 8	Health and Wellbeing	Cancer (Sensitive topic) - Testicular and prostate cancer; Exploring feelings, debunking myths, lifestyle choice
PSHE	Year 8	Health and Wellbeing	Alcohol and Drugs - to explore feelings about young people and using alcohol; to learn about different drugs, their effects and drug use, focusing especially on alcohol •Identify and discuss their current attitudes towards alcohol use amongst young people etc. To understand the personal and legal

			consequences, for the individual and others, of using alcohol irresponsibly
PSHE	Year 8	Health and Wellbeing	Working relationships and friendships – inclusion, building relationships
PSHE	Year 8	Health and Wellbeing	Tobacco/Alcohol - To understand why people may choose to smoke/drink and how to resist the pressure to do so
PSHE	Year 8	Relationships	Age discrimination - to learn about discrimination, focusing on what is ageism? what are some of the problems faced by old people? Recognising that everyone shares a responsibility for ensuring other people's rights
PSHE	Year 8	Relationships	Disability discrimination – to understand why disabled people are discriminated against and to suggest solutions for supporting disabled families
PSHE	Year 8	Relationships	To explore positive ways to begin and maintain relationships; To discuss the thoughts and feelings around starting sexual activity; To learn how to manage the pressures to start sexual activity; To further explore what it means to be 'ready' for sexual activity; To recognise the importance and value of the emotional and caring components in relationships; To evaluate what it means to be 'ready' for sex, both as an individual and a couple; To explain the benefits of delaying sexual activity; To describe the social norms for young people and sexual activity and recognise that sexual social norms are often mischaracterised or exaggerated;
PSHE	Year 8	Living in the Wider World	Handling money/budgeting and use careful budgeting to achieve financial goals and setting up a personal budget
PSHE	Year 8	Living in the Wider World	Making financial choices - to explore how to make financial choices, including recognition of how financial choices have consequences that affect themselves and other; To recognise the influence of advertising and peer influence on purchasing decisions
PSHE	Year 9	Health and Wellbeing	Emotional wellbeing - the nature of emotional wellbeing and how we can promote it; To recognise personal strengths and how this promotes a positive self-concept; To challenge the stigma sometimes attached to mental illness; To identify ways to improve self-esteem to support emotional health and wellbeing
PSHE	Year 9	Health and Wellbeing	Resilience - to learn to manage emotional responses to change, challenge and adversity, and learn from such experiences; To describe and demonstrate how to be supportive to a friend and how to promote others' wellbeing
PSHE	Year 9	Health and Wellbeing	Loss (Sensitive topic)- To reflect on the nature of loss and how different people experience it in different ways; To learn strategies to manage the intense emotions that sometimes accompany loss ; To explain how some people's lives are affected by divorce and to describe the characteristics of grief
PSHE	Year 9	Health and Wellbeing	Body image - To know some consequences of positive and negative body image and how body image can be influenced by the media and advertising; To evaluate the extent of the

			influence of others on eating and dietary habits, including influence from family, peers, advertising, media and social dia; To explain how being unique should be celebrated yet can sometimes have a negative impact on self-concept
PSHE	Year 9	Health and Wellbeing	First Aid - minor bleeding / Allergies
PSHE	Year 9	Health and Wellbeing	First Aid - bones, muscles and joints
PSHE	Year 9	Health and Wellbeing	First aid - breathing problems – asthma / choking
PSHE	Year 9	Health and Wellbeing	General risk taking
PSHE	Year 9	Health and Wellbeing	Gambling
PSHE	Year 9	Relationships	Healthy relationships - To explore the principles behind healthy relationships and to practise managing difficulties in relationships
PSHE	Year 9	Relationships	Racism and religious intolerance - To learn about discrimination, focusing on racism and religious intolerance, and how the debate on migration can contribute to intolerance; To learn how individuals and society can challenge discrimination and intolerance; To recognise unhelpful influences on behaviour including group-think and persuasion; To learn techniques to resist unhelpful influences and to promote tolerance amongst their peer group
PSHE	Year 9	Relationships	Healthy and unhealthy social groups - To learn about the qualities of healthy and unhealthy social groups; To learn about the factors which contribute to a young person deciding to join or not join a gang;
PSHE	Year 9	Relationships	Gangs - To learn about the risks in belonging to a gang; To learn about the social, legal and physical consequences of gang behaviours;
PSHE	Year 9	Relationships	Help and strategies - To learn about exit strategies to enable someone to leave a gang safely; To learn how to seek help if worried about gang activity;
PSHE	Year 9	Relationships	Extremism -To understand what extremism is; To investigate the reasons why someone might become an extremist; To identify ways of helping young people avoid extremism
PSHE	Years 10-11	Health and Wellbeing	Mental health and ill health, stigma, safeguarding health, focusing on periods of change
PSHE	Years 10-11	Health and Wellbeing	Self-concept, mental health and wellbeing sessions delivered in form time Sep/Oct plus online session delivered by Melissa Abecassis;
PSHE	Years 10-11	Health and Wellbeing	Drugs, alcohol and tobacco ; Drugline and Biology curriculum
PSHE	Years 10-11	Health and Wellbeing	Managing risk and personal safety; Online safety sessions and CPR training with Hatzalah;
PSHE	Years 10-11	Health and Wellbeing	Sexual health and fertility; Online safety and Biology curriculum;
PSHE	Years 10-11	Relationships	Positive Relationships/Relationships Values and Respectful Relationships;

PSHE	Years 10-11	Relationships	Consent
PSHE	Years 10-11	Relationships	Contraception and parenthood
PSHE	Years 10-11	Relationships	Addressing extremism, diversity
PSHE	Years 10-11	Relationships	Different types of families, marriage, pregnancy
PSHE	Years 10-11	Relationships	Bullying
PSHE	Years 10-11	Relationships	Relationships and sex expectations, pornography
PSHE	Years 10-11	Living in the Wider World	Learning skills
PSHE	Years 10-11	Living in the Wider World	Impact of financial decisions, debt, gambling and advertising; Choices and pathways / Work and Career / Work experience - Barclays life skills and Unifrog;
PSHE	Years 10-11	Living in the Wider World	Application process, career progression, employment
PSHE	Years 10-11	Living in the Wider World	Media Literacy
PSHE	Years 12-13	Health and Wellbeing	Mental Health and Wellbeing Assembly run by VL
PSHE	Years 12-13	Health and Wellbeing	Health (eating disorders)
PSHE	Years 12-13	Health and Wellbeing	Managing risk – Online Safety
PSHE	Years 12-13	Health and Wellbeing	Drugs, alcohol and tobacco
PSHE	Years 12-13	Relationships	Relationships Values / Forming and maintaining respectful relationships
PSHE	Years 12-13	Relationships	Consent
PSHE	Years 12-13	Relationships	Contraception and parenthood
PSHE	Years 12-13	Relationships	Bullying
PSHE	Years 12-13	Living in the Wider World	Choices and Pathways
PSHE	Years 12-13	Living in the Wider World	Financial Choices
PSHE	Years 12-13	Living in the Wider World	Media Literacy / Online Safety

ENGLISH

Subject	Year	Topic/Unit	Description
English	Years 7-13	Cultural Development e.g. Victorian literature	<p>Cultural development in English – Texts with high cultural capital are emphasised, students encounter a range of prominent classical, Victorian and contemporary, teachers consciously focus on the literary voice of these writers. In A-Level and as a challenge to students in GCSE, Literary Theory is introduced and studied explicitly, to further encourage students to develop broader appreciations of literature within specific frameworks of analysing themes of race, gender, class and psychology.</p> <p>They explore characterisation (looking at the symbolism behind the writers’ choices) as well as exploring the didactic and political nature of texts, developing their understanding of equality and democracy.</p> <p>The study of Victorian literature gives opportunities for students to appreciate British history and culture.</p>
English	Years 7-13	Social Development	<p>Social development is English - English lessons promote empathy, cooperation and teamwork through being able to work in groups, listening to presentations and asking questions. Just as we scaffold the students’ learning experiences in class, we also scaffold students’ exposure to fiction context; this exposure develops year on year, with students being expected to incrementally become more independent in their critiquing of texts, using their knowledge of literary methods and context to analyse literary meanings. In Year 7 students are introduced to nonfiction texts, such as newspaper articles and news videos, to complement their study of a novel and emphasise how literature is constructed to critique broader real-world issues and society. In Year 8, students build on the topics covered in Year 7 to write fiction and nonfiction of their own, as they develop their views of the wider world and society. In Year 9, a specific strand of crime and punishment are studied, to develop the sophistication and nuance of students’ views on key societal debates and discussions, and to help them communicate these in their speaking and writing. In Year 10, students are challenged to apply the knowledge they have developed into a new writing form, analytical essays, with discrete instructions on how to make their wider appreciation of texts explicit in analysis. Year 11 is a consolidation of the studied content and a new focus on English Language Papers 1 and 2, which encourage students’ to analyse unseen texts using the wider social issues.</p>

			<p>Debate is an important aspect of the subject and high standards of oracy are emphasized from Year 7, students are made aware of how speaking and listening is integral to society. Peer assessment regularly features in our teaching and we encourage focused feedback between students, whereby they support and encourage each other, reflecting and giving advice using their own method for success.</p> <p>When studying texts students work on understanding the layers within the narrative. They explore language choices and use these skills to craft presentations that are rich in figurative language.</p>
English	Years 7-13	Spiritual Development e.g. 'The Strange Case of Dr. Jekyll and Mr Hyde'	<p>The English Faculty teaches a range of literature that develops spiritual development through discussion and debate. For example, Key Stage 4 texts 'The Strange Case of Dr. Jekyll and Mr Hyde', 'Macbeth', The Power & Conflict poems, 'An Inspector Call' encourage discussion and consideration of justice, morality, status and power and powerlessness. The study of texts like these gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives.</p> <p>In Key Stage 3 have been selected which deal with social issues which are complementary to the Hasmonean boys' and the community's experiences; such as Boy Overboard dealing with the refugee experience, short stories that look at othering and how author's construct messages about unjust power through the Dystopia genre, and the topic of prejudice and marginalization in The Merchant of Venice in Year 9.</p>
English	Years 7-13	Richard II	The study of Richard II enables students to analyse the power shifts that occur between key characters – and relationships in a general sense.
English	Years 7-13	Story of Malala Yousafzai	Students looked at the story of Malala Yousafzai and how she fought for equal education for girls around the world – exploring discrimination, inequality and diversity while developing greater empathy.
English	Years 7-11	Creative Writing	Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment
English	Years 7-9	Visit to Jane Austin House	Students visit and partake in workshops exploring the life of the people at the time – focus on cultural development.
English	Years 7-9	Moral Issue Focus	Texts in key stage 3 deal with moral issues, such as race, goodwill, kindness and human dilemmas, giving students the opportunity to engage in discussion and then produce their own writing. Students not only have

			to understand the writers' language choice, but also think about the psychology of the characters depicted as well as the contextual influences that shaped the text. They explore themes of justice, revenge and loneliness, while learning to craft newspaper articles reporting a crime.
English	Years 10-11	Poem – Charge of the Light Brigade	Understanding the poem and the history behind the battle between the Russians and Turks. Writing a poem based on the story.
English	Years 10-11	Richard III	Looking at the battle for power and politics whilst studying Richard III. PSHE relationships relevance and morality issues regarding SMSC as well as deepening students' understanding of British History.
English	Years 10-11	Macbeth	During the study of fiction, students are given the opportunity to consider different perspectives and sympathise/empathise with other characters. For instance, the study of Shakespeare's 'Macbeth' poses a range of topics and themes for debate such as the dangers of power and over-ambition.

GEOGRAPHY

Subject	Year	Evidence	Description
Geography	Year 7	Geography of the UK	Knowing the geography and people of their local area/country and links with the world. Study of migration, jobs and local issues of sustainability
Geography	Year 7	Global ecosystems	Looking at rainforests and desert regions and people who live there and examining how these areas are valuable to them and issues of sustainability
Geography	Year 7	Population	Examining trends in population and related issues. Considering challenges of youthful populations in poorer countries and ageing populations in UK
Geography	Year 7	Food	How food is distributed and issues related to over eating and malnutrition. Also ethical food production
Geography	Year 7	Africa	What is life like in Africa- aiming to steer students away from stereotyped views of Africa as a continent and as a bread-basket. Helping students to have a better appreciation of different people and places in the world.
Geography	Year 8	Development	Understanding about inequalities in the UK and around the world. Causes and strategies to reduce differences.
Geography	Year 8	Tectonics	Understanding of different communities and how natural hazards affect them.
Geography	Year 8	Water	An understanding of this key resource and dealing with water insecurity. Also looks at rivers and flooding with examples from poorer countries and communities affected in the UK
Geography	Year 9	Glaciated landscapes	Conflict over exploitation of the landscapes and the value of the landscape to the earth system (to them) Also a look at indigenous communities.
Geography	Year 9	Globalisation	How this affects cultural traditions,
Geography	Year 9	Environmental issues	Environmental global issues that will affect their future lives including climate change, plastics in the oceans, deforestation etc
Geography	Year 10	UK physical environment	How to measure geographical issues (fieldwork), understanding graphs and statistics to measure issues. Examination of how rivers and coasts are affecting communities and how these can be managed.
Geography	Year 10	UK human landscapes	Inequalities in the UK and issues in inner cities, migration and how we are adapting to globalisation and 21 st century patterns of work and issues
Geography	Year 10	Global hazards	An examination of how climate change is impacting the world and strategies to deal with it. Also looking at how other hazards affect different areas differently according to their level of development
Geography	Year 10	Development	Looking at the role of colonialism as part of the causes of poverty. The role of religion contributing to birth rate and population growth in developing countries e.g. India . Ethical issues about different approaches to development

Geography	Year 11	Urbanisation	Examination of the growth of urban areas and where they are. Deprivation in Rio/favelas – viewpoints and conflicts over solutions
Geography	Year 11	Biomes and forest ecosystems	Looking at the value of global biomes and how these should be protected. A particular focus on rainforests and taiga (coniferous) forests and their global and local value and how these can be used sustainably.
Geography	Year 11	Energy	Issues about the future of energy and ethical concerns about different methods of production
Geography	Year 12	Water	Issues relating to water security and ethical use of water in different parts of the world. The views of different players and approaches.
Geography	Year 12	Globalisation	Impact of globalisation on communities in different parts of the world. Switched off areas – those left behind in globalisation
Geography	Year 12	Diverse places	Inner city areas and deprivation, rural areas and affluent areas. Different ethnicities, ages and wealth and managing how these communities can live together reducing tensions.
Geography	Year 12	Glaciation	The importance of glacial areas in relation to resources, global systems and climate change. How these areas can be managed sustainably.
Geography	Year 13	Superpowers	An understanding of the interplay between different powerful countries
Geography	Year 13	Health and human rights	Gender equality and how this helps development. International laws and treaties about human rights. Consideration of different approaches to protecting people's human rights.
Geography	Year 13	The carbon cycle	Looking at sustainable methods of energy production and how to protect people and the environment against climate change

HISTORY

Subject	Year	Topic/Unit	Description
History	All years	Remembrance	Poppy appeal fundraising, assemblies for armistice, AJEX activities including attending parade and veterans visits to the schools.
History	Year 7	Norman control	Norman (French) influence on society, culture, customs and language
History	Year 7	Power of medieval kings	Magna Carta – roots of democracy, law and monarchy
History	Year 7	Medieval life	Key features of society and traditions e.g. role of women, religion
History	Year 7	Jewish life	Exploring the life of Jewish people in Britain – religious roots of discrimination in the middle ages
History	Year 7	Crusades	Exploring similarities and differences of other cultures in the world – clash of religions in the Middle East
History	Year 8	Industrial Revolution	Changing society – ideas of child labour and childhood, employment laws, improving health care
History	Year 8	Slavery	The development of the North Atlantic slave trade – ideas of racism and equality
History	Year 8	British Empire	The British Empire in the 19 th century – spreading of British customs such as religion, culture, democracy
History	Year 8	Suffragettes	Gender equality and equal rights to all
History	Year 8	World War 1	Impact of war on society and values
History	Year 9	Interwar years	Ideologies of the 20 th century such as Communism, Fascism, Nazism.
History	Year 9	World War Two	Impact of war on society and values
History	Year 9	Holocaust	Key features and consequences of persecution of a group of people and it's effects on society, morals
History	Year 9	Weimar and Nazi Germany	Discrimination and racism as well as equality and democratic rights of all people
History	Year 10	Immigration and Red Scare in USA	Discrimination and racism as well as equality and democratic rights of all people. We also look at the causes and impact of McCarthyism
History	Year 10	Experience of African Americans 1920s-1970s	Discrimination, segregation and the civil rights movement as well as the experience of African Americans in the US army during WW2
History	Year 10	Development of equal rights for US women	Changing roles of women from 1920s to 1970s, looking at voting rights, changing behaviour in society, equal pay and access to legal contraception and abortion
History	Year 10	Korean War	Clash of political ideologies: capitalism vs. communism Role of the UN in peace keeping
History	Year 10	Vietnam War	Experience of civilians in wartime, moral and human cost of using chemical weapons, right to protest, role of media during wartime
History	Year	Magna Carta	Development of rights and parliamentary democracy.

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History	Year 11	Peasants Revolt and Pilgrimage of Grace	Right to protest and impact on monarchy
History	Year 11	Role of individuals in the development of power in the UK	Study of Simon de Montfort – ‘would be dictator’ Role of government advisors like Thomas Cromwell in changing religious rights
History	Year 11	Response to post war immigration to the UK	Racism, role of police, black power in the UK
History	Year 12	Russian political history from Lenin to Andropov	Power in the communist Soviet Union: terror; government system; cult of personality
History	Year 12	Russian economic history from Lenin to Andropov	Impact of industrial and agricultural policies on the people of the Soviet Union
History	Year 12	Russian society from Lenin to Andropov	Art, propaganda, social security, education, health, house, impact on women and family life, religion policy
History	Year 12	Fall of Soviet Union	Political and economic reasons for collapse of Communism, role of individuals in causing change, nationalist movements
History	Year 12	Consolidation of Power in Mao’s China	Impact of Korean War, terror and control of the people, structure of Chinese Communist government, role of the army
History	Year 12	Economic changes in Mao’s China	Collectivisation, communes, causes and consequences of famine
History	Year 12	Cultural Revolution in Mao’s China	Cult of Personality, restrictions on art and culture, terror
History	Year 12	Social changes in Mao’s China	Impact on women’s rights, education, health and religion
History	Year 13	Holocaust Coursework	Discrimination, persecution and genocide
History	Year 13	Wars of the Roses	Struggle for power and kingship

ECONOMICS

Subject	Year	Evidence	Description
Economics	Year 12	Theme 1 Micro	Scarcity and allocation of resources. (command v planned economies) – how are resources allocated for the well-being of a greater society. This impacts on pupils' sense of core values and sharing and avoiding the 'tragedy of the commons' theory.
Economics	Year 12	Theme 1 Micro	Opportunity cost and PPC's – how one person may out in relation to another's' gain which relates to equality in the world. Issue of sacrifice and consequence is considered with pupils as an issue of moral dilemma that consumption has consequences with limited resources.
Economics	Year 12	Theme 1 Micro	Demand & Supply and the role of markets such as profit motives and how the government needs to step in and allocate resources fairly. Consideration of the moral responsibility of firms to not just make products that maximise profits but also benefits society. Moral consequences of economic behaviour.
Economics	Year 12	Theme 1 Micro	Efficiency and the consequences for society in achieving/not achieving productive and allocative efficiency where firms can get rich at the expense of over-charging customers – undermining of society welfare and the growth of the shadow economy as a negative areas leading to more exploitation.
Economics	Year 12	Theme 2 Macro	External costs and benefits, merit and demerit goods- the effect on 3 rd parties. Such as how tobacco companies can create profits at the expense of passive smoking in the wider society. Pupils consider the fairness of pollution and the impact of society of negative externalities and that firms do not account for their external costs.
Economics	Year 12	Theme 2 Macro	The consequences of different market structures – evils of communism in not allocating resources effectively and the lack of choice and freedom as the antithesis of British Values in communist states and the way they run their economies.
Economics	Year 12	Theme 1 Micro	Market failure and the need for Government intervention such as providing free parks and leisure space – pupils are aware that the 'free-rider' problem has a moral consequence when people consume goods for free that have been paid for by others' tax contributions.
Economics	Year 13	Theme 3 Macro	Monopoly power and concentration ratios such as how a few firms can dominate a marketplace and create less competition to dominate consumers. Pupils are aware of the lack of choice and how a minority of shareholders may benefit. Issue of sharing and wider societal responsibility.

Economics	Year 13	Theme 4 macro	Inequality in income and wealth such as rising GDP does not mean wealth is distributed fairly in developing economies and that wealth is not equal across communities. Pupils are made aware of the benefits of their education leading to better paid jobs that create tax income to benefit people who they have never met.
Economics	Year 13	Theme 3 Micro	The consequences of imperfect information such as poor and old people not having access to the internet
Economics	Year 13	Theme 1 Micro	The consequences of Government failure such as giving subsidies to firms that do not need money and the problems of lobbying by unethical MPs or pressure groups to subsidise firms and the lack of competition on global markets that subsidies create and the opportunity cost of the money not being allocated elsewhere in society to the most deserving.
Economics	Year 13	Theme 4 Macro	The effects on society of changes in taxation and Government spending changes such as not taxing the rich enough to subsidise the disadvantages in society
Economics	Year 13	Theme 3 Micro	Costs and benefits of growth e.g. is pollution and working longer hours' worth the risk of growing the economy. Pupils consider the moral consequence of growing the economy but reducing the welfare of less fortunate groups such as this in less developed countries.
Economics	Year 13	Theme 3 Micro	Objectives of firm – how some firms may want to employ workers and create employment while other firms may want zero hours' contracts and lower wages. Moral dilemma that people will be in work that may not be in work without the intervention of global firms BUT they are paid lower wages and exploited in sweatshop employment areas.
Economics	Year 13	Theme 3 Micro	Wage determination & the national minimum wage. Distribution of income and wealth and the problem of poverty and inequality, and Government action to reduce it. Issues of morality – can the poor be helped by compromising the weak.
Economics	Year 13	Theme 4 Macro	Moral hazard and the regulation of the banking sector with large banks taking greater risk due to speculation and an avoidance of the greater societal consequences of taking undue risk and being 'bailed out' by governments due to the 'too big to fail' philosophy.
Economics	Year 12	Theme 2 Macro	The consequences of supply side policy e.g cutting benefits to reduce supply at times of high inflation.
Economics	Year 13	Theme 4 Macro	International aid and FDI – impact of globalisation and exploitation of developing countries with lower wage costs, greater use of fossil fuels in countries with limited legislative or union power to protect resources or workers. Pupils are made to consider the long term

			and short term advantages and disadvantages of economic decision-making.
Economics	Year 13	Theme 4 Macro	Ethics of protectionism and tariffs and quotas to protect localised domestic markets against foreign competition and protect worker jobs. Maintenance of cultural heritage of domestic economies against cheaper foreign imports compared to increasing consumer choice and spending power.
Economics	Year 13	Theme 4 Macro	Significance of Global Trade imbalances with allowing poor countries to build up debt burden and be reliant on World Bank aid to survive.
Economics	Year 13	Theme 4 Macro	Absolute and relative poverty and inequality with consideration of Gini Coefficient and Lorenz Curve showing how wealth distribution in an economy occurs.
Economics	Year 13	Theme 4 Macro	Growth of NGOs to help poorer countries – benefits of global citizenship and volunteering an self-sacrifice of some workers in charities and NGOs to support countries.
Economics	Year 13	Theme 4 Macro	Issue of financial market failure with speculation, bubbles and financial market crashes leading to wider economic woes and hardship. Limits of governments to control 'big business' and the issue of regulatory capture of large firms

BUSINESS STUDIES

Subject	Year	Evidence	Description
Business	Year 9 and Yr 12	Theme 1 Starting a Business	Risk and reward – pupils learn about entrepreneurship and individual resilience and development of core personal skills to maximise potential
Business	Year 9	Theme 1 Starting a Business	Customer needs and market segmentation – pupils understand different cultural heritages and requirements in meeting market needs of different religious and ethnic product needs and differentiating brands to meet cultural expectations based on demographics.
Business	Year 9	Theme 1 Starting a Business	Pupils are made aware of sensitivities in asking market research questions and to avoid discrimination and be mindful of inclusiveness in asking market research questions and formulating stereotyped research judgments.
Business	Year 9	Theme 1 Starting a Business	Pupils consider the protection of information and privacy laws in maintaining respondent confidentiality within Human Rights legislation
Business	Year 9 and 12	Theme 1 Starting a Business – Business and Marketing	Pupils learn about business social objectives that are not necessarily financial or numerically driven – this can highlight the importance of family or social relationship such as the benefits of employment, maintenance of worker satisfaction and work-life balance for employees.
Business	Year 9	Theme 1 Starting a Business	Cash and Cashflow – this topic reflects on the need to be ethical in paying suppliers on time and not stretching credit term agreements – this enables pupils to reflect on British Values of fairness and moral responsibility. This is also continued in the ethics of treating employees fairly against other stakeholders and the ethics of contributing to tax payments.
Business	Year 9	Theme 1 Starting a Business	Business partnership theory considers the issues of sharing workload and delegating responsibilities as part of building healthy relationships in stressful situations. Limited liability legal status considers the aspects of crime and punishment in UK society as directors can be prosecuted for mal-practice or operating illegally as business owners.
Business	Year 9-11	Theme 1 and Theme 2	Considerations are made of e-commerce, social networks in marketing and digital communications and the need to protect mental health, unethical advertising, protecting personal identity and e-safety which is linked to living healthy lives.
Business	Years 9-10 & 13	Theme 1 Starting a Business and Theme 2	Emphasis is made on considering the principle of consumer law and recruitment law and health and safety. Critical thinking of employment rights enables pupils to reflect on discrimination in staff selection, equal opportunities and building social skills in

		Building a Business	interviews. This is also referenced in the Black History Month when racism in employment inequality is discussed and the impact of disability discrimination. Additional consideration of rights of minorities and parental child-care leave and part-time workers' rights.
Business	Year 9	Theme 1 Starting a Business	The Economic climate is considered with the impact of recessions on unemployment and the moral implications of unemployment and the links with deprivation, addiction and social decline.
Business	Years 9-10 & 12	Theme 1 and 2 Starting and Growing a Business	The impact of Globalisation is considered with the trade-off of financial and social exploitation in developing countries. Issues of the depletion of cultural heritage in developing countries with the impact of standardised global goods. Ethics of protectionist policies such as tariffs are considered.
Business	Years 10-11 & 12	Theme 2 Growing a Business	How ethical considerations influence business activity: possible trade-offs between ethics and profit. How environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit. The potential impact of pressure group activity on the marketing mix. Changes in the elements of the design mix to reflect social trends: concern over resource depletion: designing for waste minimisation, re-use and recycling and ethical sourcing
Business	Years 10-11	Theme 2 Growing a Business	The moral impact of wastage with poor stock control and food waste is considered with the ethical consideration of food banks and fairness.
Business	Year 12	Theme 1 Marketing and People	A-Level pupils consider the ethics of marketing – this follows whether it is right to promote to gamblers or unethical sexualised advertising and a way of brand differentiation – linked to core values and exploitation.
Business	Year 12	Theme 1 Marketing and People	Issues of inelastic demand with high petrol prices and addictive goods having a 'captured' target market and whether this price exploitation is fair on customers with fixed incomes. Considers difference between moral and legal responsibilities of utility firms.
Business	Year 12	Theme 1 Marketing and People	Ethics of outsourcing to cheaper parts of the world linked to globalisation with regulatory capture of governments with larger firms exploiting cheap raw materials in countries and employees with lower levels of union and legislation protection – this emphasises the core values of pupils against short-term monetary gain.
Business	Year 12	Theme 1 Marketing and People	Value of work-based relationships with paternalistic or autocratic leadership styles with a consideration of work-place bullying and top-down delegation control. This makes pupils consider working relationships and the social component of working life, peer pressure and the different cultures of different firms.

Business	Year 13	Theme 2 Managing Business Activities	Social skills in seeking business funding and the community spirit of crowd-funding and obtaining family money to invest make pupils reflect on willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
Business	Year 13	Theme 2 Managing Business Activities	Impact of Corporate Social Responsibility (CSR) with firms having a social responsibility not to pollute or find sustainable ways of operating – pupils will become aware of ethical business operations and the power of society in driving forward business initiatives.

COMPUTER SCIENCE

Subject	Year	Evidence	Description
Computer Science	Year 7	E-Safety morning	Pupils learn about the online threats to their safety. What behaviours are likely to invite problems and how to protect themselves and their associates from online threats. They are also taught how to deal with malevolent actors and whom to contact.
Computer Science	Year 7	Unit 2 – Binary & Spreadsheets	By understanding the fundamental aspects of computing they can gain an insight into why computer based decisions are made in the way they are.
Computer Science	Year 7	Unit 3 – How computers work & Networks	Understanding that decision making cannot be arbitrary. Compatibility and appropriateness for the circumstances are primary concerns. Benefits of networks, for resource sharing and communication, together with unintended benefits and risks e.g. emergence of the world wide web from the Internet.
Computer Science	Year 7	Unit 4 – Algorithms	Algorithmic thinking and problem solving. Basics for how a problem is addressed and the ways to devise a solution, using appropriate sequencing and iteration. Analogues are made with daily situations.
Computer Science	Year 8	Programming	Understanding how to use a computer to solve a problem. Using appropriate sequencing, selection and iteration.
Computer Science	Years 9-11	Unit 1 - Algorithms	Algorithmic thinking and problem solving. Learning how a problem is addressed and the ways to devise a solution, using appropriate sequencing, selection and iteration. Analogues are made with daily situations. Searching and sorting,
Computer Science	Years 9-11	Unit 2 - Programming	Understanding how to use a computer to solve a problem. Using appropriate sequencing, selection and iteration. Resourcefulness to find the appropriate tool for the task, as well as resilience for when things go awry, as they inevitably do.
Computer Science	Years 9-11	Unit 3 – Data representation	Understanding how technology interprets the world around us, therefore giving an insight into how to better understand how that technology works, as well as its limitations. Using systems for compression that require decision making, as to its appropriateness.
Computer Science	Years 9-11	Unit 4 – Computer Systems	Understanding that decision making cannot be arbitrary. Compatibility and appropriateness for the circumstances are primary concerns.
Computer Science	Years 9-11	Unit 5 – Networks	How computers communicate. The necessity of standards and protocols to ensure that systems have a universality. Benefits of networks, for resource sharing and communication, together with unintended benefits and risks e.g. emergence of the world wide web from the Internet.
Computer Science	Years 9-11	Unit 6 – Cyber security, Social engineering, Malicious code, Detecting and	Keeping safe online and what the malevolent actors are trying to do. Non-technical threats in the modern world, e.g. identity fraud, data theft. Social engineering as a method of manipulation and the harm it can cause. Understanding malware, why it is created and how to protect systems from it. Understanding where threats come from and the simple

		preventing threats.	things that can be done to limit them e.g. training, access rights, etc.
Computer Science	Years 9-11	Unit 7 – Ethics, Digital technology in society, Legislation and privacy.	Ethical considerations around the use of technology, the ubiquity of it and its development (from material excavation to end of life disposal or recycling). The impact of technology on people’s safety and wellbeing. Relevant legislation and how that applies to the modern world and technology.
Computer Science	Years 12-13	Unit 1 – Programming	Understanding how to use a computer to solve a problem. Using appropriate sequencing, selection and iteration. Resourcefulness to find the appropriate tool for the task, as well as resilience for when things go awry, as they inevitably do.
Computer Science	Years 12-13	Unit 2 – Problem solving and theory of computation	Understanding that modularization and decomposition of problems is usually the most effective way to deal with a challenge. Organization of what is required, so that any solution can be actioned in a methodical and practical way, which allows for greater efficiency. Comprehension around the concept of finite state machines and that an action has an impact and how something transitions from one state to another.
Computer Science	Years 12-13	Unit 3 – Data representation	Understanding how technology interprets the world around us, therefore giving an insight into how to better understand how that technology works, as well as its limitations. Using systems for compression that require decision making, as to its appropriateness.
Computer Science	Years 12-13	Unit 4 – Hardware and software	Understanding that decision making cannot be arbitrary. Compatibility and appropriateness for the circumstances are primary concerns. Choices need to be made that are practical, compatible and complete.
Computer Science	Years 12-13	Unit 5 - Computer organisation and architecture	Logical and physical architectures are not necessarily the same thing. How computers communicate. The necessity of standards and protocols to ensure that systems have a universality. Benefits of networks, for resource sharing and communication, together with unintended benefits and risks e.g. emergence of the world wide web from the Internet.
Computer Science	Years 12-13	Unit 6 - Communication technology and consequences	Keeping safe online and what the malevolent actors are trying to do. Non-technical threats in the modern world, e.g. identity fraud, data theft. Social engineering as a method of manipulation and the harm it can cause. Understanding malware, why it is created and how to protect systems from it. Understanding where threats come from and the simple things that can be done to limit them e.g. training, access rights, etc.
Computer Science	Years 12-13	Unit 7 – Data structures	Understanding how data can be organised in different ways depending on the circumstances. Appreciation that decisions made about organisation can have a direct impact on how that data is retrieved, e.g. stacks, queues, trees.
Computer Science	Years 12-13	Unit 8 – Algorithms	Understanding of recursion, which can be related to real world examples. Using different methodologies for traversals can give different results. Understanding of the limits of

			computation and therefore by extension, an appreciation of the human aspects.
Computer Science	Years 12-13	Unit 9 – Regular Languages	As these languages are typically created or inspired by a specific individual, Dijkstra, Turing, etc. these give the opportunity to discuss the impact of individuals and the need for inspiration and solution based thinking in life and computer science.
Computer Science	Years 12-13	Unit 10 – The Internet	How computers communicate. The necessity of standards and protocols to ensure that systems have a universality. Benefits of networks, for resource sharing and communication, together with unintended benefits and risks e.g. emergence of the world wide web from the Internet. How techniques are used to ensure reliability and security, as well as systems that can be used to encrypt data and why that may be necessary. Different models for networks and the appropriate use of different communication methods.
Computer Science	Years 12-13	Unit 11 – Databases and software development	Understanding how data is organised, searched and sorted. As most individuals have their data contained within a range of databases for the different organisations and institutions that they may be associated, this gives an appreciation of the importance of that data, as well as how it may be processed.
Computer Science	Years 12-13	Unit 12 – Object oriented and functional programming	Using different programming methodologies can improve the systems being developed, where applicable. This allows pupils to understand that there may not be just one way to address an issue but that there are often entirely different methods that can be employed and it is important to use the best one for the given situation.

GOVERNMENT & POLITICS

Subject	Year	Topic/Unit	Description
Politics	Year 12	Democracy	Students learn about the fundamental principles of democracy, liberty and the rule of law
Politics	Year 12	Participation	Students learn about their opportunities to participate in Politics, including pressure groups, referendums and voting
Politics	Year 12	Electoral systems	Students learn about their right to vote and how votes are counted/how the different electoral systems work
Politics	Year 12	Political parties	Students learn about the principles behind political parties and the role of parties in our democracy
Politics	Year 12	Voting behaviour/media	Students learn about the media, including freedom of the press and how this impacts our political system
Politics	Year 12	Constitution, Parliament, Prime Minister, Supreme Court	Students learn about the key features of our political system.
Politics	Year 13	Ideologies	Students learn about key ideologies of liberalism, socialism and conservatism as well as feminism, which all promote the ideas of tolerance, equality and understanding of differences of ideas in politics
Politics	Year 13	US Government & Politics	Students learn about the US political system in depth and comparisons with the UK system. It promotes ideas of democracy, bill of rights, pressure groups, elections and race issues, which all help to understand the contemporary world in which we live.

PHYSICAL EDUCATION

Subject	Year	Topic/Unit	Description
PE	Years 7-9	Achievement/Fitness/Socialisation – PSHE/SMSC	Sports Day and the celebration of sporting achievements through school colours, the school magazine and social media
PE	Years 7-11	Healthy Eating/Nutrition - PSHE	Healthy Eating policies and catering provision;
PE	Years 7-11	Health Education - PSHE	The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;
PE	Years 7-11	Enrichment - PSHE	The extra-curricular programme related to sports and well-being;
PE	Years 7-11	Achievement/Fitness - PSHE	The celebration of sporting achievement including personal fitness and competitive sport;
PE	Years 7-9	Safety and Wellbeing - PSHE	Cycling proficiency training and Cycling to School Safely protocol; (External Company)
PE	Years 7-11	Socialisation – SMSC/PSHE	Activity-based residential;
PE	Years 7-11	Healthy Eating/Nutrition - PSHE	The curricular programme related to food preparation and nutrition; (Cross Curricular with Nutrition Science)
PE	Years 7-11	Health Education - PSHE	The promotion of walking or cycling to school.
PE	Years 7-11	Health Education - PSHE	Health Education through the personal development curriculum
PE	Years 7-11	Enrichment – SMSC/PSHE	Extra-curricular activities including sport, Duke of Edinburgh, field trips and other provision after school

PSYCHOLOGY

Subject	Year	Topic/Unit	Description
Psychology	Year 12	Social influence	Study of factors influencing conformity and obedience to authority, social change. Examples such as Nazi Germany, Greenpeace, Extinction Rebellion, Suffragettes and the civil rights movement. Social change and economic implications eg health campaigns
Psychology	Year 12	Memory	Inaccuracy of eyewitness testimony as it affects jurors and civil law
Psychology	Year 12	Attachment	Role of the father in childcare and the formation of caregiver child attachments, implications for the economy. Cultural variations in attachment behaviour eg Israel, Germany, Japan.
Psychology	Year 12	Psychopathology	Mental health in the real world re treatments such as drugs and therapies, economic implications of these
Psychology	Year 13	Issues and debates in psychology	Study of culture and gender bias, ethical implications of socially sensitive research, nature and nurture in terms of family structures, free will and determinism as it relates to the judicial system
Psychology	Year 13	Schizophrenia	Mental illness in the real world, family systems explanations for schizophrenia, drug treatments and psychological treatment
Psychology	Year 13	Addiction	Causes and treatments of addiction

SCIENCE

Subject	Year	Evidence	Description
Science	10,11	Scheme of work	Biology, evolution and creationism. Ethics when transplanting organs and tissues.
Science	10,11	<u>Scheme of work</u>	<u>SP7 Big Bang model can conflict with some religious views of creation</u> , so teachers handle this discussion with sensitivity.
Science	11	Scheme of work	SP7 Big Bang model can conflict with some religious views of creation, so teachers handle this discussion with sensitivity. (Triple only)
Biology	12 & 13	Scheme of work	Classification, phylogeny and evolution.
Physics	12, 13	Scheme of work	Cosmology / big bang theory, which may cause conflict with some interpretations of scripture, Also awareness of limits of scientific understanding of nature (dark matter and dark energy)

Science	7,8,9	Scheme of Work	Effects of alcohol and drugs. Who should we transplant organs to?
Science	11	Scheme of work	SB3 genetics students consider ethical decisions in human reproduction, such as inherited disease and conjoined twins
Science	11	Scheme of work	CC16 Student learn about human impact on global warming
Science	10	Scheme of work	Radioactivity ethical debate around uses of radioactive medicine, e.g. Litvinenko murder using radioactive weapon.
Biology	12 & 13	Scheme of work	Need for conservation of biodiversity. The use of stem cells for research purposes.
Physics	13	Scheme of work	Understanding of problems involved with nuclear fission reactor use and decommissioning, ability to provide reasons for and against nuclear fission reactors.
Science	10	Scheme of Work	Effects of alcohol and drugs. Who should we transplant organs to?
Science	10	Scheme of work	Students consider the effects of decisions on whether to recycle or not.

			Students discuss the environmental impact of energy efficiency.
Biology	12 & 13	Scheme of work	<p>International and local conservation agreements, e.g. CITES, CBD and CSS made to protect species and habitats. These show how society is dealing with and affected by conservation.</p> <p>Different social groups are at greater / lesser risk from various diseases, both communicable and non-communicable.</p> <p>How the over-use of antibiotics by parts of society has led to antibiotic resistant bacteria.</p>
Science	7,8,9	Scheme of Work	Effects of alcohol and drugs. Food and health and diet.

CREATIVE ARTS (ART, TEXTILES, FOOD TECH)

Subject	Year	Topic/Unit	Description
Art	Year 7	Spirituality and Culture within Art	<ul style="list-style-type: none"> • Awareness of social and spiritual aspect of Art within the context of themes studied. • Art is studied from a variety of cultures. • Art is studied from a historical and contextual. • Art is taught with a strong emphasis of SMSC by demonstrating a positive and collaborative culture in the classroom. Students are encouraged to share their work and progress with other students and have constructive conversations about how to improve their work. • Importance is placed upon listening to the opinions if others and considering viewpoint of others both in classroom conduct and lesson tasks/objectives.
Art	Year 8	SMSC and British Values within Art	<ul style="list-style-type: none"> • Students begin year 8 by looking at a variety of drawing art making techniques and are then asked to select an object that is representative of them, their family or their culture. • Students investigate how different artists have approached the theme of Food as a starting point to make art work. • Art is studied from a variety of cultures. • Art is studied from a historical, contemporary and contextual viewpoints. • Art is taught with a strong emphasis of SMSC by demonstrating a positive and collaborative culture in the classroom. Students are encouraged to share their work and progress with other students and have constructive conversations about how to improve their work. • Importance is placed upon listening to the opinions of others and considering viewpoint of others both in classroom conduct and lesson tasks/objectives.
Art	Year 9	SMSC within Art	<ul style="list-style-type: none"> • Students look at art from the perspective of the last 150 years and explore the context of the development of each movement. World wars, technological developments, social structures, mass production and engaging with the elite gallery system are all investigated through art. • Art is taught with a strong emphasis of SMSC by demonstrating a positive and collaborative culture in the classroom. Students are encouraged to share their work and progress with other students and have constructive conversations about how to improve their work. • Importance is placed upon listening to the opinions of others and considering viewpoint of others both in classroom conduct and lesson tasks/objectives.

Fine Art	Years 10-11	Spirituality within Fine Art	<ul style="list-style-type: none"> Year 10 are encouraged to become independent thinkers in order to develop a personal body of work based on their own personal topic strength from year 9. Students start the project by producing a mind-map based on the theme of 'Identity'. Students begin by taking photos of subjects they wish to interpret the theme while an emphasis is still placed upon visual and written recording skills. Some awareness of social and spiritual aspect of Art within the context of themes studied. Art is studied from a variety of cultures and periods
Fine Art	Years 12-13	SMSC within Art	<ul style="list-style-type: none"> Some awareness of social and spiritual aspect of Art within the context of themes studied. Through their personal exploration and to the extent that it relates to the theme of their photographic project, students will explore issues which relate to SMSC through visual language and intellectual aesthetic approach of their work. Students are taught to develop complexity to original compositions and mastery of chosen techniques unique to their project. A diversity of approaches and experimental use of media is emphasised. Students are also encouraged to work in a larger scale to realise their ambitious intentions. Art is taught with a strong emphasis of SMSC by demonstrating a positive and collaborative culture in the classroom. Students are encouraged to share their work and progress with other students and have constructive conversations about how to improve their work. Importance is placed upon listening to the opinions of others and considering viewpoint of others both in classroom conduct and lesson tasks/objectives.
Food Tech	Year 7	Healthy Eating and Living, Food Prep and Nutrition – PSHE	<ul style="list-style-type: none"> Healthy eating and the Eatwell Guide Science behind bread making Basic Nutrition Sensory Analysis Social/Moral/Environmental Issues of the food industry– Rethink, Reuse, Reduce, Refuse, Recycle, Repair
Food Tech	Year 8	Healthy Eating and Living, Food Prep and Nutrition – PSHE	<ul style="list-style-type: none"> Adapting recipes to make them healthier Nutrition Special Dietary Needs Spelling Test Food Allergens and labelling Food Commodities – where does our food come from? Functions of Ingredients

Food Tech	Year 9	Healthy Eating and Living, Food Prep and Nutrition – PSHE	<ul style="list-style-type: none"> • Nutrition – Macro and micro nutrients • Nutrition and Health • Food Science • Functional and chemical properties of food • Sensory evaluation • Food labelling and marketing • Food Investigation • Food spoilage and contamination
Food Tech	Years 10-11	Healthy Eating and Living, Food Prep and Nutrition – PSHE	<ul style="list-style-type: none"> • Food Provenance • Environmental impact and sustainability of food • Food Safety • Factors that affect food choice
Food Tech	Years 12-13	Healthy Eating and Living, Food Prep and Nutrition – PSHE	<ul style="list-style-type: none"> • Understanding properties of nutrients • Understand the relationship between • Nutrients and the human body • Be able to plan nutritional requirements • Be able to plan the production of complex dishes
Textiles	Year 7	SMSC and appreciation of others	<ul style="list-style-type: none"> • Students are given a design brief which requires them to research a specific theme. Research will include personal lead responses, also designer/artist studies.
Textiles	Year 8	SMSC and appreciation of others	<ul style="list-style-type: none"> • Students are given a design brief which requires them to research a specific theme. Their research will include personal responses to the theme, alongside artist/designer studies with personal responses to the theme
Textiles	Year 9	Personal Responsibility / Historical Context	<ul style="list-style-type: none"> • Artist and Design history: Fashion Decades - Looking at a variety of influential textiles artists and designers, students choose a decade to create a personal study on. • Recycling Challenge: working as a team to fully research and produce a garment made from only recycled materials
Textiles	Years 12-13	PSHE and SMSC development within this	<ul style="list-style-type: none"> • Students are encouraged to develop a personal study project based around a chosen meaningful theme to them. • Students will produce varied and detailed research to support the theme, building on previous knowledge but extending it with more technically demanding ideas. • Students will begin producing decorative technique samples.

MODERN FOREIGN LANGUAGES (MFL)

The core of the MFL curriculum is based on understanding different cultures which goes hand in hand with British Values.

Subject	Year	Topic/Unit	Description
Modern Hebrew	Years 7-8	Language and home diversity	We discuss the diversity of languages & countries around the world. We also compare our home town with Tel Aviv and other cities in Israel
Modern Hebrew	Year 9	Multi-culture	Focus on multi-culture – teaching about the multicultural family, cultural awareness of languages and backgrounds and ethnic diversity of MH speakers within Israel. Discussing the challenges of moving to a different country: new friendships, native speaker's vs new languages, missing old friends and family, new climate
Modern Hebrew	Year 9	Jerusalem Mix	Promoting British Values - 'Jerusalem Mix' the diversity of ethnic backgrounds within Israel, visiting a Druze Village - focus on a community that traverses borders of Syria, Lebanon and Israel - discussion of what makes ethnic diversity: religion, values and language
Modern Hebrew	Years 10-11	Societal Problems	Students learn about social issues such as racism, discrimination and homelessness
Modern Hebrew	Years 12-13	Immigration Multicultural society Modern Families Plurality	Study of challenges around immigration Freedom of different religions, different cultures, different countries of origin Families of single sex parents, single parents etc. Different Political views in a democratic society
Spanish	Year 9	Respecting the Culture of Others	Unit 2 learning about indigenous amazon population Unit 4 Hispanic traditions Unit 5 "Towards a Better World"
Spanish	Year 10	Respecting the Culture of Others	Module 2 A school exchange and school in rural Peru Module 5 Case Study of Arequipa
Spanish	Year 11	Respecting the Culture of Others	Module 6 Traditions and culture of Hispanic world and also celebrating special religious occasions Module 8 Global and Social problems, government and individual responses

Spanish	Year 12	PSHE/BV themes (various)	Modern Values and equality - rights of women and LGBTQ+ people in Spain Cyberspace and Social media. The effects on individual liberties Regional identity in Spain We study a film which concerns democratic values and individual liberty (El Laberinto del Fauno) We study a book concerning individual liberty (La casa de Bernarda Alba)
French	Year 9	Respecting the Culture of Others	Comparing France to the UK. A lot of focus explaining/celebrating the differences and similarities e.g. music
French	Year 10	Respecting the Culture/Faith of Others	Learning about French festivals and learning about Christian celebrations. Comparing school system UK and France
French	Year 11	RSE – respecting/understanding different sexual orientations and family setups	Social issues, different style family (same sex parents/ single parent etc). Same sex partnership
French	Year 12	RSE – respecting/understanding different sexual orientations and family setups	Trends in marriage and other forms of partnership Voluntary work in France compare to the UK The importance of national heritage preservation
French	Year 13	PSHE/British Values (various)	Benefits of living in an ethnically diverse society Examining different groups which are socially marginalised Examining different attitude to crime

SEN/INCLUSION PROVISION

Subject	Year	Topic/Unit	Description
SEN/Inclusion	All	Key Worker Support	Key workers have 1:1 sessions on an ongoing basis with identified students who have additional needs to build up self-esteem and discuss any difficulties
SEN/Inclusion	All	ASD Support	Students with ASD work on a 1:1 basis with autism advisory teachers to help them understand and improve certain behaviours (encompassing moral and social issues)
SEN/Inclusion	All	Moral and Social Support	Social stories on an individual basis with SEND staff to support students with ASD and ADHD – these sessions support students with any difficult interactions they may have with their peers and help them to understand appropriate social behaviour
SEN/Inclusion	All	Moral and Social Support	Zones of Regulation – an emotional regulation programme for students with ASD and ADHD to help them recognise when their stress levels are rising and develop strategies to for self-regulation. These sessions are run 1:1 or in small groups
SEN/Inclusion	All	Moral and Social Support	The Confidence Factor – group sessions looking at friendships, social issues, team work and self-esteem
SEN/Inclusion	All	Communication Support – Social	Speech and Language Therapy sessions – students have weekly sessions either in small groups or on an individual to work on different aspects of language and communication, including social communication
SEN/Inclusion	All	Preparing for Life during/after School	Small group and 1:1 sessions on positive behaviour strategies
SEN/Inclusion	All	Preparing for Life during/after School	Educational Psychologist sessions - small group sessions on positive behaviour and social skills for students with ASD and/or ADHD

JEWISH STUDIES –HASMONEAN BOYS’ SCHOOL

Subject	Year	Evidence	Description
Talmud	7-10	Curriculum	The study of the Talmud connects students to their beliefs and heritage. As these ancient documents and history provide a spiritual compass for Jews this bears enormous spiritual currency for the students.
Chumash	7-10	Curriculum	Students study the texts with a view to understanding their messages in the modern world. They learn values to apply in society.
Jewish History and Philosophy	7-10	Curriculum	Most of the Jewish Education students received is values based. Pupils explore how their religion is part of their secular lives.
JS HIPE Curriculum		Ethical/Life Issues	Units in the JS curriculum KS3-KS4 cover a wide range of topics which allow students to reflect on issues including bullying, social action, charity, inclusivity, stereotyping, prejudice and discrimination. This enables students to become increasingly familiar with societal challenges/concerns, to articulate their views and develop appropriate responses within a positive SMSC framework
Tefillah	7 - 10	Prayer/Reflection Opportunities	<p>Existing Programmes</p> <ul style="list-style-type: none"> • Pre-School Shacharit Year 8-10 (optional) • Pre School Year 7 Introduction to Tefillah (optional)
School visits	7-10	Trip information in school literature	Students gain a sense of enjoyment and fascination in learning about themselves, others and the world around them through trips such as the Year 9 FirstGive scheme and Year 12 Jewish Heritage trips such as trip to Poland and Jewish London
School Visits /Informal Jewish Education	9-10	Shabbatonim	<p>The Shabbatonim provide a weekend away, the opportunity for students to develop friendships and to have a great deal of fun whilst experiencing a Shabbat in an authentic atmosphere.</p> <p>Each year group focus on a specific theme at their Shabbaton.</p>
Informal Jewish Education	All Years	Charity Wing	Charity events run by pupils for pupils to raise money for our school charities. Each year the pupils choose a blend of UK Jewish charities, UK non-Jewish charities, International Charities and Israeli charities to raise money for.
Iyun track Yemai Iyun	7 - 10	Yom Iyun	Pupils in higher ability sets are invited to participate in occasional off timetable events - studying Jewish Texts. These days provide an excellent opportunity for pupils to learn and reflect on their religious beliefs.

JEWISH STUDIES –HASMONEAN GIRLS’ SCHOOL

Subject	Year	Evidence	Description
Chumash, Tefillah, Nach, Sedra, Options, RS, BH, Halacha	7,8,9, 10 , 11	Curriculum	The study of the here disciplines Tanach, Talmud and Jewish History connects students to their beliefs and heritage. As these ancient documents and history provide a spiritual compass for Jews this bears enormous spiritual currency for the students.
Chumash	7,8,9, 10 11	Curriculum	In depth learning fosters an interest in analysing moral issues and developing reasoned views to resolve these questions. Often using original Jewish texts and sources providing a deeper look into religious texts for those students who desire it in KS3
RS iGCSE	9, 10,11	Edexcel Pearson’s Specification and Curriculum	Students are learn a range of moral and ethical topics both from a traditional Jewish text based approach and a non-religious approach. Issues include sexuality, racism, discrimination, health and wellbeing, conflict, bullying, respect and tolerance. This curriculum reflects the schools philosophy of Torah im Derech Eretz
RS A-Level	12	AQA A-Level Curriculum	Course encourages students to: • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious

			thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in light of their study.
Halacha Curriculum		Ethical Issues	The Halacha curriculum balances a focus on technical Jewish law with wider ethical issues of social development. Topics include rule of law, respect for the monarchy, of democracy, kindness, environment.
Tefillah	7 - 13	Prayer/Reflection Opportunities	Existing Programmes <ul style="list-style-type: none"> • Prayer takes place twice daily in hubs and forms. • Students are encouraged to engage in communal public worship and private reflection • Special Rosh Chodesh programme
Iyun track Yemai Iyun	7 – 10	Yom Iyun	All pupils on the Iyun programme participate in half a day off timetable studying Jewish Texts. The day provides an excellent opportunity for pupils to learn and reflect on their religious beliefs.
Social Action	All Years		- Volunteering Fair (run in conjunction with JLGB) – celebrating the volunteering students do outside of school and promoting volunteering opportunities via the school (including ways of volunteering within the school itself). Participation in many spheres including: <ul style="list-style-type: none"> • Sports leadership • Duke of Edinburgh

			<ul style="list-style-type: none"> • Yoni Jesner Awards - Year 8 (see sep post) • EVOLVE - Students have the opportunity to volunteer in different fields and communal charities and organisations - also recognizes volunteering by our students outside of school • Comprehensive social action opportunities organized by HIPE. • 'Gift' opportunities for all year groups • Charity drives in school led by HIPE team and 6th form leadership team.
British Values	All years	Core British Values documentation, displays and opportunities	<p>Display boards highlight British & Jewish values and ideas in the corridors and classrooms</p> <p>Displaying and encouraging engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs:</p> <p>Students in turn develop and demonstrate skills and attitudes that allow them to participate fully in and contribute positively to Jewish life in modern Britain.</p> <p>Numerous opportunities for actualising BV within the Jewish Studies sphere (too numerous to cite them all, one example is Remembrance Day participation, marching together as part of the AJEX parade past the Cenotaph)</p>

Multi-faith Opportunities	All years		<p>Multi faith school visits.</p> <p>Multi faith Displays.</p> <p>Google coding training with Multi Faith Schools</p> <p>Multi faith day December 2021 – staff members of different faith groups educate students about their faith. Q&A, booklet for further reading.</p> <p>HMD – Multi faith schools invited in to learn about Holocaust and participate in school events.</p>
Holocaust Education	7,9,10,11,12	Various	<p>Yom HaShoah lessons and assembly</p> <p>HMD – half school day in January devoted to HMD, themes of tolerance, democracy, respect, prejudice.</p> <p>Y12/Y13 trip to Poland to visit sites of Jewish community before WW2 and the Holocaust.</p>