

Spiritual development

Through the curriculum, pupils develop:

- An ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people’s faiths, feelings and values
- A 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

SUBJECT/AREA	EVIDENCE OF CURRENT SPIRITUAL OPPORTUNITIES	AREAS TO DEVELOP
English	<ul style="list-style-type: none"><input type="checkbox"/> Reading and study of texts, including texts from from different periods, cultures and backgrounds, to explore issues and experience beyond the students’ everyday experience;<input type="checkbox"/> Through spoken and written comprehension and evaluation activities, students are encouraged to empathise with characters;<input type="checkbox"/> Through spoken and written comprehension and evaluation activities, students are encouraged to empathise with characters and compare charaters’ experiences to own experiences.	Breadth of texts, for diversity and reflection of the audiences in the College.

SUBJECT/AREA	EVIDENCE OF CURRENT SPIRITUAL OPPORTUNITIES	AREAS TO DEVELOP
Maths	<p>Students develop deeper thinking and question the way in which the world works. In Maths lessons students are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them.</p> <p>Example of Spiritual development</p> <ul style="list-style-type: none"> • Fibonacci sequences in nature • Patterns in real life context • The application of symmetry in real life. 	<p>Ensure all students are given the opportunity to discuss further and relate to whole world scenarios. Review SOW and clearly highlight opportunities.</p>
Science	<ul style="list-style-type: none"> ☐ There are opportunities for discussion about the development of scientific theories and their relationship with religious beliefs. E.g. natural selection and the big bang. ☐ Students must use imagination and creativity when explaining scientific models. E.g. particle theory. ☐ Students must reflect on their experiences. This can be substantive e.g. opinion on genetic engineering or disciplinary e.g. reflection upon sources of practical error. 	

SUBJECT/AREA	EVIDENCE OF CURRENT SPIRITUAL OPPORTUNITIES	AREAS TO DEVELOP
<p>Art and design</p>	<ul style="list-style-type: none"> <li data-bbox="600 272 1312 392">□ Imagination and creativity are key to success in Art & Textiles. Students are encouraged from the start of Year 7 to challenge their own beliefs about what Art is and who can be an artist. <li data-bbox="600 427 1323 579">□ Regular reflection on learning, process and success is key to the learning process. Students are taught that they learn as much from their mistakes as they do from their triumphs and this in turn allows students to work more freely and take risks in their creative practice. <li data-bbox="600 614 1312 794">□ A wide range of artists from different cultures, backgrounds and historical periods are explored with a focus on 'The Why' of their artistic practice. Through this students are able to view the world from another's perspective and explore how this has impacted their creative practice <li data-bbox="600 829 1294 949">□ In KS4 students are encouraged to find their own 'Why' when working towards and creating their Personal Responses for AO4 and are encouraged to create something of meaning. 	

SUBJECT/AREA	EVIDENCE OF CURRENT SPIRITUAL OPPORTUNITIES	AREAS TO DEVELOP
Computer Science and Business Studies	<ul style="list-style-type: none"> ☐ Students are reflective about their own beliefs through studying case studies, for example about ethics in computing. ☐ A sense of enjoyment and fascination is gained by learning about how coding is used to power many of the technologies that make our lives convenient and how technological advancement continue to transform our lives, along with possible future developments. Learning about different entrepreneurs in Business and their journey to reach success. ☐ Students are given the opportunity to express themselves, experiment and be creative when designing coding solutions to problems. They are reflective about when it is better to use a computer or person to complete a task, how they can make their code more efficient, etc. ☐ In Business, creativity is demonstrated through enterprise activities, such as designing a product to promote 	
Design and technology	<ul style="list-style-type: none"> ☐ The process of creative thinking and innovation inspires students to bring out undiscovered talents, which in turn breeds a self-confidence and belief in their abilities. ☐ It challenges and appeals to the creative instincts that have driven humanity to discover, adapt and overcome. ☐ It instils a sense of awe, wonder and mystery when studying the natural world or human achievement. 	Develop the breadth of design considerations that shape construction in the built environment, Hospitality and Catering, Engineering and Graphical design. Using multiracial exemplars and how the global economy promotes this

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Drama and Dance	<ul style="list-style-type: none"> ☐ Reflection figures highly in many aspects of the review of drama and dance pieces by peers and self assessment. ☐ Use of imagination and creativity – linked to development of improvised work in drama and dance – especially at Keystage 3. ☐ There is knowledge of the world around them in the themes linked to other cultures e.g. bollywood dance, styles of theatre drama. ☐ Keystage 3 both dance and drama are heavily geared towards skills development and the joy of learning 	
History	<ul style="list-style-type: none"> ☐ Students are encouraged to think about how and why and to be interested in the world around them. ☐ A sense of empathy is encouraged – what would you do? How might you react? What might the consequences of this be? ☐ Use of stories in History. ☐ Examples include: The Holocaust and the Jewish faith / The Puritans / The Slave Trade and Emancipation / Civil Rights / Indoctrination in Nazi Germany 	Currently remapping KS3 curriculum to embed these ideas further.
Geography	<ul style="list-style-type: none"> ☐ Studying of a range of locations and appreciation of the social make up of these locations – for example the variation in religions throughout Nigeria, the spiritual beliefs in Nepal that result in very high quality of life. ☐ Facination and questioning the variations across the globe, for example in the application of the One Child Policy in China in the past – respectful detailed questioning and analysis not only the reasons for this but the impacts on individuals and society. ☐ Reflection on our place in the world and the differences between us all that we celebrate as making us all unique. 	Deeper consideration of the religious and spiritual features of cultures and places at KS4.

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Modern foreign languages	<ul style="list-style-type: none"> <input type="checkbox"/> A secure learning environment, feeling safe to use the language as whole class, group or individuals. Work collaboratively in groups/ pairs and use the TL as much as possible. <input type="checkbox"/> Making mistakes as a learning process – a chance to re-explain, or if necessary reteach. <input type="checkbox"/> Understanding/ appreciation /empathy of different cultures (Key topics for this are school/food/festivals) <input type="checkbox"/> Understanding of our world and its problems (GCSE topics The world around us/ home/ healthy living) <input type="checkbox"/> Empathy with the different ethnicities and religions which are used in the course materials <input type="checkbox"/> Challenging stereotypes <input type="checkbox"/> Creativity in tasks- collaborative working as above. <input type="checkbox"/> Trips and visits <input type="checkbox"/> Contact with native speakers (usually PGCE students) <input type="checkbox"/> New GCSE has a stronger focus on the protected characteristics in the materials used. 	New GCSE means adaptation of the curriculum.
Music	<ul style="list-style-type: none"> <input type="checkbox"/> Exploring and introduced to a variety of music from different genres, cultures, backgrounds, traditions, place & time. <input type="checkbox"/> Exploring the lyrical content of music through listening, discussion & song analysis tasks. <input type="checkbox"/> Freedom to be creative and express themselves through the music they perform. <input type="checkbox"/> Opportunities to reflect on their own and other peoples performances offering constructive feedback. 	

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PE	<ul style="list-style-type: none"> <input type="checkbox"/> Explore, creativity through producing Gymnastic routines <input type="checkbox"/> Creating and developing own attacking and defensive set plays and tactics <input type="checkbox"/> Reflecting and critiquing their own and others performances <input type="checkbox"/> Displaying emotions through their performance in a range of sports/activities <input type="checkbox"/> Using guided discovery to allow students to explore their own thoughts/beliefs <input type="checkbox"/> Units of work focusing on Team building – Motivation, determination, resilience and character building 	
PSHRE	<ul style="list-style-type: none"> <input type="checkbox"/> Reflect on their own and different views on a range of topics from substances , careers , health and wellbeing, healthy relationships 	
Religious education	<ul style="list-style-type: none"> <input type="checkbox"/> Students reflect on the personal and religious beliefs linking to key concepts across all 6 major world religions, as well as alternative spiritual beliefs systems and non-religious views. This occurs throughout each unit of work. <input type="checkbox"/> Students are posed evaluation questions, so they can to reflect on and develop curiosity for the world around them as well as developing a respect for the beliefs that are different to their own and exploring their own beliefs and experiences. 	To include more creative forms of learning throughout each unit of work.

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Sociology	<ul style="list-style-type: none"> <li data-bbox="600 272 1317 424">☐ The focus of Sociology is thinking about various aspects of human society and the social institutions that make up society. Students are encouraged to debate the various aspects of contemporary society, considering all viewpoints. <li data-bbox="600 456 1317 576">☐ Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective. 	
CHILD DEVELOPMENT	<ul style="list-style-type: none"> <li data-bbox="600 647 1317 855">☐ Assignments or activities that encourage students to reflect on their own values, beliefs, and experiences can also support spiritual development indirectly. This might include journaling, creative expression, or group discussions on topics related to identity, purpose, and spirituality. 	
Extra-curricular activities	<ul style="list-style-type: none"> <li data-bbox="600 927 1317 983">☐ Student reflect that everyone is different and unique in a sporting context. <li data-bbox="600 999 1317 1054">☐ Debate clubs covers a variety of topics closely linked with Religious Studies. <li data-bbox="600 1070 1317 1110">☐ There are creative clubs such as Art club. 	

Moral development

Through the curriculum, pupils develop:

- ☐ An ability to recognize the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England

□ An understanding of the consequences of their behaviour and actions

□ An interest in investigating and offering reasoned views about moral and ethical issues, and an ability to understand and appreciate the viewpoints of others on these issues

SUBJECT/AREA	EVIDENCE OF CURRENT MORAL OPPORTUNITIES	AREAS TO DEVELOP
English	<ul style="list-style-type: none"> □ Reading and study of age appropriate texts that explore: <ul style="list-style-type: none"> ○ moral and ethical dilemmas; ○ the differences between right and wrong, and the 'grey areas' of life; ○ issues of prejudice, justice and injustice. □ Through spoken and written comprehension and evaluation activities, students are supported to debate consequences of actions and behaviour, and apply this understanding to their own lives and the lives of those around them. 	Review and maintain contemporaneity of texts, to reflect current topical areas of concern interest.
Maths	<ul style="list-style-type: none"> □ In lessons the department strive through the teaching to encourage the students to accept responsibility for the behaviour and respect for others within the lessons, and teach the students to understand the consequences of their actions on themselves and others around them. The department encourage the students to develop self-confidence within mathematics, and to build their self-esteem in the classroom and independence through home learning activities. 	Ensuring that certain actions are fairly rewarded and sanctioned appropriately. Foster good parental links.

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Science	<ul style="list-style-type: none"> □ Many technologies need careful ethical consideration. There are opportunities for students to reflect on many moral and ethical issues in science. E.g. stem cell research, therapeutic cloning, use of fossil fuels resources, responsibilities of individuals and governments regarding emissions and climate change. There are legal boundaries and governing bodies to consider for many of these scientific issues. □ Contraception and reproductive technologies e.g. IVF. 	
Art and design	<ul style="list-style-type: none"> · Again, through the research of a wide range of artists students are encouraged to look at the deeper meanings and influences behind an artists work. · Art/Textiles is presented as a means to share ideas and confront issues that are personal, social and environmental. · In the department we function with an understanding of clear boundaries and high expectations of personal behavior and tolerance 	

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Computer Science and Business Studies	<ul style="list-style-type: none"> • Students study moral, ethical and legal implications of technology in Computer Science. They consider artificial intelligence, cyber security, E-safety, laws e.g. computer misuse act and consequences of breaking the laws. They form views on issues such as identity theft, software patents, privacy rights of data and CCTV cameras. The effects of mobile technologies and social media, e-waste and the digital divide. • In Business they study consumer protection & employment laws, minimum wage and ethical practices in business. 	
Drama and dance	<ul style="list-style-type: none"> • Morality covered in some of the set text e.g. An inspector calls, Brecht. • In dance message in a bottle – linked to the plight of asylum seekers. • Group work that is predominant in both subjects requires students to manage their own effort and behavior as well and demonstrate good collaborative skills. 	
Design and technology	<ul style="list-style-type: none"> ☐ In design & technology we seek to develop a sense of ‘moral conscience’ in our students, through focusing upon the moral dilemmas raised in designing and making new products. ☐ We teach students to understand the wider impacts on the environment when designing and making new products and expect them to consider carefully the materials & components they will use when designing and making. ☐ We encourage sustainable thinking through the active application of the ‘6 R’s’ and to highlight the impact on environmentally sensitive areas of the world. The 6 Rs include: reinvent/rethink, refuse, reduce, reuse/repair, recycle, replace/rebuy. 	

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<p>History</p>	<ul style="list-style-type: none"> ☐ Students are taught to recognise the difference between right and wrong and to recognise legal boundaries ☐ Students are encouraged to create reasoned and supported judgements on a range of issues. ☐ Examples <ul style="list-style-type: none"> Y7 – The Magna Carta / Rights for people such the Peasants Revolt Y8 – was the US justified in dropping the atomic bomb? Was it right to keep Auschwitz as a museum? Slave trade and its abolition? Y9 – Fight for Civil Rights; change in womens rights; law making process in the US Y10 German constitution and voting rights comparison to first past the post; changes in Nazi Germany; Elizabethan government and Parliament; Poor Laws Y11 – Liberal Reforms of 20th Century 	

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Geography	<ul style="list-style-type: none"> ☐ Moral and ethical issues in decision making activities – the development of new roads in the Peruvian Amazon, locations of coastal defences and river flooding management, the North – South divide in the UK, the building of the Havant Thicket reservoir locally ☐ Climate change debates – the very real fact that the HICs are the sources of climate change triggers and LICs are those suffering the most due to a lack of investment in coastal defences and agricultural alternatives. ☐ Reflection on the importance of acting and not watching as social and political changes are taking place – an awareness that we all have a moral and ethical role to play in the stewardship of the planet and the people within it. 	
Modern foreign languages	<ul style="list-style-type: none"> ☐ Accepting responsibility for behaviour ☐ Teaching respect for others in the classroom ☐ Teaching respect for the culture of the country ☐ Dismissing stereotypes ☐ Discussion around rules/ laws (limited at GCSE – but further education/ driving etc) ☐ Understanding and accepting similarities and differences. 	
Music	<ul style="list-style-type: none"> ☐ The Music curriculum is designed to encourage students to be both independent learners and to also be able to work with others collaboratively and respectfully. ☐ Discussions are had around the lyrical content of chosen songs for practical work or through their own compositions. KS4 students have to link their practical work for BTEC components to given themes and be able to justify and articulate this in their written coursework. 	

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PE	<ul style="list-style-type: none"> <input type="checkbox"/> Moral dilemmas – students investigate into deviance issues in sport such as the use of performance enhancing drugs in GCSE PE <input type="checkbox"/> Promote fair play and team work in lessons <input type="checkbox"/> Encourage good sportsmanship in all activities <input type="checkbox"/> Respect when using school PE equipment <input type="checkbox"/> Following instructions and decisions made by officials. <input type="checkbox"/> Respect for their facilities such as changing rooms <input type="checkbox"/> Listening each other during peer feedback 	
PSHRE	<ul style="list-style-type: none"> <input type="checkbox"/> Law , punishments, age of criminal responsibility , cyber crime , anti-bullying , LGBTQ+ rights. 	

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Religious education	<ul style="list-style-type: none"> <li data-bbox="600 276 1310 419">☐ Students have the opportunity to explore the consequences of actions, including links to the law such as looking at stewardship and the environmental activism, criminality and religious conversion. <li data-bbox="600 507 1310 619">☐ Within the GCSE topics, crime and punishment is covered as a unit, as is the treatment of others and the exploration of human rights and social justice. <li data-bbox="600 707 1310 850">☐ Through the RS PSHRE units students explore morality and decision making, as well as tolerance within society, with links to issues such as anti-Semitism, religious dress, freedom of speech and LGBTQ+ rights. 	
Sociology	<ul style="list-style-type: none"> <li data-bbox="600 962 1323 1201">☐ Ethical issues within sociological research is a GCSE syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Sociological Society and put these into practice during project work. The unit 'Crime and Deviance' provides an in-depth coverage of the UK penal system and the impact of crime on victims. This provides plenty of time for discussion of crime in general. <li data-bbox="600 1241 1323 1321">☐ Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. 	

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CHILD DEVELOPMENT	<ul style="list-style-type: none"> ☐ Many traditions emphasize ethical values and moral principles. Discussions on moral development could include exploring different ethical frameworks and how children develop their own sense of right and wrong, which may be influenced by religious teachings or broader spiritual beliefs. 	
Extra-curricular activities	<ul style="list-style-type: none"> ☐ Each house has their own house charity to support and raise money for. ☐ The use of tutor time ensures house questions can be answered. 	

Social development

Through the curriculum, pupils develop:

- ☐ 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
- ☐ A willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively

- An 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

SUBJECT/AREA	EVIDENCE OF CURRENT SOCIAL OPPORTUNITIES	AREAS TO DEVELOP
<p>English</p>	<ul style="list-style-type: none"> □ Appreciation, understanding and application of Crookhorn Open Mind philosophy and College Rules for Discussion; □ Individual speaking and listening/drama activities support students to develop social skills e.g. presentation skills- to engage/collaborate with an audience. □ Group speaking and listening/drama activities enable pupils to develop social skills- e.g. co-operation and team work; to engage/collaborate with an audience- through (for example) 'Think-Pair-Share' and Y9 'Let's Think in English'. □ Appreciation, understanding, tolerance and respect both of and for 'other'. 	<p>To be embedded further in medium term plans, esp at KS3.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT SOCIAL OPPORTUNITIES	AREAS TO DEVELOP
Maths	<p>Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion and reasoning. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Think pair share model are used in lessons to enable students to have an accurate grasp of where they are and how they need to improve.</p> <p>Examples of the social development in mathematics include:</p> <ul style="list-style-type: none"> • UKMT Team Maths challenges • Activities in tutor time during numeracy week • Master class/revision day for year 11 • Maths study club for the students to help them develop their own reasoning and thinking to solve maths problems, through discussions with peers and teachers alike. 	<p>More uptake in UKMT challenges. Maths conferences and look in to maths trips.</p>
Science	<ul style="list-style-type: none"> □ Students must collaborate well during practical work as well as written group tasks. Part of effective scientific communication is presenting ideas clearly to peers. Students are given opportunities to do this e.g. explaining model specialised cells to the group, evaluating the use of sustainable energy sources to the rest of the group. □ Some scientific concepts directly conflict some personal beliefs, Students are taught this content in a manner that presents the evidence and data clearly. Students are then taught that they are to think critically about such matters and they do not have to let go of existing world views. 	

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Art and design	<ul style="list-style-type: none"> ☐ Students are encouraged to work co-operatively as a group, supporting each other through practical and written tasks, sharing ideas and supporting one another through academic and social issues ☐ The Art Department prides itself on being a 'safe space' for students. Extra-curricular support is available through P11 Lunch Club where students of all year groups are able to come together and support one another. ☐ Creative Ambassadors are assigned to work with others to support with their learning and the set up of department events 	
Computer Science and Business Studies	<ul style="list-style-type: none"> ☐ Coding teaches communication and teamwork through developing projects in groups or seeking individual feedback from each other to complete a task. ☐ Mutual respect and tolerance is promoted through considering how our behaviour is applicable to the online world as well as in society. ☐ Students work in teams in Business and are given a role, collaborating together to research and create new business ideas. They present their ideas to groups of people. 	
Drama and dance	<ul style="list-style-type: none"> ☐ Significant necessity to work in groups means that this is constantly addressed in these tow subjects. ☐ Variety of groupwork situations employed in the pedagogy e.g. self selected groupings vs teachers selected groups ☐ Drama and dance students facilitate workshops for primary schools. ☐ Productions and some extra curricular activities involve older students coaching/directing younger 	

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Design and technology	<ul style="list-style-type: none"> <input type="checkbox"/> Social development is a key feature of all design & technology lessons. We teach the concept of self-regulation to ensure that students accept responsibility for their behaviour and the safety of others. <input type="checkbox"/> We encourage students to give each other reminders when standards fall short of the collective expectation. This establishes and maintains a safe, secure, learning environment. <input type="checkbox"/> We place an emphasis on developing the ability to work with other and to accept each other's unique personality. 	
History	<ul style="list-style-type: none"> <input type="checkbox"/> Students are encouraged to use Crookhorn rules of discussion and Open Mind to be respectful of others opinions and beliefs. <input type="checkbox"/> Use whiteboards – encourage a culture of error <input type="checkbox"/> Use of Think Pair Share and debate <input type="checkbox"/> Covering issues directly relating to this e.g. students learn about different political systems and governments in a range of countries 	
Geography	<ul style="list-style-type: none"> <input type="checkbox"/> The use of role play in decision making activities requires students to consider their roles respectfully and with due attention to the setting of these communities. <input type="checkbox"/> Many DME GCSE documents for paper 3 have a requirement to identify and resolve conflict, which is supported lower in the school with debates and discussion – for example linked to climate change, new housing developments and conflicts in Africa. 	

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Modern foreign languages	<ul style="list-style-type: none"> <input type="checkbox"/> Trip and visits. Being with others and interacting/supporting if necessary <input type="checkbox"/> Group and pair work <input type="checkbox"/> Speaking activities in the MFL classroom <input type="checkbox"/> Collaborative and independent learning <input type="checkbox"/> Penpal letter exchange (France) <input type="checkbox"/> Taking part in events (ie bilingual plays) <p>Appreciation/ understanding of different cultures</p>	
Music	<ul style="list-style-type: none"> <input type="checkbox"/> Again, the curriculum encourages both collaborative and independent learning. <input type="checkbox"/> Across the school year there are many opportunities for students to perform at a range of different events and social situations. <input type="checkbox"/> During rehearsals students are encouraged to follow appropriate rehearsal etiquette and this is always modelled. <input type="checkbox"/> The colleges rewards and sanctions policy is strictly followed. <input type="checkbox"/> Students are encouraged to be understanding, tolerant and respectful to others views, opinions and beliefs. 	

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PE	<ul style="list-style-type: none"> <input type="checkbox"/> Creating a sense of community/teams/groups in lessons and clubs <input type="checkbox"/> Interact with the community through Sports leaders e.g. supporting local primary sports days <input type="checkbox"/> Encourage students to recognise and respect social differences and similarities <input type="checkbox"/> Celebrate sporting success both in and out of school (star of the week/Social media) <input type="checkbox"/> Encouraging the attendance to extracurricular activities (AIB stats) <input type="checkbox"/> Promoting team work throughout lessons 	
PSHRE	British values and protected characteristics are discussed	
Religious education	<ul style="list-style-type: none"> <input type="checkbox"/> Students work in mixed tables to complete discussion tasks together, using Think, Pair, Share and MWB tasks. <input type="checkbox"/> Class discussion allows for the development of healthy debate and respect for the views of others. <input type="checkbox"/> Within the RS PSHRE units British values and the protected characteristics are explored and discussed, as well as within some GCSE topics. 	

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Sociology	<ul style="list-style-type: none"> <li data-bbox="600 272 1328 485">□ The nature of the subject encourages appreciation of different viewpoints. Students are encouraged to work together to solve problems and take part in research projects as part of a team. Many units involve looking at the British legal system. Students are encouraged to take part in visits to local court buildings and prisons. <li data-bbox="600 523 1301 683">□ Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. 	
CHILD DEVELOPMENT	<ul style="list-style-type: none"> <li data-bbox="600 754 1323 962">□ Social development can also involve developing a sense of connection to others and to something larger than oneself. In lessons on social development, teachers may explore topics such as empathy, compassion, and altruism, perhaps to include Scientific developments and government legislation around children's development. 	

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<p>Extra-curricular activities</p>	<ul style="list-style-type: none"> □ House and extra curricular events provide widespread opportunities for children to mix with their peers. Events which are cross year group – for example STEM tasks – bring in greater team building opportunities. □ Tutor groups are vertical and encouragement of cross year group conversations are actively encouraged by seating plans, buddying up and tutor competitions including bench ball and creative competitions. □ Students on the college council discuss matters with their tutor groups and bring forward the topics for debate, the outcomes of which can be seen in the 'you said, we did' displays around the college. Representatives on the council have been democratically selected by tutor groups and House council. As is also the case with House Captain; voted for by the members of the House. 	

Cultural development

Through the curriculum, pupils develop:

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- An 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
- An ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- A knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

- ☐ An ability to understand, accept and respect diversity (as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities)

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
English	<ul style="list-style-type: none"> ☐ Texts used help pupils to explore and understand different cultures and backgrounds, both current and historical: e.g. the plight of women in C17 England; Black history, LGBTQ+ ☐ Visits to both local and national centres of artistic excellence offer access to excellence and cultural capital. ☐ Cross curricular (partnership with SEN, RS, History and Art/Textile Departments to offer enterprises/visits). 	<ul style="list-style-type: none"> ☐ With appropriate funding, visits from local poets, authors and companies to be built into the curriculum. ☐ Further support for PP/DA students. ☐ Further career development links. ☐ Exploit opportunities as these arise from local /national providers.
Maths	<p>Students explore mathematics development has come from in other cultures. They are introduced to symmetrical patterns, shown how our number system developed and continue to use of Roman numerals. Student are show different mathematical methods such as Chinese box method, Russian multiplication, which can lead to greater success with problem solving in maths. Students are introduced to the culturally and historically significant art of code-breaking and theorems devised by famous mathematicians through our maths challenges.</p> <p>Examples of cultural development in mathematics include:</p> <ul style="list-style-type: none"> • Origins of Pythagoras’ theorem and Trigonometry. • Use of methods from different cultures • Half termly maths challenges 	<p>Ensure that maths trips are restarted to support the cultural experience of their maths teaching.</p>

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
<p>Science</p>	<ul style="list-style-type: none"> <li data-bbox="600 272 1301 453">☐ The concept of how culture influences science explores how cultural beliefs, values, and practices can structure scientific research, knowledge, and practices. Culture can have a significant impact on the way that scientists do research questions, interpret data, and communicate their findings to others. <li data-bbox="600 475 1301 528">☐ E.g. different cultures feel very differently about stem cell research, cloning, and genetic research. <li data-bbox="600 550 1301 603">☐ Health care systems, vaccination programs and herd immunity. <li data-bbox="600 625 786 651">☐ Pandemics. <li data-bbox="600 673 1039 699">☐ Genetic diseases. E.g. sickle cell. <li data-bbox="600 721 987 746">☐ Lifestyle factors and disease. 	

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
<p>Art and design</p>	<ul style="list-style-type: none"> <li data-bbox="600 272 1323 453">☐ As before, students are exposed to a wide range of artists and historical/ cultural influences through the curriculum and their own independent research, including public art and contemporary practitioners. The aim of this is for students to see the continuing value and impact of the arts on our world. <li data-bbox="600 491 1323 576">☐ Student art work is on display around the school site which gives value to their work, encourages others and enriches the space <li data-bbox="600 614 1323 762">☐ Virtual trip experience is an annual opportunity for all Year 10 students to engage with a London exhibition. By doing this internally all students have the chance to be exposed to new visual and practical experiences regardless of economic background <li data-bbox="600 801 1323 949">☐ Annual exhibition of leavers work is viewed by the whole school. All students are able to experience and appreciate the work of their peers and those presenting are able to bring in friends and family to view the work on display 	
<p>Computer Science and Business Studies</p>	<ul style="list-style-type: none"> <li data-bbox="600 999 1323 1118">☐ Students appreciate the need to play a responsible, active role in the digital world and consider how technology developments and social media has impacted culture and instant communication through the globe. <li data-bbox="600 1157 1323 1212">☐ Business - they study how to market products overseas and consider how to adapt the product accordingly. 	<ul style="list-style-type: none"> <li data-bbox="1404 999 2094 1054">☐ To improve – how do different cultures use the internet and the impact of this.

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
Drama and dance	<ul style="list-style-type: none"> ☐ Variety of styles of dance and drama that cross different cultures e.g.hip hop, The Practitioners – draws from a range of nationalities. ☐ Thriving array of extra –curricular opportunities that allow students to either participate in productions, concerts, dance or see professionally produced works. 	
Design and technology	<ul style="list-style-type: none"> ☐ We develop wider cultural awareness in design technology through projects that have a connection with our past heritage and how our industrial routes have shaped our nation. ☐ We seek to expand student’s knowledge of other cultures influences on design and manufacture including an increasing awareness of the influences digital manufacturing developments from other countries is having on the designing and making of products that we use 	
History	<ul style="list-style-type: none"> ☐ The History curriculum teaches students an appreciation of the influences that have shaped their own cultural heritage in Britain such as medieval history, religious changes in Tudor times, World War Two. ☐ Cultural appreciation and understanding is fundamental to learning in History across all key stages e.g The contribution of different cultures to human development and progress is explored and studied Health and Medicine e.g impact of the Church ☐ Influences on the Parliamentary system are taught e.g. Magna Carta; Elizabethan government ☐ Cultural diversity such as Empire and Civil Rights 	

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
Geography	<ul style="list-style-type: none"> ☐ This is an area widely developed in Geography. There are a great number of opportunities to experience observation and analysis of cultural development. ☐ This is linked to locations including comparing our local area to Las Vegas, consideration of the importance of Nigeria culturally at a range of scales, and in depth consideration of the industrial changes in the past that have led to the development of the UK as the country it is today. The diversity of these locations is considered country wide and more locally in Portsmouth. 	
Modern foreign languages	<ul style="list-style-type: none"> ☐ Understanding and tolerance of different cultures ☐ Student work valued/ displayed ☐ Trips and visits ☐ Diversity in the course materials ☐ Seeing links between languages 	
Music	<ul style="list-style-type: none"> ☐ Music from a range of different cultural backgrounds is included across the curriculum. ☐ A range of lyrical content is discussed openly and informally across the curriculum. ☐ Students are encouraged to be open to learning about and performing new musical styles and traditions. 	

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
PE	<ul style="list-style-type: none"> <input type="checkbox"/> Learning about the developments/origins of sports (Core/GCSE PE) <input type="checkbox"/> Promoting and discussing current World Cups and Olympic games <input type="checkbox"/> Gaining an understanding of different sports and their foundations (E.g. Roundnet) <input type="checkbox"/> Use of international examples of different athletes and their achievements <input type="checkbox"/> Cultural engagement through elite performers both at school and in their own sporting environment (See role model display boards in changing rooms/corridors) 	
PSHE	<ul style="list-style-type: none"> <input type="checkbox"/> Families, medical research ,pregnancy outcomes, contraception - different views and beliefs 	

SUBJECT/AREA	EVIDENCE OF CURRENT CULTURAL OPPORTUNITIES	AREAS TO DEVELOP
<p>Religious education</p>	<ul style="list-style-type: none"> • Enrichment activities, such as RS trips allow students to experience different religious settings, developing an understanding and respect for the way other communities live their lives. • Some units cover the concept of community, such as the Khalsa and Ummah, in the Sikhi and Islamic faiths. • Eastern and Western religious faiths are explored to give students an understanding of the breadth of belief in Britain, as well as putting each faith into it's historical, cultural and geographical context (such as exploring diaspora in Judaism). • Evaluation of the similarities and contrasts between religions as made throughout the spiral of concepts covered across units. • Within the thematic element of GCSE RS Islam, Christianity and societal views are compared throughout each unit, as well as cultural and geographical differences. 	

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Sociology	<ul style="list-style-type: none"> <li data-bbox="600 272 1312 360">☐ Many of the topics covered within the syllabus explore cultural differences. Display work covers a diverse range of cultures. <li data-bbox="600 395 1312 520">☐ Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. 	
CHILD DEVELOPMENT	<ul style="list-style-type: none"> <li data-bbox="600 592 1312 802">☐ While not explicitly spiritual, lessons on cultural diversity and religious awareness may provide opportunities for students to learn about different spiritual traditions, rituals, and practices around the world and the impact it may have on babies and infants. This can help foster understanding and respect for diverse belief systems. 	
Extra-curricular activities	<ul style="list-style-type: none"> <li data-bbox="600 871 1312 930">☐ Students recognise they participate in extra-curricular with a variety of different people. 	