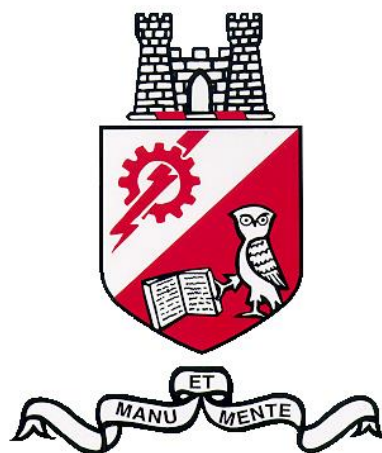


# **WEST HATCH HIGH SCHOOL**

## **Moral, Social, Cultural and Spiritual Mapping across the Curriculum**

**June 2015**



**THE BEST THAT I CAN BE**

## **Social, Moral, Spiritual and Cultural**

It is a statutory requirement that our curriculum is both balanced and broadly based. It must

- promote the spiritual, moral, cultural and social development of our students and
- prepare them for the opportunities, responsibilities and experience of adult life.

In addition, through all our interactions with students within and beyond the classroom, we are able to help them develop a clear morale code as a basis for their behaviour and outlook on life.

We again, through the above, hope to equip students with a range of social skills and the ability to reflect about their own beliefs. These will inform their perspective on life and their respect for different people's faiths, feelings and values.

All departments have identified within their taught curriculum where they are able to cover elements of the above.

**Moral, Social, Cultural and Spiritual Development – June 2015**

**Spiritual** – the spiritual development of pupils is shown by their:

<b>1. 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</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	Symmetrical mask design	7	Pupils analyse cultural masks from around the world and reflect on their purpose with respect for other people’s thoughts and beliefs.
		Imaginary fish design	7	Pupils look at the work of Australian Aboriginal artists and the meaning behind the images they use. These are inspirational for their ideas, mask making and decorative repeat patterns.
Business Studies	3	4	13	What limits growth and development in different countries and what can be done to promote it?
	2	1	12	How leaders/managers motivate employees and how people are motivated at work.
CACHE	Diversity 1	Unit 1	10	The spiritual and psychological need of children and the impact of this on their lives.
	Induction and self-awareness	Unit 1, 6, 8, 13, 15	12/13	Discussion of own spiritual values and search for meaning. Considering the beliefs of others – cultural and religious. Displays to celebrate diversity, teaching on discrimination and prejudice.  Reflective practice tasks throughout units.  One day introduction to counselling.  Visits to religious buildings.

				Placement experience which enables students to work in diverse environments.
Dance		1	11	Dance choreography on the theme 'Discovery' can be interpreted in any way and this could be through one's religion.
Design and Technology	GSCE CA RM	Design Ideas	10 and 11	Looking at design movements their value and beliefs to influence pupils own design ideas.
Drama	4	Summer	7	Using stories from different cultures to Rama ,Sita /Aboriginal Dreamtime/ Iron Giant
	2	Autumn	8	Refugee Boy understanding plight of refugees
English		Poetry from different cultures	7	Students study poems from different cultures.
			10 and 11	Study of literature 'Refugee Boy' and 'Great Expectations
Geography		Challenges of the built environment	9	Learning about shanty towns and the case study of Sao Paulo Learning about the street kids of India. What shocks you? How does it compare to your lives? Etc.
		My Stuff	8	Looking at child labour and learning about the conditions children are in. How they work and what their life is like compared to their own.
History	Holocaust	WW2 and Nazi Germany	9	Students are taught the importance of respecting other people's religions and not to pre judge a person because of their race, religion, age or gender.
	The Break with Rome	The Tudors and The English Civil War	7	The study of these religious changes of the past allows students to understand identity in terms of factors relating to ethnicity, religion, language, family, together with the beliefs and values associated with these.
			8	Students are taught the importance of religion in Medieval and Renaissance Europe and what happened. Religious tolerance breaks down and people attack each other because of religious differences

ICT	Digital Products	2	11	Exploring moral, cultural or environmental decisions at every stage of ICT tasks
Media	FM2	Exam Topic C	12	AS Film- students are required to compare the messages and values of the American Dream, across three different films, from different years.
MFL	5		8 Fr	Moi dans le mond “me in the world” (rights, priorities, happiness) Studio 2 textbook
Music	Reggae	Unit 3	Year 9	Students learn about world music, culture and religion.
	Blues		Year 8	Slavery as a topic.
	Latin American Music		Year 8	Topics discussed: Oppression, dictatorship (Cuba), Slavery (Brazil), Tribal religion (All).
	African Music		Year 7	The value of music and its link to religion is discussed.
			GCSE	Students study set works from different composers and cultural backgrounds, for instance Indian Raga.
		Unit 3, 6	A-level	Students study set works from different composers and cultural backgrounds, for instance the work of Le Six.
PE	Core PE	All sports lessons	7-13	Students are encouraged to have positive thoughts feelings towards all others personal life choices. We encourage positive attitudes towards people’s choice of sexuality, no prejudice against gender, race or ethnicity within the sporting world. Sports examples are backed up in lessons to show sports adopt these ideals.
PSEC	The Law Politics	Discrimination and prejudice. British Values and society.	All Years	Units of work conducted during the form time curriculum for PSHEe and citizenship.
RS	KS3	Religious Identity, Aspects of Worship,	7-8	Pupils learn about a range of faiths from Christianity, Islam and Judaism to Hinduism and Buddhism.

	B601	Religion and the Media Deity, religious & spiritual experience, end of life	9-11	They discuss different viewpoints and beliefs, ways that people worship to spark interest and debate covering a range of differing values. Reflecting on Christian beliefs to inform perspectives on life
SEN	LSC	SEN	All your groups	Social skills – a programme of social skills that encourages students to listen to each other’s beliefs and values.
Science	B711 / B731 B712 / B731 B712 / B751 NA	B1 B2 P2 Life and Living Processes 1 (LLP1)	10 10 10 7	Discussion of reasons for differences in diet, e.g. religious and ethical beliefs. Debate origins of universe, consider different beliefs and compare to Big Bang theory. Compare Darwinism, Lamarkism and Creationism with regards to the origins of species Fertilisation and conception – discuss when life begins.

<b>2. Sense of enjoyment and fascination in learning about themselves, others and the world around them</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	Cubist portrait	8	Pupils analyse themselves and draw what they see in the form of a self-portrait. They see the similarities between themselves and others learning the classical principles of the proportions of the face. They analyse Picasso’s painting The Weeping Woman and consider the suffering of mankind during The Spanish Civil War.
		A range of projects	All years	Pupils develop their own personal ideas creatively.
Business Studies	2	3	13	Students learn about the impact of globalisation on developing countries.
	1	2	11	

CACHE	Child development	Unit 1	Year 10/12/13	<p>Relating early development and the sense of awe and wonder at discovering the world around them in relation to their own childhood memories.</p> <p>Promoting self-confidence and empowering students to discuss, debate and acknowledge differences.</p> <p>Study of theories of emotional and social development, self concept/esteem and a sense of belonging.</p>
Dance		All units	10-13	Through-out the dance courses there are many opportunities to learn about themselves and others working with them. This could be through self-reflection or research needed to understand a dance or develop stimuli.
Design and Technology	RM	Product Analysis	7: light 8: desk tidy 9: mood light 10 and 11: CA module	Pupils look at existing products, see their social impact on others and how design can affect the world. Using influences from the world, design eras, existing products to design their own ideas.
Drama	ALL WORK			We encourage student to use Drama and performing arts to develop empathy for others in an Imaginative and creative way.
English		Poetry from different cultures	7  10	Writing and debate (travelogues/imaginative, narrative writing) Great Wall of China, Australia, walking across Europe interacting with new cultures.
Geography		Coasts	9	Creating a leaflet on Blakeney Spit telling tourists how and why it should be protected.
		Cool Geography	7	Leaflet/ poster on the Arctic covering what you can do and see there as a tourist.
		Impossible places	8	Create your own desert creature and explain why it has the features it has in order to survive the desert's dry conditions.

		Cold environments	12	Presentations on erosional landforms.
History		Local Study of London since Londinium	7	Students study their local area over a 2000 year period and look at how migration and key world events have shaped the city of London.
ICT	Python Programming	4	KS3	Students are given the tools and knowledge to program their very own computer program which fosters their interest in the subject and how things such as apps that they use every day work.
	Game making	5	KS3	Students also look at programming their own computer games and take into consideration what games are appropriate for age and gender depending upon content
Maths			7	In the Autumn term (October) all Year 7 students investigate the members of their class and find data about each other. They present this data to their class.
Media	Coursework	B324	10	Year 10 students are required to create a four page magazine, for a genre of their choice, based on their own interests .
MFL	September		7	Mandarin lessons to celebrate Chinese New Year
			all	Italian club
				European Day of Languages – lesson and quiz on other languages
Music	All KS3		KS3	Students are encouraged to be reflective about their performance and learning and are always asked to comment on WWW (What Went Well) and EBI (Even Better If) when reviewing video recorded performances.
PE	Core PE	All sports lessons	7-11	Students have active lessons; exploring and discovering different elements about themselves including key life skills and opinions towards to their peers and the world around them.



PSEC	Law Morality Awareness Health Politics	All	All Years	Topics are covered in 'project' style formats, where students are expected to carry out their own research in to real life stories, as well as participate in discussions in lesson time.
RS	KS3	Festivals, Religion and the media, aspects of worship	7-8	Students learn about the world around them and how faith differ around the globe. They look at the different forms of worship and celebration in major world religions.
SEN	LSC	SEN	All year groups	Pupils enjoy working with students of different backgrounds and age groups. They all learn about themselves and others.
Science	B711 / B751	P2	10	Introduction to space outside of the solar system galaxies, black holes, life cycle of stars, scale of the universe etc.
	NA	Life and Living Processes 1 (LLP1)	7	Introduction to cells – first viewing of cells under a microscope
	NA	Combustion (COM)	9	Introduction to structure of the atom and subatomic particles
	NA	Life and Living Processes 2 (LLP2)	8	Introduction the function of the cortex and the impact of brain injury (Phineas Gage)

<b>3. Use of imagination and creativity in their learning</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	Seen in a range of projects.	All years	<p>Pupils develop their work from observation and then use their imagination and creativity to develop their own artwork, such as:</p> <p>Fantastic animals in clay Year 7            Cubist portraits to show emotion Year 8            Surrealist landscapes (images have meaning) Year 9. Year 11 exam project etc.</p>
Business Studies	2	1	10	Students prepare their own marketing mix for a product of their choice.
		3	11	Students carry out market research and identify ways in which a business can improve their customer service.
		8	13	Students devise a business plan for a business of their choice.
		36	12	Students devise a business plan.
	2	4	12	Students devise a brochure giving guidance on communication in a business.
CACHE	Level 2 Diploma	All units	10/12/13	<p>Adapting the curriculum to enable students to present work in a variety of ways.</p> <p>Use of ICT, creative resources and visual aids to enable all students to actively learn.</p> <p>Using feedback from students to change the environment and take on board their ideas.</p>
Dance		All units	10-13	Throughout the course students are required to choreograph their own dances based on a theme of their choice.

				This theme needs to be obvious to the audience so they need to be imaginative and creative with their exploration of moves.
Design and Technology	All design modules. All D+T subjects	Designing	7-11	Pupils are given design techniques to explore their imagination and creativity.
Drama	All work			These are the tools of Drama and Performing Arts
English	Literature	Poetry from different cultures	7  10	Creative writing for GCSE is limited as examination boards tend to set writing tasks based on non-fiction tasks for examinations. However, there is some degree of imagination in transformation tasks where students switch one genre (advisory) to another (narrative).  Assignment 2 'Homelessness'
History	How and where to build a castle	Medieval England	7	Students design and build their own castles based on lessons in which they are taught about the methods of attacking castles
ICT	Programming  Game Making  Faking It	4 6 5 2	KS3	Students are given the tools and knowledge to program their very own computer program which fosters their interest in the subject and how things such as apps that they use every day work.  Students also look at programming their own computer games and take into consideration what games are appropriate for age and gender depending upon content  In the "Faking It" unit, students use graphics editing tools to airbrush/manipulate their own digital images to create new images

	Digital Products		11	Engaging with users to develop and design software to meet their needs
Maths			7-9	All students in Years 7-9 engage in extended investigative tasks at the end of each half term. These tasks are designed to allow students to think creatively and learn in their own way.
Media	Coursework	G321/ G324	12/13	Students in year 12 are required to create an opening sequence to a thriller film.  Students in year 13 are required to create a music. Idea and two ancillary text, or a music genre of their choice.
		B321/B324	10	Students in year 10, are required to create two film posters and a four page magazine.
MFL	Studio 1, module 5		7 French	Talent show
	School		10Ger/10 Fr Y8 Sp	Pupils design ideal school  "I'm a Celebrity Get Me Out of Here" – eating bugs using the past tense
	Food			Creating 3D food presentations
Music		Unit 2	KS3	Each of the 18 units contains a compositional element where students are encouraged to be creative in their creation of ideas.
		Unit 6, 18	GCSE	Students have to produce 2 compositions.
		Units 2, 5	BTec A-level	Students have to produce a creatively mixed audio master.  Students need to produce one composition per year.

PE	Core PE	All sports	7-11	Students will lead sessions throughout their time at West Hatch (during PE), allowing them a level of creativity and imagination.
	BTEC Sport	Sports Coaching	12 & 13	Students plan and deliver imaginative and self-designed coaching sessions with younger pupils of the school.
PSEC	Law Morality Awareness Health Politics	All	All	Topics are covered in 'project' style formats, where students are expected to carry out their own research into real life stories, as well participate in discussions in lesson time.
RS	KS3	Religion and Ethics	8	Students complete an assessment based on Christian and ethical teachings on money. Students pitch for a good cause, design a charity name and justify how money should be spent.
SEN		Miller's Tale	8	Pupils create a DVD cover to encapsulate the essence of the story. They also do manuscript writing.
		Private, Peaceful and Poetry	9	Pupils create their own poems and diary entries about war and relationships.
Science	NA	Life and Living Processes 1 (LLP1)	7	Making a model cell homework project
	NA	Life and Living Processes 2 (LLP2)		Making a model nerve cell

<b>4. Willingness to reflect on their experiences</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	Unit 1 - 4	KS5	Pupils explore and reflect on their own experiences and interests in a range of projects. They are given the opportunity to choose their own personal focus. E.g. Personal identity and portraits. Passions and obsessions.

Business Studies	D	8	13	Students explain how their business plan works, what they would change and if the business is viable.
CACHE	Child development	Unit 1	Year 10	All units include criteria on reflective practice. Linking own experiences to current practice enables students to make links.
	Diploma	All units particularly unit 13	Year 12/13	Reflective practice tasks relate to practical tasks in the setting, link to feedback and target sheets.  Teaching of reflective models and cycles.  Class discussions promote a safe environment to discuss and share.
Dance		All units	10-13	Every lesson students have to reflect on their experience in the dance class, evaluating their strengths and weaknesses.
Design and Technology	All marking modules. All D+T subjects	Evaluation	7-11	Pupils test and evaluate their products against function, assessment criteria, aesthetics, customer satisfaction.
Drama	ALL WORK			When discussing ideas we encourage student to relate to their experiences / knowledge of the topics Students always reflect on their work and that of others
	1	Autumn	12	Stanislavski use of emotional memory
English		Poetry from different cultures	7	
	Coursework Literature. Great Expectations and Refugee Boy		10 and 11	Students may reflect on ideas in literature and compare them to their own lives. Lesson on Colleen Rooney versus a nurse (Day in the Life).
Geography		Controlled assessment	10/11	Evaluation of the field work and collection methods
		Arctic pipeline	7	Decision making on whether a pipeline should be built.

		RAG sheet	7,8,9,10,11,12 & 13	Written reflection on their assessments and efforts to improve work.
History				All students are encouraged to reflect on their wider understanding of a topic before it is taught in greater depth in their History lessons
ICT	Throughout	All	All	Students are guided to reflect on their learning at the end of each unit in every year group. We ask for WWW and EBI, looking at where the student has grasped a topic and where they feel they need further development
Media	Coursework	B321/B324 G321/G324 FM1	10 12 13 12	All students are required to write an evaluation of their productions, to discuss their knowledge and understanding of the codes and conventions that were used, software, strengths, developments and the wider industry.
MFL	Module 5 module 5	Unit 1 Unit 5	8Fr	Ma vie sociale d'ado (My Social Life) (studio 2) Mes priorites (My Priorities) (studio 2)
Music			KS3	PLCs (Personal Learning Checks) encourage students to reflect on their experiences after every unit.
PE	Core PE BTEC Sport A-Level	All sports Sports Coaching Sports Performer	7-11 12 & 13 12 & 13	Students reflect on sessions they have been part of, designed or lead throughout their time at West Hatch (during PE), allowing them a level of creativity and imagination. Students have to plan & deliver imaginative and self-designed coaching sessions for younger pupils at the school. These are reviewed also. Most units including Leadership (13), Rules & Regs (22), encompass this. Students review class work as well as their sports performer booklets, their impact upon themselves and others in the sports world.
RS	KS3 B601, B603	All units	7-8 9-11	Students continually reflect on their own experiences in lessons verbally through class and group discussions

SEN				<p>Social skills – this only works when pupils self reflect.</p> <p>Also, self esteem group and mentoring in the LSC (Learning Support Centre)</p>
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**Moral – the moral development of pupils is shown by their:**

<b>1. 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</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	A range of projects	All years	Pupils are given the opportunity to discuss morality in critical studies, looking at the work of other artists.
Business Studies	4	1	10	The legal responsibilities of employers and their staff. How laws affect business.
	6	1	12	
	3	2	12	
	5	1	10	Consumer protection and the impact it has on both business and the consumer.
	3	2	12	
2	8	13		
CACHE	Level 2	Unit 2	10	<p>Induction to courses.</p> <p>Study of moral development of children.</p> <p>Discussion of own moral values and influences.</p> <p>Opportunities to reflect on moral dilemmas.</p> <p>Study of legislative Acts within the UK.</p>
	Diploma	Legislation booklets Unit 1, 8,14, 15		<p>Importance of being role models for children, professional and ethical standards of behaviour, codes of conduct and inclusive practice.</p> <p>Understand the DBS process.</p>
Design and Technology	Various All D+T subjects	Various	7-11	Health and Safety on all machines, workshop procedures and tools/equipment. Training gives clear guidance on the right and wrong way of using equipment and tools.
Drama	1	Autumn	7	As part of introduction we use cautionary tales Eg 'Matilda'



	3	Spring	8	'A Day Off' truancy and consequences
	3	Spring	9	London Riots. Young Offenders
	Devising/ Improvisation	Autumn	KS4	Persecution; Ripple Effect = consequence of actions
English	Literature	Winter term	10 and 11	Literature coursework in year 11 and engagement with ideas and ethical concepts within poetry and literature. Lesson on traffic wardens. Lesson on Mark Duggan and coursework task.
Geography		My stuff	8	Child labour. What are the conditions like and should children be allowed to live like this? Compare their lives to their own using the letter to the PM assessment.
History	Holocaust	WW2 and Nazi Germany	9	Students study the actions of the white community in this difficult period of American History and discuss how this shared History impacts on today's society.
	Civil Rights in the USA	Controlled Assessment and Black Peoples of America	11 and 8	
	Life in the British Empire	Slavery and life in the colonies	8	
ICT	E-safety, Security and Ethics	1	7	Students learn about which types of information should and shouldn't be shared online, what can happen to that information and what is appropriate/inappropriate in an online context
	Computing in the wider context	1	8	
	Digital Products	2	11	Acknowledging sources and respecting copyright when developing digital products

Law		2/3/4	12 and 13	In Units 2-4 students apply the civil and criminal laws of the UK to scenarios involving negligence and offences against a person.
Media	FM2	Exam topic C Social and political issues	12	Students are required to compare the different representation of characters in two British films, that are based on crime.
	G324	Exam topic B Collective identity	13	Students are required to compare the collective identity of British teenagers in British films and British magazines, from different years.
Music			All  KS3 BTec	Sanctions, restorative departmental meetings  Entry protocol at the start of KS3 lessons. Research into possible job roles in the music industry and the need for these to ensure safety and compliance of rules and regulations.
PE	Core PE	All sports	7-11	Students get the chance to referee in all sports on the curriculum
	BTEC Sport	Rules, Regs and Officiating	11-13	Students get the chance to referee in rugby, football and basketball – even gaining a qualification in the sport
	A level PE	Sports Performer booklets	12 & 13	Students get the chance to referee in rugby, football and basketball – even gaining a qualification in the sport
PSEC	Law Morality Drop down days	Justice Terrorism Human Rights Abortion Euthanasia Racism	All	Units of work conducted during the form time curriculum for PSHEe and citizenship.
RS	KS3	Religion and Ethics	7-8	Students recognise and are able to discuss the difference between right and wrong, based on Christian teachings. For example, they are given scenarios in real life and link these to biblical teachings about what is right/wrong ie – theft.

	B601, B603	Science and Religion Religion and the Media	9-11	
SEN				Social Skills and Smart Thinking is a program delivered to enable students to identify their wrong doings and the consequences.
Science	NA	Nerves and Drugs (NAD)	9	Classification of drugs and laws relating to drugs
	NA	Interdependence 2 (INT2)	8	Biological warfare
	B711 / B741	C1	10	Debate animal testing.

<b>2. Understanding of the consequences of their behaviour and actions</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art		All years	Pupils are expected to follow the art department code of conduct.
Business Studies	3 1	3 2	13 11	Exploitation of workers by multinationals through payment of labour wages.
	1	1	12	Characteristics of entrepreneurs (ethical stance).
CACHE	Level 2	Unit 1	Year 10	Knowing their role and responsibilities and how legal frameworks contribute to these.
	Diploma	All units	Year 12/13	Understanding that safeguarding, equality and safety laws must be followed. When in settings verbal and written warnings can be issued in accordance with breeches of behaviour. Knowing they may not complete the course of study if such issues arise.
Dance		All units	10-13	Behaviour in class is constantly monitored and dealt with if it is not appropriate.

Design and Technology	Various All D+T subjects	Various	7-11	Health and Safety on all machines, workshop procedures and tools/equipment. Training gives clear guidance on the right and wrong of using equipment and tools. Pupils then understand that incorrect use will have consequences.
Drama				When exploring topics we always look at the issues from all viewpoints encouraging empathy and understanding
English	Language		10 and 11	Lesson on 'Etiquette vs TOWIE' (Year 10) Teachers using school sanctions and rewards in English lessons.
Geography		Coasts	Yr9	Hallsands, understanding how the actions of others could cause catastrophic impacts on a community.
		Impossible places	8	Spread of disease such as Malaria. Students assess if this is a curable disease and how?
History		The English Civil War	8	Students investigate the moral and ethical issues that surround these conflicts and investigate the different interpretations of these events and the contemporary view of these conflicts
		The Break with Rome	7	
		The Cold War	10	
		The Holocaust	9	
		Life in Nazi Germany	10	
		Life in the British Empire	8	
ICT	E-safety, Security and Ethics	1	7	"Be upstanding" looks at how students should respond to cyberbullying, what the consequences of inaction might be and how this impacts upon society
	Computing in the wider context	1	8	
	Digital Products	1	10/11	

				Considering accessibility issues when evaluating and developing digital products
Media	FM2	Exam topic C Social and political issues	12	Students are required to compare the different representation of characters in two British films that are based on crime.
	G325	Exam topic B Collective identity	13	Students are required to compare the collective identity of British teenagers in British films and British magazines, from different years.
MFL	Module 5	Unit 1	8Fr	Ma vie sociale d'ado (My Social Life) (studio 2)
	module 5	Unit 5		Mes priorites (My Priorities) (studio 2)
Music			All	Sanctions and restorative departmental meetings.
PE	All lessons	All lessons	7-13	All students are made to realise the consequences of any breaking of rules/laws or both of the school and in the wider world and how they are reflected in everyday society. If rules/laws are broken students are punished within the department and if needed passed up to senior teachers/management as appropriate.
PSEC	Drop down days Focus sessions	Behaviours and consequences	All	Year 7 and 8: Sessions from Fire Department and Highways Agency. Year 9: Session from the Police department and a reformed criminal. Year 10: Sessions from reformed addicts. Year 11: Session from Stand Against Violence. Year 12: Highways agency, drug/drink driving.
RS	KS3	Religion and Ethics	7-8	
	B601 B603	Commitment	9-11	
SEN				Social Skills and Smart Thinking is a program delivered to enable students to identify their wrong doings and the consequences.
Science	NA	Nerves and Drugs (NAD)	9	Classification of drugs and laws relating to drugs

	NA	Nerves and Drugs (NAD)	9	The impact of legal drugs (tobacco and alcohol) on society, including cost to NHS
	NA	Interdependence 2 (INT2)	8	Sexually transmitted diseases
	NA	Interdependence 2 (INT2)	8	Debate vaccinations and whether this should be mandatory. Consideration of herd immunity and the impact of anti-vaccination views on groups such as the immune-suppressed.
	NA	Health and Fitness (HAF)	9	The impact of obesity on society, including cost to NHS.
	NA	Life and Living Processes 1 (LLP1)	7	Relationship between diet and health, fitness and obesity.

<b>3. Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	1 - 4	KS5	Pupils investigate a range of projects and issues to gain a greater understanding and appreciate the viewpoints of others. Topics they research include sexism in society, body image, war, racism, cultural and social issues etc.
Business Studies	1	2	11	Looking at the production of goods, specifically the use of "sweat shops". They look at reasons for their use (reduce costs etc).
	3	3	13	
	2	11	10	The increased use of fair trade products and how and why business use them.
	1	1	12	
	2	4	13	Business ethics vs profitability objectives why behaving ethically is important.
	2	11	10	
CACHE	Level 2 Diploma	All	10/12/13	Research is included in all aspects of the curriculum to enable students to discuss, debate and express viewpoints.

	Class discussions/debates			Topics such as smacking, immigration, is it ethical to use food in creative play, children from Jehovah witness backgrounds.
Dance		40:dance choreography	13	Students are required to write a critical account of a professional dance piece and look at Swansong a piece questioning human rights. Students are asked to offer their own opinions and understand the viewpoints of others.
Design and Technology	All D+T subjects. Various	Various	7-11	Pupils evaluate existing products, discuss and then talk about their environmental impact particularly the use of materials.
Drama			7 8 9	Cautionary Tales/ Myths and Legends  Refugees, Truants, Bullying, Peer pressure  Riots we look at the mother who turned her child over to the police and explore moral dilemmas.
	Devising/Working to Commission	Autumn/Summer	12/13	Human trafficking/ Amnesty/ Human Rights
English	Language	Spring	10 and 11	Writing and argue (behaved objective writing): Mark Duggan letter Mobile phone ban for addiction Banning violent computer games
Geography		Tectonic hazards	8	Empathy diary extract of living through an earthquake event.
		Decision making exercise	11	Students use a range of data and investigate a problem. They use their moral and ethical understanding and the viewpoints of others to explain if the proposal should go ahead.
History		The English Civil War	8	Students investigate the moral and ethical issues that surround these conflicts and investigate the different interpretations of these events and the contemporary view of these conflicts
		The Break with Rome	7	

		The Cold War	10	
		The Holocaust	9	
		Life in Nazi Germany	10	
		Life in the British Empire	8	
ICT	Faking It	5	7 & 8	Students look at airbrushing in the media and what this means for body image and possible social issues that come of this.
	Digital Devices	1	10/11	Investigating the impact of digital inclusion and the digital divide locally, nationally and globally
MFL	9/10	1	8 Fr	Ma vie social – discussing use of internet/social media
	La cultura		11 French, German, Spanish	Impact of the environment, and how to make a positive impact
			11 Spanish	Los Toreos – bullfighting – is it acceptable to kill animals in sport?
Music			All tutor groups	The Radio station provides discussion points and a varied presentation of moral and ethical issues for students to engage with.
PE	Core PE	All sports lessons	7-13	Students are encouraged to have positive thoughts and feelings towards all others social backgrounds.  Students who have differing lifestyles, social backgrounds and/or economic status are encouraged to work and play together in lessons and sports teams.



				We encourage positive attitudes towards people's choice of sexuality, no prejudice against gender, race or ethnicity within the sporting world. Sports examples are backed up in lessons to show sports adopt these ideals.
PSEC	Morality	Capital Punishments	All Years	Units of work conducted during the form time curriculum for PSHEe and citizenship.
RS	KS3	Religion and Ethics	7-8	Students use evidence to discuss and debate moral and ethical issues such as euthanasia and abortion. They learn how to form balanced arguments on such issues.
	B601 B603	Science and Religion	9-11	
SEN		Private Peaceful	9	Discussion re silent objectors in WWI
		Poetry	9	Mental health and the impact it has on people.
Science	NA	Interdependence 2 (INT2)	8	Debate vaccinations and whether this should be mandatory. Consideration of herd immunity and the impact of anti-vaccination views on groups such as the immune-suppressed.
	NA	Interdependence 2 (INT2)	8	The use of DDT as a pesticide – environmental impact versus human impact of malaria.
	NA	Health and Fitness (HAF)	9	The impact of obesity on society, including cost to NHS.
	NA	Health and Fitness (HAF)	9	The impact of legal drugs (tobacco and alcohol) on society, including cost to NHS
	NA	Forces 2 (FOR2)	8	Cost/benefit analysis of spending public money on space exploration in the face of national debt.
	NA	Life and Living Processes 1	7	Fertilisation and conception – discuss when life begins.
	B711 / B731	B1	10	

	B721 / B731	B3	10/11	Genetic testing – views of different religious and links to abortion
	B721 / B731	B3	10/11	DNA fingerprinting and holding genetic information in databases
	B721 / B731	B3	10/11	Cloning of plants and animals, potential to lead to cloning of humans
	B721 / B731	B3	10/11	Stem cell research, rights of foetus and abortion
	F335	B3 F215	11 13	Genetic engineering, ethical and environmental concerns. Gene therapy
		B6 F215	11 13	Somatic or germ line therapy, which should be legal?
		Agriculture and Industry Unit 5	13 13	Biotechnology  Sustainable development in agriculture to meet the need of an exponentially increasing population. The impact of new technologies such as work at CERN on beliefs and faith.

**Social – the social development of pupils is shown by their:**

<b>1. Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds</b>				
Subject	Module	Unit	Year Group	Comments
Business Studies			All Year groups	Students complete a lot of group work within lessons as well as practical tasks when looking at theory topics. Throughout their courses they work together in a similar fashion when working on presentations, report writing, posters etc.
CACHE	Level 2 Diploma	All	10/12/13	Seating plan which is changed regularly to ensure all pupils work with one another. Pair work and peer assessment encourages a communication between pupils.  Trips and visits encourage bonding and relationships outside of the classroom environment.  Encouraging pupils to share experiences in class.
Dance		All units	10-13	In dance the students often have to work in groups or pairs and thus with pupils from different religious, ethnic and socio-economic backgrounds. Those who attend dance club do this on a larger scale as they work with all ages from 7-13 from a variety of backgrounds.
Drama			KS 4 5  KS3  Whole school	Visits to theatres, workshops at external venues, Booking external companies for 'Planning Event'  School Shakespeare working with industry professionals and other schools  School Production
Business Studies	Various All D+T subjects	Various	7-11	High amounts of group and peer work are used as an essential part of the design and make process.
English			10 and 11	In lessons, different socio-economic, ethnic backgrounds and ability groups.

				Paired work in lessons. Group tasks/presentations. Speaking and listening: carrying out presentations and discussion.
Geography		Coasts	9	Hallsands. Working in groups to sort cards into a logical order and find out what happened.
		Rivers	12	Group work looking at maps and discussions
History			7-13	Students grow in confidence in their interactions with others and take part in a range of activities requiring social skills in the lessons including giving presentations/debating issues and topics and more interactive activities such as speed dating and carousel activities. All units of study from year 7 to 13 allow students to explore the causes of events and in doing so they question the reasons and rationales for people's actions.
ICT	Collaborative Project	6	7, 8 & 9	Students must work together on a joint project using collaborative working tools. This involves communication between different groups/types of people and ensuring that all people within the group are treated with respect and courtesy. It also involves students evaluating the performance of others and holding each other to account for lack of work
	ICT in Society	1	10/11	Discussing issues surrounding the use of social networking
	Digital Products	2	11	Eliciting from users their requirements when developing and designing digital products
Media	Coursework	G321	12	Students in year 12 are required to create an opening sequence to a thriller film, within groups.
		G324	13	Students in year 13 are required to create a musical idea and two ancillary texts, for a music genre of their choice, within groups.
MFL			Year 8-11	Use of informal/formal register – tu/vous, du/Sie etc

Music			All	<p>Group work forms the bulk of the activities at KS3. These groups are set in a variety of ways including teacher set, friendship grouping and by similar ability, according to the task at hand.</p> <p>At KS4 students are often encouraged to work together to solve problems and to engage with one another in discussions.</p>
PE	GCSE, BTEC & A level	Target groups	11-13	Students study the government reformatory policies regarding target groups and their under-representation in the UK sporting world
PSEC	Law Morality Awareness Health	All	All Years	Topics are covered in 'project' style formats, where students are expected to carry out their own research into real life stories, as well as participate in discussions in lesson time.
RS	All	All	All	In each lesson, students use a range of skills through discussion and debates in order to work with a diverse range of students and to appreciate their backgrounds.
SEN				This happens regularly in the LSC.
Science	All	All	All	Developed in all units of the science curriculum from KS3-5 through group work and cooperation, for example while completing practical work.

<b>2. Willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	A range of projects	All years	Pupils participate in art critiques where they compare and comment on each other's work and help each other by giving a target to improve.
CACHE	Level 2 Diploma	All		Work placement experiences will enable students to work in real environments and experience a range of settings. Observations and feedback will show if students can work in teams and build relationships. Developing a wider knowledge and realism of 'responsibilities' within early years and if this will be their future career choice.

				Demonstration both in class and in placement of professional standards of behaviour and conduct, teamwork and responsibility.
Dance			11,12,13	Students who offer to assist with the school dance show lead sessions for the younger students and volunteer to help with extra-curricular activities.
Drama		Spring	10  ALL KS's	30 Gifted and Talented year 10 students take part in Jack Petchey Speak Out Challenge  Students can volunteer for technical training and support school and community events  School Production
Geography		Fieldwork	10/11/12	Participating in field work co-operating with each other to get data collected and helping each other with the measurements etc.
ICT	Computing Fundamentals	Units A451 and A452	10/11	Discussing changing leisure patterns and work practices, privacy and confidentiality of data held in systems, opportunities for access to information, and environmental issues
Media	Coursework	G321  G324	12  13	Students in year 12 are required to create an opening sequence to a thriller film.  Students in year 13 are required to create a musical idea and two ancillary text, for a music genre of their choice.
MFL			All	Use of role play for linguistic interactions
Music				Extra-curricular clubs such as the Bands, Choirs and Radio station give students from different backgrounds and year groups the chance to interact and work together towards a common goal.
PE	SSCO links	Young leaders	9-13	Students go into the primary schools to run, lead and aid with sessions  Students also attend events internally (inter house) and externally (SSCO family tournaments) whereby they referee/marshall/umpire events as a form of volunteering

SEN		SEN		Inclusion Sports – Target Team Duty Student for Learning Support Centre Work experience on an hourly basis in school
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**Cultural – the cultural development of pupils is shown by their:**

<b>1. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	CD design	9	Pupils look at music from different genres to develop CD designs. They are introduced to a wide range of different styles of music and associated imaginary to develop their appreciation of their own and other people's heritage.
Business Studies	4	3	13	Global marketing and how it is shaped depending on the needs of different cultures and customs.
	2	3	13	Multinational businesses and how they adapt to different cultures and customs, classification of company cultures and their influence on corporate objectives.
	3	12	11	
	4	2	13	
	2	2	12	
CACHE	Diversity	All	10/12/13	Induction activities on self-awareness and individuality.  Valuing and respecting one another and celebrating differences.  Class displays and coursework will include reference to own culture.
Design and Technology	Various All D+T subjects	Designing and Marking	7-11	Using existing products and design movements (heritage) to influence and inform their own designing and making.
Drama	2/3/4/5/6	Across year	7	Shakespeare/Silent movies/Myths and Legends (Greek theatre)
	1/3		8	Superheroes/Melodrama and Victorian theatre
	3	Spring	9	Stanislavski and naturalism
English	Poetry from different cultures		7	Lessons that explore the progression and history of the English Language from middle ages to present day.
Geography		Beautiful Britain	7	What makes us British? Looking at the heritage that makes up Britain. Family trees.



		Russia	8	Cultural Russian influences
History		Local study of London	7	Students investigate how British culture has been shaped by the various influences of migration to this country and city of London. They also look at the close links with the former colonies of the British Empire their influences on our culture and the words and ideas that have entered our consciousness from the middle East.
		Medieval Islam	7	
		The British Empire	8	
Media	G322	Exam topic A Representation	12	Representation of characters in British and American TV dramas
MFL			7-10 French and Spanish	Differences between Britain and target language countries. Input of FLA (Foreign Language Assistant) to highlight cultural differences
Music			KS3	Various world music topics covered per year. See <b>Spiritual q. 1.</b>
PE	A level	History of Sport	12	The history of sports development within Britain and the globalisation of sport due to the British empire.
	World of Sport	World of Sport	10-13	The world of sport unit looks in depth at the different world sports on offer throughout Britain and the rest of the world
	Summer term	Diversification in sport	Year 8	A sporting project has to be created re diversity and different world sports.
RS	KS3	Religion and the Media	8	Students learn to appreciate the role of the media in shaping their opinions, and to appreciate what else in their lives helps to shape these.
SEN		Miller's Tale	8	Looking at French and Latin influences on language and culture.

<b>2. Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	House competition	All years	Pupils are given the opportunity to enter a House competition based on their favourite pop stars
		A range of projects	All years	Opportunity for creativity in exploring a number of themes looking at historical and contemporary art, craft and design from around the world. Students are able to reflect on its purpose and meaning.
Business Studies	2	2	12	Potential impact of migration on economic growth.
	3	4	13	Potential causes of economic growth and relative poverty of countries.
	2	12	11	
CACHE	Diversity	All	10/12/13	Class discussions and displays. Answering questions on what and why in relation to cultural aspects, i.e. why do women wear hijabs, what is kosher food.  Work experience in diverse settings.
Design and Technology	Various All D+T subjects	Designing and Marking	7-11	Using existing products and design movements (heritage) to influence and inform their own designing and making.
Drama	2	Autumn	8	As part of refugee Boy students enact a first day at West Hatch.
English	Poetry from different cultures		7	'Refugee Boy' Poems from Different Cultures (Zephaniah, Agard, Nichols)
Geography		Beautiful Britain	7	Where do you come from? Researching the cultural backgrounds of people in the class.
History		Local study of London	7	Students investigate how British culture has been shaped by the various influences of migration to London from 1600 to the present.
MFL			7-10	Cultural awareness. Differences between Britain and target language countries
			7-11	Raising awareness of countries as multicultural

Music			KS3	Various world music topics covered per year (see <b>Spiritual q. 1</b> ).
PE	A level	History of Sport	12	The history of sports development within Britain's schooling system and the globalisation of sport due to the British empire.
	World of Sport	World of Sport	10-13	The world of sport unit looks in depth at the different world sports on offer throughout Britain and the rest of the world and how this impacts upon the learners we have here at West Hatch.
	Summer term	Diversification in sport	Year 8	A sporting project has to be created re diversity and different world sports – this is then contextualised into how it is adopted and implemented in PE at West Hatch.
PSEC	British Values and Society	All	All Years	Units of work conducted during the form time curriculum for PSHEe and citizenship.
RS	KS3	Religious Identity	7	Students learn about what religious identity means, and what it looks like for people of different faiths. Through discussions, they are able to draw on the experiences of students in the classroom who are from a variety of different backgrounds.
Science	B711 / B731	B1	10	Discussion of reasons for differences in diet, e.g. religious and ethical beliefs.
	B712 / B731	B2	10	Debate origins of universe, consider different beliefs and compare to Big Bang theory.
	B712 / B751	P2	10	Compare Darwinism, Lamarkism and Creationism with regards to the origins of species
	NA	Life and Living Processes 1 (LLP1)	7	Fertilisation and conception – discuss when life begins.

<b>3. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</b>				
Subject	Module	Unit	Year Group	Comments
CACHE	Level 2	Unit 3	Year 10	Visit to Houses of Parliament to understand how laws are passed. Teach historic legal Acts which have impacted upon current legislative frameworks. Students to fully understand why Acts were introduced and impact on society today
	Legislation booklet	All	Year 12/13	
Drama	Devising	3	KS5	Using Stimuli such as Amnesty and Human rights encourages students to investigate UK and other countries systems
History		Who were the chartists?	8	Students learn the early attempts made to reform the parliamentary system in the mid19 <sup>th</sup> century and the campaign for women to achieve the franchise in the early 1900s
		Who were the suffragettes?	9 and 11	
Law		1	12	Students learn how parliament makes UK laws.
PE	A Level PE	History of Sport	12	Students have to understand the political structure of Britain and how this has impacted upon the British sporting industry over the past 130 years
PSEC	Politics	UK political systems compared to other countries political systems.	All Years	Units of work conducted during the form time curriculum for PSHEe and citizenship.

<b>4. Willingness to participate in and respond positively to artistic, sporting and cultural opportunities</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	GCSE, AS and A Level	KS4 – KS 5	Art trips to the National Gallery, The Tate Modern and the National Portrait Gallery to develop pupil's analytical and cultural understanding of a range of other artists work from around the world.

CACHE	All curriculum activities across school	All	Year 10/12/13	Appreciation of art/natural world in relation to the curriculum in the early years and their own personal experiences. Will actively participate in practical activities in class and engage in display work, visits and trips.
Dance		All units	10-13	Through-out the dance course students participate in many artistic and cultural performances. The Year 11 students organise, choreograph and direct their own dance show. All years perform in the school dance show.
Design and Technology	Various All D+T subjects	Various	7-11	Artistic culture and design eras, shape design and examination of them as influences. The shapes pupils own designing and making.
Drama			Whole School	School Production, concerts and Dance Evening  School Shakespeare Trips to Theatres and other venues  Exam performances for external audiences
English			7-13	Recent trip to Othello
Geography		Russia	8	Sochi winter Olympics. How they were staged? What the impacts have been.
Music			All	Many opportunities to perform, both in and out of the classroom.
PE	Core, GCSE, BTEC & A level	All sports	7-13	All PE lessons at all levels relate to sporting and cultural opportunities
RS	KS3	Religion, Art and Music	8	Students produce project based work looking at the influence that religion has had upon art and music through the ages.
SEN				SEN Inclusion Sports – Target Team

<b>5. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</b>				
Subject	Module	Unit	Year Group	Comments
Art	Art	Cultural Masks	7 and 10	Pupils analyse, compare and comment on different cultural masks from around the world. To understand how and why these were made.
Business Studies	2	3	13	Cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales.
CACHE	Level 2  Diploma	All  Unit 12	10  12/13	<p>Anti-discriminatory practice, examination of society, culture, beliefs and the effects on others. Nurturing empathy and caring for others.</p> <p>Considering international perspectives on education and children's rights.</p> <p>All units include sections on diversity and inclusive practice. All teaching includes how to work with children and families from different backgrounds, cultures, social groups and lifestyles.</p> <p>Class discussions ensure any pre-conceived ideas and thoughts are openly shared. All students understand they must not allow personal preferences to interfere with their role and work.</p> <p>Displays on prejudice, discrimination and equality within the classroom.</p> <p>Celebrating festivals, faiths and cultures which include all students and those unfamiliar to them</p>
Design and Technology	GCSE RM	CA	10 and 11	Culture can be a heavy influence on designing and therefore pupils on design with a high level of understanding of and respect for culture.

	GCSE CTG	CA	11	Develop understanding of cultural diversity through international cookery.
Drama			ALL KS's	Students have to examine work from different viewpoints and convey them to an audience in a fair and balanced way.  Empathy with characters they portray  Script work using Mark Wheeler 's work
English		Poetry from different cultures	7	
Geography		Impossible places	8	Understanding the importance of world diseases such as HIV and Malaria. How they can be prevented or alleviated.
History		The Local study of London	7	In these programmes of study students are taught the consequences of religious and racial intolerance. They are also taught the cultural diversity of different nations and how to respect and celebrate this diversity and how that often impacts on modern day British culture and identity
		Medieval Islam	7	
		The British Empire	8	
		The Black People's of America	8	
		The Holocaust and Nazi Germany	9 and 10	
		The Civil Rights Movement	11	
MFL	5	2	8Fr	Les jeunes contre l'injustice 'Youth Against Injustice' (human rights)

Music				Various world music topics covered per year and see <b>Spiritual q. 1.</b>
PE	Core PE	All sports lessons	7-13	Students are encouraged to have positive thoughts feelings towards all others personal life choices. We encourage positive attitudes towards people's choice of sexuality, no prejudice against gender, race or ethnicity within the sporting world. Sports examples are backed up in lessons to show sports adopt these ideals.
PSEC	Law	Prejudice and discrimination Religious Laws	All Years	Units of work conducted during the form time curriculum for PSHEe and citizenship.
RS	KS3	Aspects of Worship, Festivals, Religion art and music.	7-8	Students develop a wide understanding of world faiths. Through this, they are able to understand the benefits of cultural diversity within society and the school community. Through class discussions, pupils are able to show tolerance and understanding of one another.
Science	B711 / B731	B1	10	Discussion of reasons for differences in diet, e.g. religious and ethical beliefs.
	B712 / B731	B2	10	Debate origins of universe, consider different beliefs and compare to Big Bang theory.
	B712 / B751	P2	10	Compare Darwinism, Lamarkism and Creationism with regards to the origins of species
	NA	Life and Living Processes 1 (LLP1)	7	Fertilisation and conception – discuss when life begins.