

Magdalen College School
Policy for pupils' Spiritual, Moral, Social and Cultural development

Mission Statement

Members of the school community come to school each day to make a difference to the lives of young people in the Brackley area, to improve their life chances, by working in partnership with families to:

- enable everyone to achieve his or her full potential
- raise their aspirations and broaden their horizons
- prepare them for further study and the world of work
- celebrate hard work and achievement

British Values

Members of the Magdalen College School community subscribe to British values as detailed in the Prevent Strategy:

1. Democracy
2. Rule of Law
3. Individual Liberty
4. Mutual respect
5. Tolerance for those with different faiths and beliefs

These are included in the school's curriculum and reflected in the school's policies.

We value pupils' personal development and their spiritual, moral, social and cultural development. It is progression in these areas that enables pupils to consider their values and beliefs and also to develop the skills that they need to be employable. Pupils' social development and their sense of right and wrong are important considerations for young people to be able to make a contribution to society and to their employers. Appreciation of culture is an integral part of understanding British values and being able to express oneself. Opportunities are sought to enable pupils to explore all of these elements throughout their work at Magdalen.

Defining spiritual, moral, social and cultural development (*taken from the OfSTED handbook 2015*)

1. The **spiritual** development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

2. The **moral** development of pupils is shown by their:

- 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
- understanding of the consequences of their behaviour and actions
- 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.

3. The **social** development of pupils is shown by their:

- 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
- 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

- 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.

4. The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- 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
- knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- 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.

How are pupils spiritual, Moral, Social and cultural abilities developed in pupils at Magdalen?

At Magdalen a wide range of opportunities are available within the taught curriculum. These are detailed below. In addition the wide-ranging programme of extra-curricular activities and educational visits present opportunities for pupils outside of the taught curriculum. The wider curriculum-offer which is provided on extended learning days throughout the year also enables pupils to work outside the confines of the normal curriculum and to develop their skills and understanding in a variety of ways. A wide range of visitors to the school on these days and visits by pupils to other organisations give pupils access to a rich variety of experiences that support their individual development. A community cohesion day, for example, presents year 7 pupils with the opportunity to discuss with people from other cultures the differences in values and experiences from those with which they are familiar.

Assemblies give a wide range of opportunities for pupils to develop spiritually through reflection and to consider a wide range of moral issues. Consideration of British values are a regular feature of assemblies and pupils are encouraged to reflect on what it means to be a British citizen and to compare experience in Britain with that in other countries. Activities in tutor time are used to support and develop further thought in this area.

Curriculum Mapping

1. SPIRITUALITY

<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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 • willingness to reflect on their experiences. 	<p>A “Thought for the Week” is discussed each week in tutor time and/or assemblies to give pupils a focus for reflection on a relevant issue or philosophical idea.</p> <p>All pupils are encouraged to become reflective learners, and thus to develop a knowledge of themselves as individuals and as learners. The Magdalen Diploma provides opportunities for pupils to reflect on their strengths and weaknesses in relation to their personal development and employability skills and to use this as a basis for development.</p> <p><u>Science</u></p> <ul style="list-style-type: none"> ▪ AfL tasks that we complete one per module. Students typically complete them in the middle week of all modules. They can often choose a poster, story, poem or cartoon. These enable pupils to develop their spirituality by: <ul style="list-style-type: none"> ○ Creating a sense of enjoyment and fascination in learning about themselves, others and the world around them and ○ use of pupils’ imagination and creativity in their learning <p>Reflective sheet as back page on all module tests. These ask students to reflect on how hard they have worked, what they learned best and why, and how we could improve our modules. This approach continues at Key Stage 4.</p> <p><u>PE</u></p> <ul style="list-style-type: none"> ▪ Sportsmanship is integral to all lessons – pupils learn this in year 7 and it becomes autonomous. ▪ Achievement is self-assessed by the pupils at the end of the unit ▪ Competitiveness is encouraged in all games activities ▪ Spectator involvement is encouraged to help build life-long participation involvement in sporting activities
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Technology

- Evaluations of outcomes – listening to and considering others’ opinions
- Learning about their own capabilities and strengths
- All modules in all Technology subjects are highly creative, encouraging imagination
- Evaluations encourage reflection of their performance and outcomes

Inclusion

- Often discussed with DSEN/Inclusion students during lunch/break club with supervising staff in an informal manner

Music

- Pupils are encouraged to reflect on the relationship between music and spirituality, including pupils’ own spiritual beliefs.
- A study of use of music in different faiths and cultures is undertaken
- Pupils are encouraged to develop their creativity when developing compositions
- Pupils consider the effect that music can have in creating a mood, for example when creating music for special occasions, such as weddings and funerals

Year 7

Maths

- Maths & Art Extended Learning Day

English

- There is the opportunity for students to reflect on their personal lives through text types such as diaries and biographies, and to enhance their emotional understanding through the widening of their vocabulary

History

- Tudors and the Reformation. Students study the changing role of religion in Britain and the impact on British history.
- Cromwell and the Civil War. Students study the Civil War and learn about the impact on religion, society, law and politics

Religious Studies (Creative Curriculum)

- Examples include the investigation of the main beliefs and practices of the key world religions, with a specific focus on Christianity and Islam.
- Students also analyse their own religious beliefs, researching philosophical arguments for the existence of God and reflect on key questions such as Does God exist? And Why is there suffering in the world?
- Discussion of these issues is encouraged throughout the key stages, as is an expectation of tolerance and respect.

Art

Year 8

English

Spiritual development in English involves students exploring the implicit meanings of literary texts and empathising with characters facing problematic life situations, such as homelessness, racism and discrimination.

History

- French Revolution: Students study the different views, impact and learn about the world around them.
- Scientific Revolution: understanding different cultural views and the impact that these developments had upon society.
- Abolition of slave trade: considering the impact of the slave trade by studying individuals like Olaudah Equiano and abolitionists like Wilberforce or Clarkson.

Religious Studies

- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of the religions of Hinduism, Judaism and Christianity.
- Within each study of religion is an opportunity to analyse and reflect upon key spiritual aspects such as meditation, prayer and life after death.

PCSHE

- Students study charity and the role of charity within citizenship. They are asked to consider how different people see charity.
- Students study justice and the role of rights and

Year 9

Maths

Examples:

- Consideration of the nature of infinity during work on sequences

English

Spiritual development in English involves students exploring the implicit meanings of literary texts and empathising with characters facing problematic life situations, such as homelessness, racism and discrimination. The novels and texts that students study have been carefully selected so that students not only engage with the ideas but the emotional journey of the characters involved.

History

- Pacifism and the white poppy movement.
- Empire: democracy and the rights of the individual.
- Democracy/Dictatorship: students study the different views of nations: Communism and capitalism.
- Holocaust and atomic bomb. Students study the impact of these two events and are encouraged to consider the moral and spiritual impact.

Religious Studies

Learning about and reflecting on important concepts, experiences and beliefs connected to Judaism, Christianity and Buddhism.

	<ul style="list-style-type: none"> Frankenstein project; looking at identity and beliefs to do with creation Ethics and morals associated with cloning and grave robbing are explored 	<p>responsibilities. They are asked to consider different perspectives.</p> <p><u>Geography</u> There are many ways in which geography can contribute towards spiritual development:</p> <ul style="list-style-type: none"> Our relationship with the environment is studied throughout the Ecosystems topic Students reflect on their own values and beliefs, and those of others during the Development topic and the British or European topic We can give pupils opportunities to think about, for example, the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of the environment. <p><u>Art</u></p> <ul style="list-style-type: none"> Insects project looks at links between the natural world and creativity and also encourages students to explore the world around them 	<p><u>PCSHE</u> Students study rights and global issues. They are encouraged to consider how their life impacts upon their decision-making and world view. They are also encouraged to consider the life and experiences of others.</p> <p><u>Art</u></p> <ul style="list-style-type: none"> Disguise project helps students to explore aspects of identity Encourages exploration and independence in use of imagination <p><u>Food</u></p> <ul style="list-style-type: none"> Foods from around the World project
	<p>KS4</p> <p><u>Maths</u> Examples:</p> <ul style="list-style-type: none"> Consideration of the nature of infinity during work on sequences During problem solving and proof work Discussion and evaluation of methods used for more complex work. <p><u>English</u> The study of literature requires students to consider the world outside themselves. Furthermore the study of literary texts encourage a sense of awe and wonder. Questions arise naturally from a study of texts which create time for reflection and contemplation.</p> <p><u>History</u> Students study the Home Front – they consider the different views/causes of conscientious objection including religious, moral and spiritual.</p> <p><u>Religious Studies</u></p> <ul style="list-style-type: none"> Students are encouraged to “flourish individually, within their communities and as citizens in a diverse society and in the global community.” Therefore we often set reflective questions during lessons and also as homework tasks, encouraging students to consider their own spirituality (not necessarily as part of an organised religion) and reflect on their own position in society – do we have a moral responsibility to support the poor/refugees etc, all the time linking these points directly to the AQA RE GCSE syllabus 	<p>KS5</p> <p><u>Maths</u></p> <ul style="list-style-type: none"> Opportunities to discuss, explore and enjoy new approaches to investigating and considering the world around them within the ‘applied’ A/AS modules: Mechanics, Statistics, Decision. Many opportunities for enjoyment and fascination within aspects of pure maths in core modules and in further maths (eg calculus, complex numbers, proof by induction) During problem solving and proof work Discussion and evaluation of methods used for more complex work. <p><u>English</u> The study of literature requires students to consider the world outside themselves. Questions arise naturally from a study of texts which create time for reflection and contemplation. Open discussion is at the heart of English teaching and this facilitates questions about existence and purpose</p> <p><u>Religious Studies</u></p> <ul style="list-style-type: none"> Students continue to develop a spiritual aspect to their lives. This is encouraged through the A Level spec, with particular reference to the units in the philosophy of religion paper (the arguments for the existence of God and religious experience – referring the awe/the numinous/miracles etc) This is re-visited in year 13 investigating the Life and death unit – what is the nature of human life and what happens after death? 	

Geography

- On many occasions we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement in the 'Urban Environments' unit of work (Sep-Nov Yr 10 and 11), or the victims of a natural hazard in 'The Restless Earth' unit of work (Year 10 and 11) and to explore their own feelings about the people, places and environments they are learning about. These opportunities give pupils time to think and to relate their learning to personal experience, and will develop geographical understanding

Sociology

- Module B671 (Socialisation, gender and culture) and module B672 (Sociology of media, youth and crime) helps students to develop spiritually by:
 - a) Developing self-knowledge including an awareness and understanding of their own beliefs, norms and values.
 - b) Developing a respect for others beliefs, emotions and feelings.
 - c) Enabling them to make connections between different aspects of their learning e.g creating synoptic links in order to gain a holistic view of the development of gender, socialisation and culture
 - d) Encouraging them to develop their own thoughts, ideas and concerns and relate their learning to wider issues in society by asking key questions e.g Why? How? Where? What?
 - e) Inspiring them through resources, up to date and relevant case studies and a variety of teaching styles.

Music

- Pupils are encouraged to reflect on the reasons behind a composition being developed and the sources of inspiration

PE

- Individual identity but within a team is now recognised as powerful and necessary
- Appreciation of movement through all sporting activities

Art

- Different cultures explored in coursework 'culture' which introduces them to a wide range of beliefs and faiths.
- As part of their course they are expected to evaluate and reflect on their work and experiences.

Technology

- Discussion in Textiles about clothing cultures based around religious beliefs
- Learning new skills and personal development across a range of projects

Geography

- In Arid Environments, Coastal Environments, Ecosystems and Population and Resources, students need to consider the consequences of exploitation of these environments and resources, and consider feelings of those involved.

Sociology

Module SCLY1 (the sociology of the family) and module SLCY3 (the sociology of beliefs) sociology helps students to develop spiritually by:

- a) Developing self-knowledge including an awareness and understanding of their own beliefs, values and emotions.
- b) Developing a sense of empathy with others and understanding that human feelings and emotions affect people in different ways.
- c) Encouraging them to reflect e.g. through self-evaluation and target setting.
- d) Allowing them to express how they feel about a topic, piece of research, contemporary issue.
- e) Developing a respect for others beliefs, emotions and feelings.
- f) Enabling them to make connections between different aspects of their learning e.g creating synoptic links in order to gain a holistic view of the subject.
- g) Encouraging them to develop their own thoughts, ideas and concerns and relate their learning to wider issues in society by asking key questions e.g Why? How? Where? What?
- h) Inspiring them through resources, up to date and relevant case studies and a variety of teaching styles.

Music

- To understand the circumstances under which composers were working – having to write for the church as a job
- The effects of music on human emotion and how this is used in film music to create different moods

Art

- Students follow an independent line of enquiry in which they are encouraged to explore a broad range of artists and cultures as well as ethical and moral issues such as hunting, copyright and ownership.
- Extra-curricular opportunities encourage fascination with the world around them.

Technology

- Personal research into coursework which might take religious turns
- All courses encourage creativity
- Evaluations follow all projects.

Health & Social Care

- How experiences shape their lives

	<ul style="list-style-type: none"> • All courses encourage creativity and use of imagination • Evaluations follow all projects, and these promote critical and emotional analysis <p><u>Child Development</u></p> <ul style="list-style-type: none"> • Family experiences • Religious beliefs from family influence <p><u>Inclusion</u></p> <ul style="list-style-type: none"> • Discussed during sessions with the Learning Mentor and during other lessons in the Inclusion Faculty 	
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2. MORAL DEVELOPMENT

<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • 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 • understanding of the consequences of their behaviour and actions • 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>In tutor time discussion of current affairs takes place periodically in which pupils discuss relevant local and international events, which present moral dilemmas. Quizzes are used regularly in tutor times to support pupils' consideration and understanding of topical issues.</p> <p><u>Inclusion</u> Dealt with frequently during break and lunch club with DSEN and Inclusion students.</p>		
	Year 7	Year 8	Year 9
	<p><u>Science</u></p> <ul style="list-style-type: none"> ▪ Electrical circuits: Students learn the dangers of electricity. ▪ Tissues and transplants: Students learn about the moral and ethical issues surrounding IVF and organ donation. ▪ Ecology matters: Students learn about endangered animals and their conservation. ▪ Energy and sustainable living: Students learn about the dangers of burning fossil fuels. <p><u>English</u> Students discuss the moral dilemmas many characters face in the novels that have been selected.</p> <p><u>History</u> Cromwell and the Civil War. Students study the Civil War and learn about the impact on religion, society, law and politics.</p> <p><u>Religious Studies</u></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> ▪ Heat transfers: Students learn how nuclear power works and its dangers. <p><u>English</u> Students analyse the dilemmas many characters face in the novels that have been selected.</p> <p>Students evaluate the impact of the PRIDE values on characters (Positivity, Respect, Innovation, Determination, Excellence) in order to enhance these values</p> <p><u>History</u></p> <ul style="list-style-type: none"> • Victorian Values: looking at the concept of right/wrong and support for others. Where was this shown by the Victorians and where was this lacking. • Abolition of the slave trade: a moral focus upon the abolition and lies promoted about the slave trade. <p><u>Geography</u></p>	<p><u>Science</u></p> <ul style="list-style-type: none"> ▪ Cleaning up: Students learn the implications of burning fossil fuels, the Greenhouse Effect and global warming. ▪ Crime scene investigation: Students learn about forensic science and how it is used at crime scenes. ▪ GCSE Core Biology: Students learn the dangers of drug and alcohol misuse and the laws surrounding these substances. ▪ Science fiction: Students learn about the ethics of genetic modification ▪ A model career: Students learn about the effects of drugs and alcohol. ▪ On the farm: Students learn about organic farming. ▪ Cleaning up: Students learn about the effects of pollution <p><u>English</u> Students analyse the dilemmas many characters face in the novels that have been selected. They are also given the opportunity to</p>

	<ul style="list-style-type: none"> • Students complete a short PSHE unit, focusing on issues such as bullying and how a comment towards another student can affect the feelings of others. • In the “Into Africa” unit students investigate the issues arising from poverty and consider the causes and solutions to poverty. They also look at examples of religious charities including Christian Aid, Cafod and Islamic Aid. • They cover a major unit of study on Islam, researching the importance of the 5 pillars on Muslim faith and how these can be applied to specific issues including alms with Zakat (money to charity). Students discuss the merits of charitable giving and look at secular examples such as the “Give a cow” charity. <p><u>PE</u></p> <ul style="list-style-type: none"> • Star performers to show empathy of others • Peer assessment requires understanding and feelings • Follow rules of game • Group and teamwork requires respect for others • Rule breaking • Sportsmanship v gamesmanship <p><u>Music</u></p> <ul style="list-style-type: none"> • Medievalism • Life at the time • Status of musicians • Responsibility for influence • Male dominated • Evaluation of each other’s performance – being sensitive to people’s feelings • Drum skins - animals <p><u>Drama</u></p> <ul style="list-style-type: none"> • Theft scheme – moral issues of honesty • Bullying scheme – discuss ethics of community behaviour <p><u>Art</u></p> <p>Frankenstein project looks at:</p> <ul style="list-style-type: none"> • Cloning, IVF and other ethical issues 	<p>Most geographical issues have a moral dimension:</p> <ul style="list-style-type: none"> • Environmental relationships, in particular the Ecosystem Our Warming Planet (Jan-Feb) and the Coasts units of work, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea? • Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these. <p><u>Religious Studies</u></p> <ul style="list-style-type: none"> • Students discuss the issues of right and wrong, including what is morality and the idea of a religious and a secular law. • The starting point is a study of the 10 Commandments in the Judaism unit, which is further developed throughout KS3 and 4. • Students research what the commandments mean and how these might apply to modern day life. <p><u>PCSHE</u></p> <ul style="list-style-type: none"> • Justice: students study the role of justice, the courts and the police. They consider the way that the law is upheld and the importance this plays in society. • Sexual health: Students study the issue of consent, they are encouraged to look at the impact of people’s actions. Students also study self-esteem and look at how this can be altered by the actions of others. • Charity and the wider world: Students look at ethical and moral issues within charity and the role of charity within society. • Politics: Students study the political system and how it functions. They are encouraged to consider the different views and challenges that are present within the 	<p>explore the motivations of particular characters and certain moral issues both verbally and in their writing.</p> <p><u>History</u></p> <ul style="list-style-type: none"> • Women and the vote/poverty at the turn of the century. • Treaty of Versailles: considering the long and short term impact on society. The moral challenges that the peacemakers faced. • Holocaust and atomic bomb. Students study the impact of these two events and are encouraged to consider the moral and spiritual impact. <p><u>Religious Studies</u></p> <ul style="list-style-type: none"> • Students study a range of ethical issues in preparation for the AQA GCSE full course, studied by all Year 10 and 11 students. • Issues focus on justice, promoting racial and religious respect and community cohesion. These ethical issues include a unit on prejudice and discrimination, world poverty and planet earth. • The aim throughout key stage 3 RE and into key stage 4 is to consider the importance of rights and responsibilities and developing a sense of conscience when investigating the moral issues stated. <p><u>PCSHE</u></p> <ul style="list-style-type: none"> • Justice: students study miscarriages of justice and are encouraged to consider the different views of others. • Sexual health and health: students study the impact of choices and risky decisions upon their health and wellbeing. They will also be studying LGBTQAP lives/bullying as part of this unit; considering the impact of the behaviour of others and the impact on wellbeing. • The Wider World and Citizenship: students will be studying global moral and ethical issues, such as child soldiers. • Politics: students will study different political and electoral systems, this will
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	<p><u>Technology</u> Health & Safety – rights and wrongs discussed, shared and all Y7 sign up to the expectations, aware of the sanctions applicable.</p> <p><u>Child Development/Health & Social Care</u> Attitude, belief, courage, behaviour management</p> <p><u>Food</u></p> <ul style="list-style-type: none"> • Seasonality/Food miles • Soup project • 1 chef award 	<p>system.</p> <p><u>Music</u></p> <ul style="list-style-type: none"> • Folk: spreading gossip – effects of communication in music being misrepresented & the messages in folk music about how humans should behave • Bob Marley – morality of drug-taking is discussed • Links between morality, religion and drugs are studied • Modern folk songs are studied in which modern moral issues are considered <p><u>Art</u> Insects project looks at the impact of humans on the natural world</p> <p><u>Technology</u></p> <ul style="list-style-type: none"> • Textiles – door stops made from recycled materials, exploring the ethics involved • ELD – we consider impact of mass/batch production on society <p><u>Child Development/Health & Social Care</u> Attitude, belief, courage, behaviour management</p> <p><u>Food</u></p> <ul style="list-style-type: none"> • Seasonality/Food miles • Soup project • 1 chef award 	<p>support them in understanding the viewpoints and experiences of others within politics.</p> <p><u>Music</u></p> <ul style="list-style-type: none"> • Chords into Jazz topic includes consideration of why jazz was thought to be morally wrong • People thought that Jazz was morally wrong • Music for special occasions module includes discussion on the morality and wealth of the monarchy • Music for weddings is discussed and moral discussion about the philosophy of marriage is included <p><u>Drama</u></p> <ul style="list-style-type: none"> • Ricky Brown scheme – anger issues discussed and role-played • Stabbing scheme – violence discussed <p><u>Art</u> Typography project looks at slogans and sayings relating to social and moral issues.</p> <p><u>Child Development/Health & Social Care</u> Attitude, belief, courage, behaviour management</p> <p><u>Food</u></p> <ul style="list-style-type: none"> • Seasonality/Food miles • Soup project • 1 chef award
	<p>KS4</p> <p><u>Science</u></p> <ul style="list-style-type: none"> ▪ GCSE Core Biology: Students learn the dangers of drug and alcohol misuse and the laws surrounding these substances. ▪ GCSE Additional Biology: Students learn the ethics surrounding IVF, stem cells, gene therapy and genetic modification. <p><u>English</u> Issues concerning morality and human behaviour are intrinsic to the study of texts. In addition English lessons provide the opportunity to hold and voice a range of opinions in safety and with the confidence that these will be listened to and considered. They are encouraged to</p>	<p>KS5</p> <p><u>Science</u> A Level biology: Students learn the ethics surrounding IVF, stem cells, gene therapy and genetic modification.</p> <p><u>English</u> Issues concerning morality and human behaviour are intrinsic to the study of texts. The importance of diversity and difference in exercising choice, collaborative work and the resolution of conflict in literature.</p> <p><u>Religious Studies</u></p>	

	<p>take different views into account and construct persuasive arguments.</p> <p><u>History</u> Suffragettes and Liberal Reforms: students study poverty and the reactions to poverty, they also consider the issue of votes for women. The unit focuses on the impact of actions and change. Students are encouraged to study the different ways that people view things.</p> <p><u>Religious Studies</u> Further ethical issues are investigated, each with a link to the religious attitudes towards the topic, including;</p> <ul style="list-style-type: none"> • Crime and Punishment • Animal Rights • Abortion and Euthanasia – especially looking at recent discussions in Parliament and current Law • Drug Abuse • War and Conflict • Embryo Research <p><u>PE</u></p> <ul style="list-style-type: none"> • Evaluating peers performances • Gamesmanship v sportsmanship • Respect to staff <p><u>Music</u></p> <ul style="list-style-type: none"> • In depth Jazz topic indoor eps discussion on the moral attitude of some jazz composers • Responsibility to each other in ensemble performances <p><u>Geography</u> Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? , should open cast mining be allowed in an area of outstanding natural beauty? And coastal management strategies -do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea ? All questions are asked and explored as part of 'The Living World' GCSE unit, where students consider the exploitation of a range of ecosystems, in addition to the 'Coasts' module.</p> <p>Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.</p> <p><u>Sociology</u></p> <ul style="list-style-type: none"> • Developing students' own decision making skills and 	<ul style="list-style-type: none"> • Ethical and moral issues are further investigated in AS and A2 RE; <ul style="list-style-type: none"> - Abortion - Euthanasia - Human and animal research • Students have the opportunity to research further religious and secular ethical theories including: <ul style="list-style-type: none"> - Virtue Ethics - Utilitarianism - Situation Ethics - Aquinas' Natural moral Law <p><u>PE</u></p> <ul style="list-style-type: none"> • Evaluating peers' performances • Gamesmanship and respect for officials are covered in the AS course when discussing deviance and cheating in sport <p><u>Music</u></p> <ul style="list-style-type: none"> • Life of some composes being quite colourful, regarding set works and the morality of their lifestyles is discussed, including: Bach, Handel, Prokofiev • Composer being subservient to church or monarchy • In music technology business implications of copyright and performance licences are considered. <p><u>Geography</u> Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? , should open cast mining be allowed in an area of outstanding natural beauty? Other opportunities include the allocation of overseas aid, the use of genetically modified (OM) crops, and coastal management strategies -do we protect the coast at all cost or do we allow some parts of the coastline to be reclaimed by the sea ? These elements are explored throughout the Coastal Environments, Ecosystems and Tourism modules, aiming to develop students' understanding and empathy for a range of stakeholders.</p> <p>Discussion, role-play and decision making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.</p> <p><u>Sociology</u> The family, education, beliefs and crime/deviance:</p> <ul style="list-style-type: none"> • Developing students' own decision making skills and encouraging them to think through the consequences of their own actions as well as analysing the decision making and consequences of others actions e.g. individuals and governments.
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	<p>encouraging them to think through the consequences of their own actions as well as analysing the decision making and consequences of others actions e.g. individuals and governments.</p> <ul style="list-style-type: none"> • Promoting students' understanding of basic moral philosophy and skills of analysis, debate, judgment and application of contemporary issues. • Highlighting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria. • Giving students opportunities to explore and develop moral concepts and values - for example fairness and respect. • Encouraging respect for others and their views. • Encouraging students to take responsibility for their actions e.g. respect for property, care of environment and develop a sense of ownership, including a sense of ownership and respect for the classroom, displays and departmental resources. • Challenging students' assumptions, stereotypes and prejudices. • Considering the moral and ethical impact of Sociological research on participants and wider society <p><u>PCSHE</u> Currently the delivery of PCSHE is planned to be via the LoL team and ELDs. At the moment plans for content include: risky sexual behaviour, radicalisation, preventative behaviour and consent.</p> <p><u>Business Studies</u></p> <ul style="list-style-type: none"> • Treating staff considerately • Balancing stakeholder needs • Business Ethics <p><u>ICT</u> ECDL: Computer Laws and Legislation</p> <p><u>Art</u></p> <ul style="list-style-type: none"> • Photography students look at moral issues relating to documentary photography • Viewpoints project looks at the world around them <p><u>Technology</u></p> <ul style="list-style-type: none"> • Deadlines are set for projects for student to meet and failure results in sanctions/poor results • All Technology GCSE and A-Level require delivery of sustainable issues, some ethical and moral design issues <p><u>Food</u></p>	<ul style="list-style-type: none"> • Promoting students' understanding of basic moral philosophy and skills of analysis, debate, judgment and application of contemporary issues. • Highlighting measures to prevent discrimination on the basis of race, religion, gender, sexual orientation, age and other criteria. • Giving students opportunities to explore and develop moral concepts and values - for example fairness and respect. • Encouraging respect for others and their views. • Encouraging students to take responsibility for their actions e.g. respect for property, care of environment and develop a sense of ownership, including a sense of ownership and respect for the classroom, displays and departmental resources. • Challenging students' assumptions, stereotypes and prejudices. • Considering the moral and ethical impact of Sociological research on participants and wider society <p><u>PCSHE</u></p> <ul style="list-style-type: none"> • Currently the delivery of PCSHE is planned to be via the LoL team and ELDs. At the moment plans for content include: risky sexual behaviour, radicalisation, preventative behaviour and consent. • A politics day is being proposed also, this will take on the issue of voting, democracy, different systems and the role of an MP. <p><u>Business Studies</u></p> <ul style="list-style-type: none"> • Treating staff considerately • Balancing stakeholder needs • Business Ethics <p><u>Economics</u></p> <ul style="list-style-type: none"> • Cost of economic growth • Cost of unemployment • Allocation of resources • Inequalities in income and wealth • Consequences of poverty • Environment/health service/smoking <p><u>ICT</u></p> <ul style="list-style-type: none"> • Computer legislation • The individual (moral, social, ethical, cultural) opportunities and risks of digital technologies <p><u>MFL</u></p> <ul style="list-style-type: none"> • Ethical issues (eg abortion, euthanasia, cloning, stem cell research, organ transplants, GM foods, human and animal rights, crime and punishment, death penalty) • Debating, putting forward an argument
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	<ul style="list-style-type: none"> Moral vegetarianism/recycling/packaging/ethical Fairtrade/organic farming/Buy British etc. <p><u>Child Development</u> Values/Family/Parenting.</p>	<p><u>Art</u> Moral issues including copyright etc and plagiarism are looked at.</p> <p><u>Technology</u></p> <ul style="list-style-type: none"> Deadlines are set for projects for student to meet and failure results in sanctions/poor results All Technology GCSE and A-Level require delivery of sustainable issues, some ethical and moral design issues <p><u>Food</u> A Level – ethical issues</p> <p><u>Health & Social Care</u></p> <ul style="list-style-type: none"> Elderly Early Years
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3. SOCIAL DEVELOPMENT

<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> 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 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 acceptance of 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>In all subjects pupils are encouraged to develop positive social relationships with their peers. Teachers engage pupils in group work and discuss how to work effectively in groups. The Magdalen diploma also encourages pupils to consider the impact of their behaviour on others and how to interact positively with their peers to make a good contribution and work effectively in teams.</p> <p>Pupils are given opportunities for leadership roles within and outside of school. This includes sixth form pupils working with younger pupils in lessons, sports leaders who work with primary school pupils to lead extra-curricular activities, Duke of Edinburgh Award Scheme and mental health buddies, where pupils with mental health needs are supported by peers.</p> <p><u>Inclusion</u></p> <ul style="list-style-type: none"> Discussed frequently during break and lunch club with DSEN and Inclusion students Staff discuss issues with students informally during lessons and during lunch & break club with DSEN and Inclusion students <p><u>Music</u> A range of social skills are used when pupils work collaboratively for ensemble performances and the need to show co-operation and responsiveness to each other is necessary</p>		
	<p>Year 7</p> <p><u>Science</u> Tissues and transplants: Students learn about the laws surrounding IVF and organ donation.</p> <p><u>English</u> Social development involves students developing their ability to learn as a team, valuing active listening and taking on a responsibility within a group.</p> <p><u>History</u></p> <ul style="list-style-type: none"> Students study the Civil War and learn about the 	<p>Year 8</p> <p><u>English</u></p> <ul style="list-style-type: none"> Students are encouraged to explore the impact of texts and ideas on the community and on other communities, both nationally and internationally. Through an emphasis on collaborative learning, students learn to disagree with other points of view in a constructive way and to find a consensus as a group. <p><u>History</u></p> <ul style="list-style-type: none"> Victorian values: studying and engaging 	<p>Year 9</p> <p><u>Science</u></p> <ul style="list-style-type: none"> Crime scene investigation: Students learn about forensic science and how it is used at crime scenes. Science fiction: Students learn about the laws surrounding genetic modification A model career: Students learn about the laws surrounding drugs and alcohol. GCSE Core Biology: Students develop their understanding of the dangers of drug and alcohol misuse and the laws surrounding these substances.

	<p>impact on religion, society, law and politics</p> <ul style="list-style-type: none"> • Medieval Monarchs and the development of democracy <p><u>Religious Studies</u></p> <ul style="list-style-type: none"> • Students are encouraged to demonstrate tolerance and respect towards other groups, especially religious groups. • They use a range of media, particularly video clips to understand the relevance of faith in a believers life, for example in the Islam unit students research the implications surrounding Ramadam and Hajj. Students had the opportunity to devise and ask questions of a local Iman. This is encouraged and further developed across the key stages. • We encourage students of all ages to support the Christmas shoe box appeal led by the Christian charity Samaritans Purse. We introduce this during the second term across all years and encourage optional participation through bringing in donated items. • The aspect of multi-culturalism is important at each key stage, so when we introduce or discuss a religion it is with the inclusion of “what is it like to follow a religious life in Britain today”? “What is it like to follow a Muslim way of life in Britain today”? <p><u>PE</u></p> <ul style="list-style-type: none"> • Teamwork, sportsmanship, co-operation, understanding • Teamwork: working together to be successful • Sportsmanship: what is correct behaviour when winning and losing • Co-operation to lead to teamwork and sportsmanship to be successful • Opportunities to act as leader and coach <p><u>Drama</u></p> <ul style="list-style-type: none"> • All lessons develop the social behaviour of students through group work and co-operation, • Also evaluation learnt – diplomacy in verbal feedback <p><u>MFL</u> Interacting in the target language, group discussion</p> <p><u>Technology</u></p>	<p>with democracy and challenges to democracy</p> <ul style="list-style-type: none"> • Abolition of slave trade: studying the movement to abolish the slave trade and the values demonstrated. <p><u>Religious Studies</u></p> <ul style="list-style-type: none"> • What is it like to follow a Hindu way of life in Britain today? • What is it like to follow a Jewish way of life in Britain today? • What is it like to follow a Christian way of life in Britain today? <p><u>PCSHE</u> British values (democracy, tolerance, liberty, respect and the rule of law) are demonstrated in both years 8 and 9 in the following units</p> <ul style="list-style-type: none"> • justice and the legal system • sexual health (consent and respect) • wider world and citizenship • politics <p><u>Geography</u></p> <ul style="list-style-type: none"> • Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self -discipline. • Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce students to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development, and the skills to act upon their understanding as part of. <p><u>PE</u></p> <ul style="list-style-type: none"> • Teamwork, sportsmanship, co-operation, understanding • Teamwork: working together to be successful • Sportsmanship: what is correct behaviour when winning and losing • Co-operation to lead to teamwork and 	<p><u>English</u></p> <ul style="list-style-type: none"> • Students are encouraged to explore the impact of texts and ideas on the community and on other communities, both nationally and internationally. • Through an emphasis on collaborative learning, students learn to disagree with other points of view in a constructive way and to find a consensus as a group. <p><u>History</u></p> <ul style="list-style-type: none"> • Women and the vote • Empire: democracy and the rights of the individual <p><u>Religious Studies</u> What is it like to follow a Buddhist way of life in Britain today?</p> <p><u>PCSHE</u> British values (democracy, tolerance, liberty, respect and the rule of law) are demonstrated in both years 8 and 9 in the following units</p> <ul style="list-style-type: none"> • justice and the legal system • sexual health (consent and respect) • wider world and citizenship • politics <p><u>PE</u></p> <ul style="list-style-type: none"> • Teamwork, sportsmanship, co-operation, understanding • Teamwork: working together to be successful • Sportsmanship: what is correct behaviour when winning and losing • Co-operation to lead to teamwork and sportsmanship to be successful • Opportunities to act as leader and coach <p><u>Drama</u></p> <ul style="list-style-type: none"> • All lessons develop the social behaviour of students through group work and co-operation, • Also evaluation learnt – diplomacy in verbal feedback
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	<p>Allowing students to act as 'experts' to assist other students. This engenders autonomy, self-belief and maturity</p>	<p>sportsmanship to be successful</p> <ul style="list-style-type: none"> • Opportunities to act as leader and coach <p><u>Drama</u></p> <ul style="list-style-type: none"> • All lessons develop the social behaviour of students through group work and co-operation, • Also evaluation learnt – diplomacy in verbal feedback <p><u>MFL</u> Interacting in the target language, group discussion</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> • 'Dragons' Den' discussion and feedback • Brackley shop display for carnival provides students with the chance to consider supporting a community by working collaboratively 	<p><u>MFL</u> Interacting in the target language, group discussion</p>
	<p>KS4</p> <p><u>Science</u></p> <ul style="list-style-type: none"> ▪ GCSE Core Biology: Students learn the dangers of drug and alcohol misuse and the laws surrounding these substances. ▪ GCSE Additional Biology: Students learn the laws surrounding IVF, stem cells, gene therapy and genetic modification. <p><u>English</u></p> <ul style="list-style-type: none"> • Inevitably social issues are central to Literary texts and questions arise which encourage students to consider the position of others and the wider world as well as themselves. • Students are prompted to consider new words and the origins of existing ones, explore current influences on spoken and written language, examine attitudes to language use, and consider the vocabulary and grammar of Standard English including dialect variations. <p><u>PE</u></p> <ul style="list-style-type: none"> • Teamwork, sportsmanship, co-operation • Club links – sport in the community • Developing PLTS (Personal Learning Thinking Skills) <p><u>Performing Arts</u></p> <ul style="list-style-type: none"> • Socialisation – team work for group performances • Diplomacy for verbal feedback <p><u>History</u></p>	<p>KS5</p> <p><u>Science</u> A Level Biology: Students learn the laws surrounding IVF, stem cells, gene therapy and genetic modification</p> <p><u>English</u> Inevitably social issues are central to Literary texts and questions arise which encourage students to consider the position of others and the wider world as well as themselves.</p> <p><u>PE</u></p> <ul style="list-style-type: none"> • Teamwork, sportsmanship, co-operation • Sharing views and opinions • PLTS encouraged • Effectively working together <p><u>Theatre Studies</u></p> <ul style="list-style-type: none"> • Socialisation – team work for group performances • Diplomacy for verbal feedback <p><u>Geography</u></p> <ul style="list-style-type: none"> • Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self-discipline. • Through fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a 	

- Suffragettes and Liberal Reforms: students consider the impact on society of poverty and votes for women. There is a focus on democracy, voting, respect and tolerance.
- Germany 1918-1945: students study the impact of the end of war on: democracy, rule of law and society as a whole. They consider the nature of interactions between Britain, Germany and the world. They then study the rise of the Nazis and the impact that the Nazis had on society. Although not focusing on Britain this unit encourages students to think about the issues of: democracy, rule of law, the abuse of politics, fascism, tolerance, acceptance and respect. It also focuses on what happens when these break down or are not adhered to. As part of discussions and source work students may draw parallels with Britain; for example when studying Weimar the fact that women were given the vote.
- Coursework (disappearing from September 2016) focuses on the Civil Rights movement in the USA: this encourages students to think about democracy, equality and the impact of inequality upon society and politics.

Geography

- Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self-discipline.
- Through fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution. This is particularly true for residential visits, where the success of a trip depends to a large extent on all involved being sensitive to the needs of others, taking their fair share of responsibility and maintaining a high level of self-discipline. A well planned visit will enable this social development and will enhance the educational experience.
- Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development, and the skills to act upon their understanding as part of, for example, Local Agenda 21 initiatives.

Sociology

Sociology promotes students' Social Development and understanding throughout the two years of study by:

- Encouraging students to relate positively to one another and work effectively through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research. These tasks develop inter-personal skills and encourage students to work cooperatively whilst sharing their views and opinions.
- Creating opportunities for students to take responsibility for their own learning which helps to develop enquiring minds e.g. through

greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution. This is particularly true for residential visits (seen in the annual trip to Slapton/Nettlecome FSC) ,where the success of a trip depends to a large extent on all involved being sensitive to the needs of others, taking their fair share of responsibility and maintaining a high level of self-discipline – especially when collecting data in rivers and other challenging environments.. A well planned visit will enable this social development and will enhance the educational experience.

- Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises used in the Coastal Environments AS module introduce pupils to the complexities of exploiting coastal resources; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development.
- Arid Environments, Coastal Environments, Tourism, Ecosystems and Population and Resources – within all units students engage in activities that require them to analyse information and make group decisions as though they are in the position of a stakeholder e.g. conservationist, local resident, tourist. Often students must suggest solutions to such problems, effectively working to think of strategies which could resolve conflicts seen in over resources in the Population and Resources unit.

Sociology

Sociology promotes students' Social Development and understanding throughout the two years of study by:

- Encouraging students to relate positively to one another and work effectively through collaborative learning tasks including group work, discussions, class presentations, sharing findings from research. These tasks develop inter-personal skills and encourage students to work cooperatively whilst sharing their views and opinions.
- Creating opportunities for students to take responsibility for their own learning which helps to develop enquiring minds e.g. through independent learning and extended reading tasks.
- Providing opportunities for students to exercise leadership and responsibility e.g. PLTS, supporting sociology gcse classes in KS4
- Creating a sense of community within the classroom with common inclusive values which ensure everyone irrespective of ethnic origin, gender, ability, sexual orientation, and religion, can flourish.
- Creating a classroom climate that stimulates excitement about learning e.g displays, Sociology in the media (what's on TV?).
- Celebrating success of good work through written and oral feedback, Sociology housepoints/Vivo and praise postcards/letters home.

- independent learning and extended reading tasks.
- Providing opportunities for students to exercise leadership and responsibility e.g. PLTS
 - Creating a sense of community within the classroom with common inclusive values which ensure everyone irrespective of ethnic origin, gender, ability, sexual orientation, and religion, can flourish.
 - Creating a classroom climate that stimulates excitement about learning e.g displays, Sociology in the media (what's on TV?).
 - Celebrating success of good work through written and oral feedback, Sociology housepoints/Vivo and praise postcards/letters home.
 - Organising extra-curricular activities which support learning e.g trip to the Oxford Unlocked and Oxford Crown and Magistrate Courts
 - Discussing the skills and personal qualities necessary for living and working together in society e.g. established norms and values, roles and responsibilities and what it means to be a citizen.

PCSHE

Currently the delivery of PCSHE is planned to be via the LoL team and ELDs. At the moment plans for content include: risky sexual behaviour, radicalisation, preventative behaviour and consent

Business

Demographics
 Minimum Wage
 Consumer rights/employment rights
 Business Ethics
 Pressure Groups
 Taxation
 Exchange rates
 Entrepreneurial skills

MFL

Group discussion

Art

Culture & Photography projects all encourage exploration of different cultural groups

Technology

- Textiles
 - Panto costume project is a team project
 - Health & Safety of fashion clothing. British standards etc.

Child Development/Health & Social Care

Group work – limited to catchment area – minimum variation in ethnic and socio-economic groups

- Organising extra-curricular activities which support learning e.g trip to Rome in October half term
- Discussing the skills and personal qualities necessary for living and working together in society e.g. established norms and values, roles and responsibilities and what it means to be a citizen.

PCSHE

- Currently the delivery of PCSHE is planned to be via the LoL team and ELDs. At the moment plans for content include: risky sexual behaviour, radicalisation, preventative behaviour and consent.
- A politics day is being proposed also, this will take on the issue of voting, democracy, different systems and the role of an MP.

Business

- Economic problems
- Taxation
- Minimum Wage
- Role of the State
- Congestion and subsidies

MFL

Debate, discussion

Art

Culture & Photography projects all encourage exploration of different cultural groups

Technology

- Forging links with industry – companies that offer assistance in manufacture and their outcome
- 6th form helpers in the department
- Health & Safety law – product design, Sale of Goods Act etc.

Child Development/Health & Social Care

Group work – limited to catchment area – minimum variation in ethnic and socio-economic groups

Health & Social Care

Placement x 2 lessons per week in primary schools, pre-school, elderly setting.

Music

Pupils' artistic growth is engendered when, for example, selections are made for recital performances

	<p><u>Music</u> A range of social skills are used when pupils work collaboratively for ensemble performances and the need to show co-operation and responsiveness to each other is necessary</p>	
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4. CULTURAL DEVELOPMENT

<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others 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 knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities 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. 	<p>Commemoration of national days such as Armistice day, in collaboration with the local town community enables pupils to recognise the importance of their role in a national context. Mock elections are held, to coincide with national events, to raise the profile for pupils of how our national democracy works.</p> <p>A wide range of extra-curricular music and sporting activities enable pupils to participate or support in provision of cultural activities. The Magdalen Diploma encourages pupils to participate and support such activities.</p> <p>Inclusion faculty: Games and social skills are practiced and supported by staff with DSEN and Inclusion students during break and lunch club.</p>		
	<p>Year 7</p> <p><u>Maths</u> Example – Maths and Art Extended Learning Day</p> <p><u>English</u> Cultural development involves engaging with texts from other cultures in order to expand students' exposure and awareness of other backgrounds.</p> <p><u>History</u> Building student awareness and understanding of how society has developed and the events that have helped shape this. <ul style="list-style-type: none"> Hastings/1066 Medieval Monarchs and the development of democracy Reformation Civil War and restoration </p> <p><u>Religious Studies</u> Life as a religious believer in Britain today (as previously)</p> <p><u>PE</u> <ul style="list-style-type: none"> Culture developed within each team for praise, when taking on roles such as coach, leader or official Supporting with positive feedback A praise culture within teams and where taking on new roles, such as a coach Games from cultures – handball, basketball, </p>	<p>Year 8</p> <p><u>Maths</u> Some opportunities to explore historical influences during Y8 Codes and Code-breaking Extended Learning Day</p> <p><u>Science</u> Food, glorious food: Students learn about the diets of the world.</p> <p><u>English</u> <ul style="list-style-type: none"> Cultural development involves engaging with texts from other cultures in order to expand students' exposure and awareness of other backgrounds. Through imaginative writing, students explore the attitudes of those from other cultures as well as their own. </p> <p><u>History</u> <ul style="list-style-type: none"> French Revolution: considering the impact on the world. Scientific Revolution: understanding different cultural views and the impact that these developments had upon society. Industrial Revolution: studying art to explore how the IR was portrayed in British culture. Abolition of Slave trade: studying the impact on culture both in Britain and in West Africa Victorian values: impact on society and rules/expectations today. </p>	<p>Year 9</p> <p><u>Science</u> GCSE Core Biology: Students learn about the conflict that might exist between evolution and the Church.</p> <p><u>English</u> <ul style="list-style-type: none"> Cultural development involves engaging with texts from other cultures in order to expand students' exposure and awareness of other backgrounds. Through imaginative writing, students explore the viewpoints and attitudes of those from other cultures as well as their own, developing a sensitive awareness of the motivations and contextual features of other viewpoints. Students are also encouraged in a cultural awareness through theatre trips and the exploration of other media. </p> <p><u>History</u> <ul style="list-style-type: none"> Focus on the key events and developments over the course of the 20th century. Students study cultural changes, views and influences. </p> <p><u>PE</u> <ul style="list-style-type: none"> Culture developed within each team Supporting with positive feedback A praise culture within teams and where taking on new roles, such as a coach Games from cultures – handball, basketball, baseball, softball </p>

	<p>baseball, softball</p> <p><u>Music</u></p> <ul style="list-style-type: none"> Chinese and pentatonic scale – discussion of the work ethic of the Chinese and the importance of the state, and the influence of the pentatonic scale in this and other cultures Medieval – music of the Crusades Era and the influences on British culture Investigation of the cross-fertilisation of sacred and secular music <p><u>Art</u></p> <p>Looking at Art from different cultures using objects and other aspects of culture including design enables students to explore and understand a wide range of cultural issues</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> Through its study of real people in real places, geography makes a major contribution to cultural development. This is particularly evident in the British or European unit of work Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. <p><u>PE</u></p> <ul style="list-style-type: none"> Culture developed within each team Supporting with positive feedback A praise culture within teams and where taking on new roles, such as a coach Games from cultures – handball, basketball, baseball, softball <p><u>Music</u></p> <ul style="list-style-type: none"> Music as an expression of and a means of recounting local and national history <p><u>Drama</u></p> <p>Victorian scheme of work: using ‘Work’ painting by Ford Madox Brown – discussion of the class system of England</p> <p><u>PCSHE</u></p> <ul style="list-style-type: none"> Knowledge of the democratic parliamentary system is built up in years 8 and 9 in term 3b: politics and term 1b: justice. Students are encouraged to consider their experiences when discussing the topics in citizenship. Many of the suggested activities encourage discussion and debate to help students develop an awareness of different views and what has shaped theirs. <p><u>Art</u></p> <p>Looking at Art from different cultures using objects and other aspects of culture including design enables students to explore and understand a wide range of cultural issues</p>	<p><u>Music</u></p> <ul style="list-style-type: none"> Film music John Williams: Schindler’s List – moral discussion <p><u>Drama</u></p> <p>WW1 scheme of work: discuss the poets Sassoon and Owen, and glorification of war.</p> <p><u>PCSHE</u></p> <ul style="list-style-type: none"> Knowledge of the democratic parliamentary system is built up in years 8 and 9 in term 3b: politics and term 1b: justice. Students are encouraged to consider their experiences when discussing the topics in citizenship. Many of the suggested activities encourage discussion and debate to help students develop an awareness of different views and what has shaped theirs. <p><u>Art</u></p> <p>Disguise project encourages students to explore how culture and faith can impact on personal presentation</p> <p><u>Food</u></p> <p>Foods from Around the World project. Celebration of dishes from different cultural groups/countries.</p>
	KS4	KS5	

English

- Texts studied allow students to consider their own culture and other cultures. This cultivates curiosity about the wider world and fosters empathy and tolerance.
- Close study of a text can reveal contrasts within our own culture and useful debate can often arise from this.

History

- Germany 1918-1945: understanding life under a different system: Republic and then a fascist dictatorship.
- Coursework: Civil Rights: focusing on the impact of segregation on American culture.
- Cold War: students study the Cuban Missile Crisis, Vietnam War and the origins of the Cold War. They consider the impact these events had upon international relations as well as Britain.

Geography

- Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. This can be seen in the Urban Environments module – where students compare their own area to the Burgess Model, and to Milton Keynes.
- A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment – especially throughout the Population Module where GCSE students consider how cities in South America are working to change residents' attitude to recycling, promoting positive use and care of their surroundings.
- Geography is a natural vehicle for exploring our own multicultural society. For example, the history of settlement can be explored through the distribution of place names while the spatial distribution of ethnic minorities can be analysed and its causes and consequences considered (Urban Environments module – students investigate the issues associated with ethnic segregation and ways of tackling this).

Sociology

Sociology promotes students' Cultural Development and understanding throughout the two years of study by:

- Providing opportunities for students to acquire knowledge and insight into the values, influences and beliefs which shape their own culture.
- Providing opportunities for students to appreciate the diversity and richness of other cultures and respect other peoples' values and beliefs.
- Addressing issues of discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- Developing opportunities with outside agencies and individuals for students to extend their cultural awareness e.g. trips, outside speakers.
- Encouraging personal cultural enrichment through wider reading of

English

Students develop awareness of, and the ability to respond constructively to, the backgrounds, experiences, concerns, feelings and commitments of others through poetry, imagery, drama, role play, myth and historical narrative.

Geography

- Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad.
 - In the Arid Environments unit, students compare the landscape and availability of resources to their own country
 - Throughout the Ecosystems unit students consider how ecosystems vary globally, in addition to the reasons for, and consequences of this
- A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example KS5 pupils explore different attitudes towards the environment throughout the Population and Resources module – discussing the pros and cons of using the land as a resource for human gain. Geography is a natural vehicle for exploring our own multicultural society. For example, the history of settlement can be explored through the distribution of place names while the spatial distribution of ethnic minorities can be analysed and its causes and consequences considered.

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- Addressing issues of discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria and promoting racial and other forms of equality.
- Developing opportunities with outside agencies and individuals for students to extend their cultural awareness e.g. trips, outside speakers.
- Encouraging personal cultural enrichment through wider reading of literature, newspapers and academic research as well as watching news broadcasts, documentaries and film.
- Studying cross cultural research and understanding differing values and beliefs.
- Studying our own society from different theoretical perspectives in depth. (Marxism, Feminism, New Right, Functionalism, Social Action).
- Having an awareness that students come from a range of cultural and social backgrounds and being sensitive to this when teaching and explaining material.
- Developing an informed awareness of and sensitivity of the ways of life, needs and problems of others e.g. through analysis of research into

literature, newspapers and academic research as well as watching news broadcasts, documentaries and film.

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- Developing an informed awareness of and sensitivity of the ways of life, needs and problems of others e.g. through analysis of research into ethnicity, disability, ageing population etc.

PCSHE

Currently the delivery of PCSHE is planned to be via the LoL team and ELDs. At the moment plans for content include: risky sexual behaviour, radicalisation, preventative behaviour and consent.

PE

- Recognise and nurture special talents
- Awareness of outside school sports culture
- Race and gender issues within sport
- Language for sports terminology
- Participation in and acceptance of that sports culture

Performing Arts

Study 'A Game of Soldiers' 1980s Falklands conflict.

MFL

- Residential trips to France, Germany, Spain
- Email/letter exchange with European schools

Art

Culture & Photography projects all encourage exploration of different cultural groups

Technology

- Individual coursework projects based often on historical trends or people, or cultures
- Textiles
 - Northampton Recycling Exhibition
 - Visit to Clothes Show
- Understanding how/why products are made for different people and the aesthetics used in their products

Food

Religious beliefs/Food laws.

Music

ethnicity, disability, ageing population etc.

PCSHE

- Currently the delivery of PCSHE is planned to be via the LoL team and ELDs. At the moment plans for content include: risky sexual behaviour, radicalisation, preventative behaviour and consent.
- A politics day is being proposed also, this will take on the issue of voting, democracy, different systems and the role of an MP.

PE

- Awareness of outside school sports culture
- Participation in and acceptance of sports culture
- Race and gender issues in sports culture

Theatre Studies

- Study 'A Street Car Named Desire' (Tennessee Williams) – 1930s depression and migration problems in America.
- Study 'The Exception and The Rule' Bertolt Brecht – 1930s Nazi uprising. Discussion of historical content.

Business

- International marketing
- Development economics and measurement of performance of other economies

Art

Culture & Photography projects all encourage exploration of different cultural groups

Technology

- Individual coursework projects based often on historical trends or people, or cultures
- Product Design visit to Mercedes. This allows pupils to consider how a multi-national company operates in a global sport

Music

Nationalism in music, patriotism and religious culture are studied

Music technology

Afro-American culture in pop, British pop and ethnic rhythms are studied

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| | <ul style="list-style-type: none">• Classical culture and patronage is studied• Consideration of 20th century trends in serious music culture• The contexts of pop culture in music• Different world music and how this helps to define different cultures | |
|--|--|--|