

### The Purbeck School SMSC Provision

The Purbeck School’s SMSC programme is always under review. When specific areas need to be addressed further, they will be done so through the Personal Development Curriculum, Tutor Programme or individual subject areas.

#### SMSC Audit Curriculum Coverage: October 23

The spiritual development of pupils is shown by their:	Where we support the spiritual development of pupils:
<ul style="list-style-type: none"> <li>a) ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>b) knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>c) sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>d) use of imagination and creativity in their learning</li> <li>e) willingness to reflect on their experiences</li> </ul>	<p><b>Applied Tourism</b></p> <p>Explore the values and feelings of those in other countries and in the UK when looking at the UK as a destination and when examining motivations to travel to other locations around the world (Unit 3 Dynamic Tourism and Unit 2 Worldwide Tourism Destinations)</p> <p>Imagination and creativity when designing their own tourism event and trip itinerary (Unit 4 – Event and itinerary planning)</p> <p><b>Art &amp; Photography</b></p> <p>KS3: Year 7 - Night life of trees scheme explores spiritual values through cultural designs and links to the Ghond Tribe and their beliefs. Imagination and creativity are nurtured throughout the course and we encourage students to express themselves through their designs. This can take a spiritual focus if they wish.</p> <p>KS4: Identity project within Art/Photography – students are encouraged to explore their own identity and can reflect upon this in a spiritual manner if they wish. They can reflect honestly on experiences and create work with narratives. Art history allows us to reference religious artworks.</p> <p>KS5: Individualised project within Art/Photography – students are encouraged to explore their own identity and can reflect upon this in a</p>

	<p>spiritual manner if they wish. They can reflect honestly on experiences and create work with narratives. Art history allows us to reference religious artworks.</p> <p><b>Business</b></p> <p>Business looks at business as a whole within the global context, therefore the differing requirements of different countries including religious aspects, for instance Islamic doctrine on 'borrowing' and 'interest'.</p> <p>In Yr10, 11, 12 &amp; 13, the primary discussions centre around relationships and ethical drivers for good business, so the link between a company and differing customers and how meeting customers wants / needs makes business more effective.</p> <p>The use of case studies relevant to yr 10 to 13 is intended to allow students to explore their known world and create both insight and fascination with how business operates and they interact within it. The use of companies such as Apple, Amazon, Teslar and aspirational companies such as Rolex and fashion brands, especially Nike, are used to generate enjoyment, engagement and interest.</p> <p>Most topics start with the existing interaction between the student and the topic by asking them to reflect on their current experience such as customer service, or the impact of Branding on their purchasing decisions.</p> <p><b>DT</b></p> <p>How beliefs affect food choice.</p> <p>Special diets e.g. religion/cultural, beliefs, vegan etc. Organic, local, food miles</p>
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	<p><b>Geography</b></p> <p>All units are focused around creating a sense of enjoyment and curiosity about places around the world. Trying to instil a respect for different people and cultures all around the world, as well as enjoying learning about a wide range of places.</p> <p>Year 7 - Understanding different cultures (Brazil unit and World Cities – Mexico City)</p> <p>Year 8 – Understanding life and culture in Zambia and Ethiopia and USA and Iceland and India, respect for different values and ideas</p> <p>Year 9 – Understanding and fascination of places around the world – rainforest Brazil, life in the Arctic and a hot desert (Sahel). Examine life in Tanzania and the wider UK</p> <p>Year 10/11 – Life in Zambia, the wider UK, Mexico City and Iceland and Ethiopia as well as Tanzania and Costa Rica, Arctic and Antarctic</p> <p>Year 12/13 - Life in the UK, Japan, Central America and Iceland, and the Philippines.</p> <p><b>History</b></p> <p>The ability to be reflective about beliefs (religious or otherwise) is a theme visited throughout KS3, 4 and 5. In Year 7 and 8, there is a big focus on the role of the Church and the impact of the Reformation, as well as comparisons with Islamic Empires. In Year 9, students learn of the Holocaust’s human impact.</p> <p>The KS4 GCSE course further develops reflection on these themes, visited in courses about the Development of Medicine, and Elizabethan England.</p> <p><b>Year 7</b></p> <p>What did the Islamic Empires do for us? – Alternative religion and culture</p>
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	<p>What stories have historians told us about the medieval period? Henry II and Thomas Beckett – church and state relations          What can we learn about indigenous peoples? – alternative religion and culture</p> <p><b>Year 8</b>          Why did people challenge the church in the 16<sup>th</sup> century? – Church and state          How successful were campaigns for equality, from 1800?</p> <p><b>Year 9</b>          What was the impact of the Second World War? – Human impact of holocaust</p> <p><b>GCSE</b>          Health and Medicine 500-today – thematic study          Elizabethan England 1558-1603 – study in depth</p> <p><b>MFL</b></p> <p>In both languages, throughout KS3 and KS4, we look at a wide range of countries where French and Spanish is spoken. We look at broad aspects of cultural differences (food, religions, school, family life).</p> <p>We investigate religious festivals such as Day of the Dead (year 7 Spanish, year 10 Spanish), Easter/Holy Week (Spanish year 10, French year 10), Christmas (French and Spanish, all years), Eid and Diwali (French year 10). This provides knowledge of other peoples’ faiths and values.</p> <p><b>PE &amp; Sport</b></p> <p>Students use various creativity skills in dance, gymnastics and trampolining, designing routines and sequences for performances.</p>
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	<p>In all sporting activities, students reflect constantly on their own performance, linking directly to gold, silver and bronze criteria. They also reflect on others performances through group and individual based peer assessment as well as self-assessment.</p> <p>In OCR practical unit, students create drills and session plans to deliver to each other. Students write detailed evaluations on their delivery and produce action plans for improvement.</p> <p>In OCR examination unit, students learn about specific target groups, barriers which prevent them from participation, and ways in which they can overcome these barriers. They learn about numerous sports-based initiatives which helps support some of these target groups including: 'This Girl Can' (increasing female participation) and 'Kick It Out' (decreasing racism in sport).</p> <p><b>Psychology</b></p> <p>Spiritual education in Psychology involves students having the opportunity to consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs. Students are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other students' opinions to develop a range of balanced view points. Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.</p> <p><b>Science</b></p> <p>Science is using evidence to make sense of the world. It has the ability to make us feel both enormously insignificant (compared to the scale of the</p>
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	<p>visible universe) and enormously significant (we are genetically unique). It helps us understand our relationship with the world around us (how the physical world behaves, the interdependence of all living things). Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world. For scientists, this is a spiritual experience and drives us onwards in our search for understanding.</p> <p>Learning about the scientific perspective on the start of the universe (P16) and the evolution of life (with consideration of religious beliefs)</p> <p>Debating and discussing ethical issues in science such as cloning, genetic modification, nuclear power, climate change (C13 climate change, B16, B17, B18 – Human impact on environment – air and water pollution, global warming, extinction)</p> <p>Scientific perspective on evolution (B14 and B15), cloning (B14), genetic engineering (B14, B15) Organ transplants (B12, and B4) Vaccination – for and against (B6)</p> <p><b>Personal Development</b></p> <p>Enrichment curriculum  Praise &amp; rewards policy  School ethos: kindness, aspiration &amp; perseverance  Yr 7, Positive body image &amp; body confidence  Yr 8, healthy coping strategies for mental health  Yr 10, Promoting</p> <p><b>Library</b></p> <p>Themed displays tie in to religious festivals.  The 'Mindfulness Station' is stocked with colouring and puzzles that tie in to current festivals and celebrations, eg Diwali, Christmas etc.</p>
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	<p>The book stock is curated and maintained to ensure as wide as possible diversity of authors from a variety of ethnic and religious backgrounds. Large display for Holocaust Memorial Day, using resources from HMD alongside promoting relevant book stock.</p> <p><b>Maths:</b> Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our students.</p> <p>We are sensitive to students' individual needs, backgrounds and experience.</p> <p>We aim to give all students an appreciation of the richness and power of maths.</p> <p>Maths in the real world is embedded in all units of work.</p> <p>We promote a sense of wonder in the exactness of mathematics in the exploration of infinity, <math>\pi</math>, topology, complex numbers and real-world examples.</p> <p>We encourage the students to appreciate the enormity of the world of Mathematics as it has developed through time.</p> <p><b>PRE:</b></p> <p>Embedded in all units from year 7 to 11, all topics will have a chance at some point to reflect on their beliefs as attainment target 2 is reflect on own views i.e. we look in year 8 environment, we look at how the world started and reflect on their beliefs. In year 9, we look at life after death, crime death penalty and what they believe</p>
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	<p>At key stage three, in year 7 and 8, we look at the six key religions plus alternative belief systems like humanism, so students can understand the faith, teachings and feelings and values, it is linked to attainment target 1 knowledge of beliefs teachings and actions</p> <p>We try, where appropriate, to apply views and others about the world and how created. In year 9, particular in the philosophy and environment units, we look at the world, how it is made, respect of it. In year 11 GCSE, we have a unit of awe and wonder of the world</p> <p>We encourage creativity i.e. design own creation story or creating stories or debate where appropriate</p> <p><b>English:</b></p> <p>Through the study of wide range of texts of different voices, studying, with empathy, the perspectives that characters have on their own lives.</p> <p>The texts studied – poetry, novels and plays are all supportive in teaching the students about the world around them and how the world has changed.</p> <p>Creativity often fostered in writing and speaking tasks – short stories and poetry creation. Imaginative interpretations of texts encouraged.</p>
<p><b>The moral development of pupils is shown by their:</b></p>	<p><b>Where we support the moral development of pupils:</b></p>
<p>a) ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>b) understanding of the consequences of their behaviour and actions</p>	<p><b>Applied Tourism</b></p> <p>Looking at UK regulations and how they can differ from regulations in other countries, and showing respect when travelling to other countries (Yr12 Unit 1 – UK as a tourism product)</p>

<p>c) interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p>	<p>Examining ethical issues around tourism and the tourist industry and how it can impact socially, economically and environmentally (Yr 12 Unit 3 – Dynamic tourism)</p> <p><b>Art &amp; Photography</b>  KS4: considering the viewpoints of others through personal investigations and externally set tasks</p> <p>KS5: considering the viewpoints of others through personal investigations and externally set tasks</p> <p><b>Business:</b></p> <p><b>Yr 10 Topic - Business aims and objectives</b> covers specific moral and ethical issue:  Non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.</p> <p>Yr10 – Topic <b>Legislation</b> covers the need for regulation in business and consequence of breaking both the spirit and the letter of the law</p> <p><b>Yr 10 Topic - External Influences</b> specifically addresses moral and ethical issues such as climate change, response to crisis such as war</p> <p><b>Yr 11 Topic - Ethics and the Environment</b> is a unit of work focused entirely focused on:</p> <ul style="list-style-type: none"> <li>a. how ethical considerations influence business activity: possible trade-offs between ethics and profit</li> <li>b. how environmental considerations influence business activity: possible trade-offs between the environment, sustainability and profit</li> </ul> <p><b>Yr 12 and 13</b> Cover ethical decision tools</p>
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	<p><b>DT</b></p> <p>Health &amp; Safety within all units of work, food Hygiene, H&amp;S, food legislation.</p> <p>Sustainability, ecological footprint, social footprint.</p> <p>KO's M2 Y7 &amp; 9. Pre-post-test. Climate: Processing</p> <p>Food security -6 R's and New Technologies projects.</p> <p>Design influences. Work of others. Fairtrade. Working to a budget. Working to design briefs, adapting and evaluation throughout projects.</p> <p><b>Geography</b></p> <p>Units such as Year 9 'Climate change' and Year 10 'Changing Climate' and Year 13 'Global Governance' all allow exploration into legal law and boundaries and therefore consequences of not abiding by the law.</p> <p>Year 11 'Resource Reliance' and Year 13 'Global Governance' look at ethical consumerism and how to be a good global citizen and care for others and the world around us</p> <p><b>History</b></p> <p>History is a subject that lends itself to debates and consideration of different viewpoints. The ideas of right and wrong and consequences are a theme throughout. For example, moral and ethical issues are discussed and debated about the reasons for slavery (Y8), the decision to drop the atom bomb (Y9) and the different tactics used in Civil Rights campaigns.</p> <p><b>Year 7</b></p>
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	<p>What stories have historians told us about the medieval period? – ‘Bad’ King John</p> <p><b>Year 8</b>  Why should Britain not forget the Slave Trade?  How successful were campaigns for equality, from 1800?</p> <p><b>Year 9</b>  What was the impact of the Second World War? Was it right to drop the bomb?  What was the Cold War? Animals in space.</p> <p><b>GCSE</b></p> <p>Health and Medicine 500-today, medical ethics  Germany in Transition 1919-39: The treatment of Germany’s Jews  The Development of the USA 1929-2000: Civil Rights and Black Power  Elizabethan England 1558-1603 – The ‘Middle Way’ religious settlement</p> <p><b>MFL</b></p> <p>In year 10 (French and Spanish), we cover the topic of social issues including homelessness and poverty. We offer views about what could or should be done about it. In year 10, we also look at the topic of the environment where we express our viewpoints on the problems facing our planet and what we should/could do about it.</p> <p><b>PE &amp; Sport</b></p> <p>In the OCR examination unit, numerous discussions take place around minority groups and various reasoning through in-depth discussion occurs as to how they can be included more.</p>
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	<p>Unit 11 at Level 3 specifically focusses on target groups where students design training session specifically for: obesity, specific races, pregnant women, disabled and the elderly. Students have to provide justifications of these session plans as to how and why they meet the needs of the specific individual type and how that holistically increases participation.</p> <p>Students frequently learn throughout the OCR course about positive and negative behaviour, especially as to how this can be influenced by the media. For example, Caster Semenya being banned from athletics for having too high testosterone level. Lance Armstrong's being caught for taking performance enhancing drugs. Ben Stokes being caught fitting outside a night club etc. More recently the open case racism in the Yorkshire cricket team, as well as the child abuse claims into British Gymnastics'.</p> <p><b>Psychology</b></p> <p>Moral education in Psychology involves students discussing values, attitudes and beliefs relating to a range of ethical, social and controversial issues. This includes areas of study on culture bias, ethical costs of conducting research, non-human animals, scientific status and sexism. Moral education spans across all areas of study in psychology with ethical issues being discussed and applied to a range of theories, studies, contemporary debates and applications for the various topics studied. In addition to this, students investigate crime and punishment in depth within the Forensic Psychology unit.</p> <p>Considering a range of ethical issues including ethical issues when using human participants, ethical issues when using non-human animals, dealing with ethical issues, ethical issues arising for the application of psychology to real world applications</p>
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	<p><b>Science</b></p> <p>Whether it's the ethics behind certain medical treatments (P13), the environmental impact of industry (P1&amp;3), or how government funding is allocated to scientific projects; moral decisions are an important aspect of Science. Scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence (not prejudice). As teachers, we encourage pupils to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner.</p> <p>Studying and discussing the impact on human beings on the environment, the problems created by industry and possible solutions (C5 metal extraction, C13 climate change, C14 use of materials).</p> <p>Impact and consequences – B5 and B6 Communicable diseases how spread and how limit spread including vaccination and treatment, B7 Non communicable diseases (cancer, smoking , alcohol, effects of diet) B11 Hormones (reproduction, menstrual cycle, artificial control of fertility, infertility treatments), B4 and B12 organ transplants, dialysis, B16, B17, B18 – Biodiversity, feeding relationships, effect of growing population (includes global warming, air pollution, water pollution, food security and sustainable food production, extinction), B15 Development of antibiotic resistant bacteria</p> <p><b>Personal Development:</b></p> <p>Year 8, rights and responsibilities online</p> <p>Year 8, recognising &amp; challenging homophobia and disability, tackling racism &amp; religious discrimination</p> <p>Year 9, Law in relation to consent</p>
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	<p>Year 10, Equality Act, extremism, women's rights</p> <p>Year 11, sexual harassment, domestic abuse, forced marriages</p> <p><b>Library</b></p> <p>The new subscription to 'Issues Online' provides access to contemporary thought and guidance in ethical and moral issues relevant to teenagers, especially to be used in PSHE and RE. Digital and print access allows use in lessons by teachers as well as independent study by pupils.</p> <p>The library book stock is curated to ensure that although challenging issues will be encountered, issues will be resolved in an appropriate manner. Where a book is considered potentially contentious, the librarian will read it before adding to stock to ensure appropriateness.</p> <p>The librarian subscribes to 'Empathy Lab', a project to promote empathy and personal development through reading in schools.</p> <p><b>Maths</b></p> <p>Within the classroom, we encourage respect and value listening to others views and opinions on problem solving.</p> <p>We promote discussion about mathematical understanding and challenge assumptions, supporting students to question information and data that they are presented with.</p> <p>We show the students that we are on a quest for truth by rigorous and logical argument whilst discouraging jumping to conclusions.</p> <p>We explore and evaluate the use of Statistics to inform or mislead us in our current data obsessed society.</p>
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	<p>Percentage work is clearly linked to current financial topics, such as loans, debts and investment returns.</p> <p>It is acceptable to make mistakes as long as the correct methodology to obtain the otherwise correct answers is then learned and remembered</p> <p><b>PRE:</b>  In the island unit in year 7, we look at rules, in year 9 the unit is on crime and punishment so looks at where rules come from and why need rules, and different types of punishment. In year 10, GCSE we have a whole unit again on crime and year 10 GCSE/ core we have a unit on human rights and where rights come from. In year 9, we look at a unit on war and discuss different views both religious secular and ethical if war is just.</p> <p>We look at this a lot in the island unit when looking a laws, the year 8 unit on environmental ethics, and responsibility and in year 9 and 10 on the crime and human rights units</p> <p>In year 10 and 11, we look at ethical units on medical ethics and animal testing abortion etc and reflect on what is right and wrong</p> <p><b>English:</b>  Through variety of texts we study right and wrong and look at exploitation as an overarching theme when studying <i>class</i>, <i>gender</i> and <i>race</i> in a wide range of texts such as The Tempest, Sign of the Four and short story units in year eight.</p> <p>Consequences of behaviour is looked at in wide range of texts – Macbeth / Romeo and Juliet. Consequences of war.</p>
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	<p>Inspector calls is a morality play and is explored as such. Moral issues such as the support of refugees and those with PTSD are supported through the poetry unit.</p>
<p><b>The social development of pupils is shown by their:</b></p>	<p><b>Where we support the social development of pupils:</b></p>
<p>a) use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</p> <p>b) 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</p> <p>c) acceptance and 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; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p>	<p><i>Please refer to specific units of work and concrete examples:</i></p> <p>Art &amp; Photography KS3: Year 8 – Annie Morris / Year 9 – German Expressionism DaDa War</p> <p><b>Business</b></p> <p>Most units of work ranging from year 10 – 13 examine different socio-economic groups and discuss lifestyles in context. Extensive exploration of market segmentation and demographic consideration for both GCSE and Cambridge Technical is at the core of understanding customers</p> <p>We look at diversity in context of meeting needs and wants examining how different cultures and different identities bring diversity to an area and affect ‘doing business’ . We discuss different attitudes to diversity and perceptions of how best to serve customers from diverse (local &amp; global) backgrounds.</p> <p><b>Yr10 / 12 / 13 Topic - Legislation</b> covers the need for regulation in business and consequence of breaking both the spirit and the letter of the law, further exploration of case studies of where companies have broken the law and why regulation is in place to protect society (example is Wells Fargo in USA scandal)</p> <p><b>DT</b></p> <p>Units of work: Helping others during practical as well as research tasks.</p>

	<p>KS4 presenting to others.</p> <p><b>Module 5</b> KS5 flipped learning: presentations</p> <p>Designing for others/clients with a range of needs. Cost of ingredients, cultural beliefs, food choices, needs of consumer, lifestyles.</p> <p>Practical sessions/ working with others: Washing up/teamwork</p> <p>Rule of law – RIDOR, H&amp;S Act, COSHH.</p> <p>Diversity of food choices e.g. religious, moral, ethical &amp; vegan.</p> <p>International cuisine: Food traditions.</p> <p><b>Geography</b></p> <p>Most units of work ranging from year 7 – 13 examine different socio-economic groups and discuss lifestyles.</p> <p>We look at diversity within cities (Year 7: World cities, Year 10: UK 21<sup>st</sup> Century and Year 12: Changing Places) examining how different cultures and different identities bring diversity to an area. We discuss different attitudes to diversity and perceptions of place.</p> <p><b>History</b></p> <p>Understanding the nature of society and our position within it is a key focus. Types of government (both democratic and non-democratic) are studied; e.g. Roman (Y7), Stuart (Y8) and 20<sup>th</sup> century extremism (Y9, Y10). Changes in society and also diversity are explored, e.g. the rights of</p>
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	<p>women, minorities and LGBTQ+ people (Y8). British values and the nature of British society are considered, along with the impacts of multiculturalism and how it has helped to enhance the country (Y8).</p> <p><b>Year 7</b>  How far did the Romans change Britain? Government and 'civilisation'  How far did the Normans change England? Feudalism</p> <p><b>Year 8</b>  What is Britain? Development of the UK  How far did the Civil War change England? Parliamentary development  Why should Britain not forget the Slave Trade?  How successful were campaigns for equality, from 1800?</p> <p><b>Year 9</b>  What were the key developments of the twentieth century? Suffragettes  What was life like in 1920s America? Changes for women, civil rights  Why did Communism and Fascism grow? Political extremism</p> <p><b>GCSE</b>  Germany in Transition 1919-39, political extremism, totalitarian society  The Development of the USA 1929-2000, developments in society</p> <p><b>MFL</b>  In year 10 (French and Spanish), we cover the topic of social issues where we address the importance of volunteering and helping others.</p> <p>Throughout the course, we talk a lot about the importance of different cultures and languages. We talk about acceptance and tolerance towards others.</p> <p><b>PE &amp; Sport</b></p>
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	<p>All core PE lessons integrate numerous SPI social skills, in particular communication and co-operation. Groupings of students are frequently mixed up and students have to constantly work in both individual and team environments covering 16 different sporting activities at KS3.</p> <p>Social context is given to introduce various sporting activities, e.g. in Cross-Country linking to altitude training/nurture of under developed countries, i.e. Kenyans, Ethiopians etc.</p> <p>Students have various opportunities in both KS3, KS4 and KS5 to volunteer through the SSCO Sports Partnership programme with the Purbeck Primary School Pyramid. This include every Thursday coaching leading, officiating and running different sports to our 12-school primary cluster. This is also incorporated in Unit 8 of Level 3, where students have to involve themselves in three separate events and run one by themselves. One of these is targeted at primary school students with specific SEN needs in a full day of team building activities at Carey Camp including: low ropes, team building games, climbing and orienteering.</p> <p><b>Psychology:</b></p> <p>Social education in Psychology involves students being encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures. They will learn to respect and understand different human behaviours that occur in these cultures and societies. Throughout Psychology, students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.</p> <p>Covering a range of social and contemporary debates including: Culture Bias (cross cultural studies, difference or bias, ethnocentrism, historical and social context),</p>
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	<p>Ethical costs of conducting research (benefits to society, individual participants, potentially negative consequences for society, use of ethical guidelines),</p> <p>Non-human animals (BPS Guidelines for Psychologists Working with Animals, comparative / ethological psychology, use as a therapeutic device, speciesism)</p> <p>Sexism (gender difference or gender bias, heterosexism, historical and social context, the 'invisibility' of women in psychology)</p> <p><b>Science</b></p> <p>Scientists are collaborators. Sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method. We encourage pupils to work together on scientific investigations and to share results (to improve reliability). Science has a major impact on the quality of our lives. In Science lessons, pupils consider the social impact (both positive and negative) of science and technology</p> <p>Studying the scientific method and how scientists collaborate to share and test ideas. (Many practical activities).</p> <p><b>Personal Development:</b></p> <p>Charity / fundraising days  Student Council  Assembly Programme  Yr 9, Law in relation to consent</p> <p><b>Library</b></p> <p>The new pupil library assistant programme (Summer 2023) has attracted 14 pupils who will take on a position of responsibility within the library. They are developing new skills, especially in working as a team and learning</p>
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	<p>to commit to a shared rota of duties. Often programmes such as these attract pupils whose social skills are not particularly mature, and this gives these pupils the opportunity to develop these skills in a safe, non-pressurised and non-judged environment.</p> <p>Year 7, 8 and 9 advanced readers' book groups allow an opportunity for socialisation outside the classroom, with themed activities around reading and books. 'Book Speed Dating' for example enables rapid, unpressured discussion.</p> <p>Increased use of the library, and in particular the use of board games at breaks, offers a social opportunity that differs from the rest of the school environment.</p> <p><b>Maths:</b></p> <p>In classrooms, we look for opportunities for pupils to use mini-whiteboards to promote self-esteem and build self-confidence.</p> <p>We encourage collaborative learning in the classroom – in the form of listening and learning from each other as well as paired discussion / working partners.</p> <p>We help pupils develop their mathematical voice and powers of logic, reasoning and explanation by offering explanations to each other.</p> <p>We seek out events and team maths challenges for increased pupil involvement.</p> <p>We exhibit pupils work in maths classrooms - to share their good practice and celebrate achievement through creating informative displays.</p> <p><b>PRE</b></p>
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	<p>Crime and punishment units and human rights units look at democracy law respect i.e look at racism and prejudice and discrimination and sexism etc in year 10 core and GCSE</p> <p><b>English:</b> The department supports the oracy of students through scaffolded slides and has pushed development of oracy in lessons through CPD this year.</p> <p>Cooperating with others is supported by the oracy slides which offer frameworks with how to disagree without offending.</p> <p>Tolerance is implicitly promoted through the study of literature which, by its very nature,</p>
<p><b>The cultural development of pupils is shown by their:</b></p>	<p><b>Where we support the cultural development of pupils:</b></p>
<ul style="list-style-type: none"> <li>a) understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>b) understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>c) ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>d) knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>e) willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>f) interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to</li> </ul>	<p><b>Applied Tourism</b> Examine how the UK and its significance and heritage makes it an important tourist destination (Yr12 Unit 1 – UK as a tourism product)</p> <p>Lots of opportunity to examine different locations around the world and therefore find interest in exploring them and finding out about their beliefs, cultures and faiths. (yr 12c Unit 3 – Dynamic tourism and Yr 13 Unit 2 – worldwide tourism destinations) <i>k and concrete examples:</i></p> <p><b>Art &amp; Photography:</b> KS3: Year 7 – Night life of trees</p> <p><b>Business:</b></p>

which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Business is fundamentally driven by understanding the differing needs and wants of different people. This context is in place in almost all units of work, known as market segmentation. Thus, different cultures, nationalities and globalisation is discussed in terms of how best to meet differing requirements in order to attract those customers. Yr 10, 11, 12 and 13 all study market segmentation and customer needs and wants.

Discussion and contextual exploration of the overriding need to make profit as a cultural, socio economic, religious and ethnic leveller specially explored in Aims and Objectives in Yr10 and 12.

Yr 13, explore how business makes decisions and what components are required to make good business decisions. Non-financial factors such as ethics, diversity are looked at in the context of Corporate Social Responsibility and how companies can combine social responsibility with profit.

**DT**

Designers – new/modern – work of others.

International cuisine.

Cost of living – Local farmers/producers.

Work of others – using international cuisine to develop traditional products.

KS4 module 5.

KS4 module 4, 5.

**Geography**

Year 7 (World Cities) Year 10 (UK 21<sup>st</sup> Century) and Year 9 (Changing UK) and Year 12 (Changing Places). Look at the significance of the UK and its heritage. Examine how the role of the UK has changed over time. Different religious and ethnic background. Year 12 (Changing Places) looks lightly at the governance of placed in the UK. All units which examine different

	<p>countries around the world, try and look at how diversity is something to be celebrated</p> <p><b>History</b></p> <p>An appreciation of influences which have shaped students' own cultural heritage is encouraged in a range of ways. Developments in religion and its impacts, such as the Christian Church and Islam (Y7 and Y8) are developed, enhancing student's cultural development. Students are engaged by the nature of Britishness by studying the creation of the UK and its Empire (Y8), its role in modern times, especially during the World Wars (Y9 and 10) and the development British institutions such as the NHS (Y10), and its differences from other nations (e.g. the USA, Y9 and Y11).</p> <p><b>Year 7</b></p> <p>How much can historians learn about prehistoric Britain? Origins of local culture and landscape  What did the Islamic Empires do for us? Non-Christian cultures  What can we learn about indigenous peoples? Non-Christian cultures</p> <p><b>Year 8</b></p> <p>What is Britain? Creation of the UK  Why did people challenge the church in the 16<sup>th</sup> century? Religious schism and the Church of England  How far were the 1800s an Industrial 'Revolution'? Growth of Empire and economy</p> <p><b>Year 9</b></p> <p>What was a soldier's experience on the Western Front? Sacrifice of WWI  What was life like in 1920s America? Alternative cultures  What was the impact of the Second World War? Britain's role</p> <p><b>GCSE</b></p>
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	<p>Health and Medicine 500-today, creation of NHS, role of British individuals</p> <p><b>MFL</b></p> <p>Throughout KS3 and KS4, we talk about a wide range of countries and cultures where French and Spanish are spoken. Ranging from European countries, African nations and American countries. We investigate the lives of people of a similar age to our pupils, looking at how they differ and how they are similar to our own. We talk about the different religions and faiths in those countries. Within that discussion we look at the difference in socio-economic statuses of the different French and Spanish speaking nation. We do this by comparing the lifestyles of children in those countries to our own.</p> <p>Pupils have the opportunity to gain knowledge in music of a wide genre from the different cultures we study. We also look at important and famous sporting stars and events.</p> <p><b>PE &amp; Sport</b></p> <p>Through the diverse curriculum offer at KS3/KS4, students undertake a vast array of sporting opportunity allowing more elements of choice in KS4. This gets students to shape their own curriculum pathway.</p> <p>Students have various sporting opportunity in a more competitive context in both lunchtimes, after school clubs and sporting fixtures against other schools in various PEDDSA, Dorset and friendly based competitions.</p> <p>The Purbeck PE Departments ethos is based around MASS PARTICIPATION, so any students that commits to an extra-curricular club will represent the school no matter how good or not they are at that specific sport.</p> <p>Students are also encouraged to take part in inter-house every term, leading to a 2-day Olympic themed sports day in July every summer.</p>
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	<p><b>Psychology</b></p> <p>Cultural education in Psychology involves students studying human behaviour in different cultures. Students will develop their understanding of and respect for the different influences people have and the effect it may have on their behaviour. They will also discuss how research carried out in traditional western societies may not be applicable to other cultures. Students will explore topics such as masculine and feminine behaviour and how that may be different in different cultures, looking in detail at culture bias and gender bias; studying different types of culture and cultural differences, ethnocentrism, androcentric, beta bias and alpha bias. In Psychology, students consider people of all faiths, races and cultures and their varying beliefs and practices. This is especially considered when looking at cultural and gender differences. They are taught that differences occur but to view these with respect and tolerance.</p> <p><b>Science</b></p> <p>Science permeates modern culture, and has played a key part in developing it. It is (both currently and historically) an international activity. In Science lessons, we explore and celebrate research and developments that take place in many different cultures, both past and present. We explore how scientific discoveries have shaped the, beliefs, cultures and politics of the modern world.</p> <p>Investigating the impact of significant scientists from around the world (C1 development of the atomic model, C2 development of the periodic table, C15 Haber process, B6 Development of vaccination, how drugs are discovered and developed, B14 Evolution Darwin, B15 History of genetics, B15 Classification systems)</p> <p><b>Personal Development</b></p> <p>Assembly programme – external speakers i.e. Armed Police, My Time</p>
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	<p>Young Carers, Street Doctors  Yr 7, Marriage, arranged marriages, healthy v unhealthy relationships  Bold Voices  Assembly Programme linked to national awareness days  Reading Canon for PM Tutor Time  Yr 7, Marriage, arranged marriages, healthy v unhealthy relationships  Yr 8, recognising &amp; challenging homophobia and disability, tackling racism &amp; religious discrimination, living in a diverse society and challenging stereotypes  Yr 9, Bullying  Yr 10, gender identity &amp; expression</p> <p><b>Library</b></p> <p>The library book stock is curated to ensure a wide cultural diversity, both in terms of authors and content. This is of particular importance in our largely monocultural context, offering a representation that pupils may not encounter locally.</p> <p>Each reading list produced by the librarian and publicised on the WebApp will have a variety of cultural representation.</p> <p>By liaising with HoDs over syllabus content, the library stock will reflect the cultural diversity of each department curriculum.</p> <p>Displays in the library promote a range of concepts and identities, in the hope of creating an inclusive environment. Recent topics have included 'LGBTQ Reads' for LGBTQ UK History Month, 'Shelf Help' alongside the Reading Well Agency and 'Neurodiversity' to tie in with Mental Health Week.</p> <p><b>Maths</b></p>
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	<p>We share the appreciation with the pupils that mathematics, its language and symbols have developed from many different cultures around the world: e.g. Egyptian, Indian, Islamic, Greek and Russian roots.</p> <p>We look to make explicit reference to Mathematicians contribution to progression of the subject as we teach topics throughout our schemes of work.</p> <p>We investigate and research cross cultural patterns – tessellation. We demonstrate and encourage diverse techniques e.g. for multiplication that have derived from different ancient civilisations. – Russian / Chinese multiplication, Napier’s Bones etc.</p> <p><b>PRE</b></p> <p>We look at different religions we also look at this in the demography unit in year 12 sociology i.e. Windrush generation and the commonwealth through emigration</p> <p>We do look at how values and things are similar and different in sociology we look at the demographics of the UK and how this has changed as we have become multicultural and how this shapes the UK we look throughout the sociology units at globalisation</p> <p>The crime unit in year 9 and human rights unit in year 10 GCSE and core</p> <p><b>English</b></p> <p>Pupils study a range of text from the English literary canon: Orwell’s Animal Farm in Year 7, Jekyll and Hyde in Year 8, The Sign on the Four in Year 9, An Inspector Calls in Year 10. In addition, pupils study 4 texts from Shakespeare: Much Ado About Nothing, Macbeth, Romeo and Juliet, The</p>
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	<p>Tempest. These texts frame pupils understanding of England's literary cultural heritage.</p> <p>d) Animal Farm Year 7: Pupils understand the different political systems, and compare the differences between socialism, communism and capitalism.</p>
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