

Wellacre Academy

Curriculum SMSC Audits 2021/22

	<p>Anti-Discrimination and celebrating diversity LINK TO BRITISH VALUES TOLERANCE AND MUTUAL RESPECT</p> <p>SMSC</p>	<p>Careers and Economic</p>	<p>Statutory RSHE</p>	<p>Democracy, Debate and Citizenship LINK TO BRITISH VALUES DEMOCRACY, INDIVIDUAL LIBERTY AND RULE OF LAW</p> <p>SMSC</p> <p>Orange - spiritual</p>
ART	<ul style="list-style-type: none"> • Andy Warhol Pop Art and - Linked to LGBTQ+ • Black artist celebration - linked to Francesco Francavilla • Basquiat - black, bisexual artist 	<ul style="list-style-type: none"> • Careers - Illustrators • Careers - Typography • Art portfolio building 		<ul style="list-style-type: none"> • What is Art? Personal reflection • Tattoo Art - linked to culture and identity

COMPUTING			<ul style="list-style-type: none"> ● Media Balance and well-being ● Privacy and Security ● Digital Footprint and Identity ● Relationships and Communication ● Cyberbullying, Digital Drama and Hate Speech ● News and media literacy 	<ul style="list-style-type: none"> ● Legislation pertinent to the use of ICT ● Ethical, cultural and environmental concerns including the impact of digital technologies on the social and digital divide ● News and Media Literacy
DRAMA	<ul style="list-style-type: none"> ● Masks- Representative of backgrounds other than white british ● Blood Brothers- Play ● Recognising and challenging stereotypes ● Verbatim Theatre ● Recognising and challenging stereotypes ● Exploring of a play text ● Understanding and appreciation of the wide range of cultural influences 		<ul style="list-style-type: none"> ● Theatre In Education ● Healthy eating, Mental wellbeing, drugs and alcohol issues explored 	<ul style="list-style-type: none"> ● Myths and Legends- Recognising the views about moral issues ● An Inspector Calls- Play - Topics within the play- democracy and understanding of the makeup of the UK historically ● Citizenship studies and exploring of past disasters that have impacted british culture ● (The Hillsborough disaster ● 9/11...etc)

D&T		<ul style="list-style-type: none"> • Electronics careers when introducing soldering • Architecture project introducing industry standard software REVIT • Project planning and costing for Unit 3 • Roles and responsibilities in the construction sector, careers talks, visits to sites, visiting speakers. • HASAW Act, PUWER, RIDDOR, COSHH and other safety legislation 		<ul style="list-style-type: none"> • Plastics types, uses environmental impact, recycling and reusing. • Woods - deeper input on manufactured boards, advantages over natural timbers and environmental impact. • Woods - difference in real and manufactured, sources, environmental impact, recycling and reusing.
ENGLISH	<ul style="list-style-type: none"> • 'The Terrible Thing That Happened to Barnaby Rickett' by John Boyne (Tolerance and celebrating differences) • 'Diver's Daughter' by Patrice Lawrence (fiction loosely based on the real story of Jacques Francis) • 'Now or Never: A Dunkirk Story' by Bali Rai (WW1 told through the eyes of an Indian) 	<ul style="list-style-type: none"> • Work and Poverty - Lessons looking at the differences between child poverty in the Victorian Era compared with contemporary issues 'A million more UK children in poverty than in 2010' and poverty in 'Oliver Twist' • Lessons covering the description of Scrooge his views on wealth and how he treats his workers (moral) 	<ul style="list-style-type: none"> • 'Macbeth' by William Shakespeare (relationship between Macbeth and Lady Macbeth - verbal abuse and manipulation) • Respectful relationships - 'My Last Duchess' and An Inspector Calls 	<ul style="list-style-type: none"> • Rule and respect of the law. • Ability to recognise the difference between right and wrong. • Frankenstein : moral and ethical issues (the progress of Science) • Shakespeare : Iago as the villain. • Ability to recognise the difference between right and wrong. • Understanding perspectives and appreciating

	<p>soldier who helped the Allied forces).</p> <ul style="list-style-type: none"> ● 'Windrush Child' by Benjamin Zephaniah (The treatment of Windrush families by the British government) ● Recognising and challenging (racial) stereotypes ● Explicit teaching of values that tackle discrimination eg racism. ● 'Ghost Boys' Jewell Parker Rhodes (racism in the American police force - discusses Emmett Till as well) ● American Dream: Of Mice and Men- representation of racial stereotypes and disabilities and discussions on challenging these. ● Power and Conflict - BAME poems are inclusive of genders, sexualities and disabilities. ● 'Checkin' Out Me History' by John Agard 	<p>dilemmas about money).</p> <ul style="list-style-type: none"> ● 'Street Child' by Bertie Doherty as a class read (covers the plight of destitute children in Victorian England). ● 'Stone Cold' by Robert Swindells as a class read (the story of a teenage, homeless boy living in London). ● Inspector Calls - elements of economy and social and moral dilemmas about money. ● 'A Christmas Carol' by Charles Dickens (social and moral dilemmas about money) 		<p>viewpoints on the American Dream and the use of power - George Carlin, Obama and Trump.</p> <ul style="list-style-type: none"> ● WW1 Propaganda posters-ability to recognise the difference between right and wrong and to readily apply this understanding. Importance of community. ● Various poetry based on Power and Conflict (viewpoints on war/democracy/religion , abuse of power, dictatorships) ● 'An Inspector Calls' by J.B. Priestley (Socialism, Capitalism, altruism, collective responsibility. ● Macbeth - Abuse of power and dictatorship.
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	<p>(lack of representation in history)</p> <ul style="list-style-type: none"> ● Emigree (immigration) 			
MFL	<ul style="list-style-type: none"> ● Including teaching of pronouns and idea of 'gender' leading to discussions of non-binary pronouns and adjective endings. eg: 'iel' gender neutral pronoun. ● Cultural influences. ● Carnivals around the world; common cultural background, with specific reference to Carnaval de Nice. ● Geography; cultural awareness. ● Francophone African countries and their impact on the current cultural climate in 	<ul style="list-style-type: none"> ● Talking about what you want to do when you leave school. ● Making the most of school. ● Future job prospects. ● Post 16 options. 	<ul style="list-style-type: none"> ● Relationships topics - family and relationships, discussing relationships with others, marriage and families. ● Health topics - Learning about food groups and eating healthily. Keeping healthy activities. Describing healthy eating and healthy lifestyles. Addictions and vices. (Drugs and alcohol) ● Online and media - Discussing the pros and cons of social 	<ul style="list-style-type: none"> ● School comparisons; England and France. ● Secular education in France, rights and wrongs of uniform and conformity. ● Citizenship: Social issues, charity and volunteering.

	<ul style="list-style-type: none"> France. History; The Second World War. Explicit study of the film 'Au revoir les enfants' which deals with the Holocaust and religious and racial intolerance. Geography; different festivals across Francophone countries, with specific reference to Guadeloupe. Specific resource on disability in the workplace. 		media.	
Music	<ul style="list-style-type: none"> Stories and history surrounding pop culture in the UK - Blur vs Oasis. Samba - Inclusive of Brazilian, African and Portuguese backgrounds. Samba - Recognising and challenging stereotypes of the African culture and how music developed from Africa - 	<ul style="list-style-type: none"> Career pathways within the music industry. Roles and responsibilities of specific job roles within the music industry. Career links in the music industry. Work patterns, tax and national insurance. Freelance vs. Contracted Employment along 	<ul style="list-style-type: none"> The influence that drugs, alcohol and sex have on lyric creation in rap and hip-hop. Respectful relationships and sex as well as mental health regarding poverty line - all to do with lyric creations. 	<ul style="list-style-type: none"> What does music involve? Reflective of their own beliefs around what the elements of music are. An introduction to the traditional western music systems to understand composition techniques and reading and understanding music. Representative of

	<p>connecting with the slave trade and worker songs, rhythms etc.</p> <ul style="list-style-type: none"> ● Samba - The tackle of racism and demonstrating multi-cultural connections between music. ● The Blues - African roots discussed, particularly to do with the slave trade and how African workers brought their musical traditions with them. ● Discussions about the choice of lyrics used in Blues and why it was named “the Blues”. ● African roots, the culture of Africa and the types of instruments used within traditional African music. ● Celebrating the culture and purpose of African music and its significant influences on Western music, particularly pop culture. ● Rap and hip-hop - Cultural connections 	<p>with advantages and disadvantages.</p>		<p>Western culture and backgrounds - orchestra, theme and variation.</p> <ul style="list-style-type: none"> ● Emphasis on British values surrounding music culture in the UK - Britpop, hooks and riffs. ● How film has changed over the course of time to fit with the technology developments.- film music. ● Poverty and the working-class within New York where rap and hip-hop started to develop. ● Exploring unconventional musical devices and how they can be used. ● Breaking the ‘rules’ with conventional Western music systems and devices.Lyric writing all to do with protesting for social and moral rights. ● Acceptance of various music and sound
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	<p>with Africa.</p> <ul style="list-style-type: none">● Reggae- Cultural connections with Africa.● A discussion of Rastafarianism, the movement and why music is so important to that culture and religion.● Cultural diversity in game music composers. American, Japanese and Italian roots.● Artistic connections with dance and art e.g. Graffiti.● Exploring dance music from multiple cultures, including Irish music.			<p>systems such as scales, instrumentation, melody writing etc.</p>
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PE			<ul style="list-style-type: none">● Leadership & Teamwork runs throughout the year and through all sports. Students are expected to treat everyone with respect within PE. This is integral to successful leadership and teamwork.● Healthy Me programme of study strand at KS3.● Use of different training methods and completing fitness tests.● Short and long term effects of exercise.● Components of Fitness● Training Methods● Fitness Testing● Musculoskeletal System● Cardiorespiratory System● Short and long term effects of exercise.	
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<p>Science</p>	<ul style="list-style-type: none"> ● Preservation of biodiversity of animals and humans understanding the increase in diversity increases the chances of survival of species linked to the importance of diversity. ● The discovery of reactivity by Marie Curie from a non British background. 	<ul style="list-style-type: none"> ● How to be a scientist (scientific skills and careers). ● Examining techniques in chemistry, such as distillation (how this would be used in industry). ● How do firemen clean spilt substances on motorways? Using knowledge of acids and alkalis. ● Use of alloys in industry ● How ultrasound is used in different situations and careers ● Design and present a children's toy which utilises light ● Generating electricity and the impact this has. Looking at the cost of energy in the home. ● Developing different materials for different purposes. ● The effect of insulation on heating bills and energy usage. ● Using microbes in industry. 	<ul style="list-style-type: none"> ● Uses of alkalis in neutralising stomach acid in heartburn. ● Discussing male and female reproductive systems, pregnancy, menstrual cycle and birth). ● Identify the effects of drugs and alcohol on the body ● The effects of chemicals in cigarette smoke. ● How do muscles keep us alive? (Heart, lungs, muscles) ● Nutrition (What is a balanced diet, why do we need different nutrients) ● Deficiency diseases ● Circulatory system and respiratory system ● Photosynthesis - Plants as a food source ● Causes and transmission of diseases/ Hygiene. ● Testing for diseases. ● Disease linking to health and prevention, mental wellbeing and 	<ul style="list-style-type: none"> ● Organ transplant debate - how to decide who to give an organ to? (Reaching reasoned views about ethical issues, ability to understand different viewpoints) ● Renewable energy debate - which form of energy is the best and why? (Reaching reasoned views about ethical issues, ability to understand different viewpoints). ● What is the climate crisis? What contributes to rising carbon dioxide levels? ● Causes of pollution and solutions. ● Debate on the advantages and disadvantages of renewable energy sources. ● Genetic screening/ Human Genome Project- ethics. ● Why were Darwin's ideas not accepted at first? ● Evaluating different
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		<ul style="list-style-type: none"> ● Separation techniques used in the chemical production industry linking to careers in industry and economical skills used. ● The study of acids and alkalis links to the production of many chemicals linking to future careers and also the economics involved in the production of chemicals. ● Acids & Alkalis - Materials science, laboratory work, dyes, flavourings in food ● Practical skills - useful in many jobs from hairdresser to engineer. ● Calculating masses used in the chemical production industry to minimise costs and to maximise profits links to income and expenditure and financial decision making at a larger scale ● Rates of reaction/ 	<p>drugs and alcohol.</p> <ul style="list-style-type: none"> ● Dangers of radioactivity linked to health and prevention of disease ● Photosynthesis - how foods are made, biomass and stores of energy in food. ● Hormones involved in the menstrual cycle linking to intimate relationships ● The effects of adrenalin to ready the body for fight or flight linking to the development of respectful relationships and explaining behaviours ● The debate of the use of IVF and funding by the NHS links to the difference between right and wrong. ● Types of diabetes including prevention and treatment links to health and prevention and healthy eating and physical activity ● The circulatory system and the heart links to 	<p>energy resources</p> <ul style="list-style-type: none"> ● Sharing information in the scientific community for the benefit of all. ● Human impact on the environment. ● Cause, spread and mitigation of pandemics ● Stem Cells: Debate on the ethics and legality of the use of embryonic stem cells to cure disease. ● Factors that affect the stopping distances when driving linked to dangerous driving and the sanctions linked. ● Metal extraction and the use of electrolysis to provide metals for global use. Discuss the benefits of recycling metal rather than extraction linking to sustainability as a contribution to the local and global community. ● Debate on the use of fossil fuels vs. renewable sources for energy production
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		<p>Chemical changes - Materials science</p> <ul style="list-style-type: none"> ● Practical skills - useful in many jobs from hairdresser to engineer ● Career focus - Electrician, Electrical engineer, National grid and Energy supply ● Reducing bills - how to save money on your electricity by being efficient ● Life skills - Electrical safety in the home ● Career focus - Material scientist, Metalworker, Smithing, Fabrication ● We have highlighted 'relevant careers' in each of our lessons on the first slide ● STEM club has links to an industry provider each year and is certificated for 'STEM Bronze Award' and a 'Crest Bronze Award' ● Science club has strong links to STEM for year 7 	<p>healthy eating and physical activity and health and prevention.</p> <ul style="list-style-type: none"> ● Diseases caused by parasitism are linked to health and prevention. ● Mutualism in biotic relationships linking to healthy relationships. ● Organ transplant debate - how to decide who to give an organ to? (Reaching reasoned views about ethical issues, ability to understand different viewpoints) 	<p>nationally and globally concerning ethical, economical issues and the ability to appreciate the viewpoints of others on these issues.</p> <ul style="list-style-type: none"> ● Ethics - early experimentation on electricity vs' Frankenstein ● Sustainability of fishing and endangered species links to students reaching reasoned views about moral and ethical issues. ● Discussions on the importance of reducing global warming linking to the importance to the community locally, globally and nationally to many species.
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Maths		<ul style="list-style-type: none"> ● Working out percentages, sale price decrease and real life percentage increase. VAT ● Solve financial maths problems ● Fractions of amounts – sale inc/dec ● Compound interest ● Heights buildings (Pythagoras) ● Percentages and Fractions ● Interest ● Basic percentage, real life graphs 		
Geog	<ul style="list-style-type: none"> ● Discussion surrounding the deprivation and opportunities in coastal areas. ● Look into why immigrants are an important part of society. ● Challenging stereotypes of African nations in addition to culture in different parts of the world. ● Investigating and understanding the 	<ul style="list-style-type: none"> ● Discussion of different careers in meteorology. ● Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development. ● Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to 	<ul style="list-style-type: none"> ● When looking at food as a resource we discuss the idea of eating healthily (seasonal produce, organic, etc) ● Having respectful relationships with people and places we visit. ● Impacts of lack of education, poor life choices regarding substance and alcohol abuse. 	<ul style="list-style-type: none"> ● Reasons for crime ● Reflection on their own lives compared to lives of those living in hazard areas. ● Debate surrounding the conflict that exists in tourism areas and how to overcome these issues. ● Look at the countryside (green cross) code. ● Debate on the moral issues around the UK using African countries

	<p>impact of cultural influences on social mobility.</p> <ul style="list-style-type: none"> ● Discussion on the reasons behind the inequalities of food, water and energy in different regions of the world. 	<p>different levels of income and development.</p> <ul style="list-style-type: none"> ● Discussion of different careers in hazard areas. ● Discussion of different careers in upland areas. ● Discussion of different careers in coastal areas. ● Look into retirement and the concept of taxation. ● Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development. ● Discussion of different careers in different countries in different industries. ● Lots of discussion about the global and local economy, including taxation. ● Discussion of different careers in high and low income areas. 		<p>for their resources for our gain.</p> <ul style="list-style-type: none"> ● Debate on the respectability of tourism to historically sensitive areas. ● Reflections on current global issues (energy consumption, pollution, climate change). ● Lots of debate surrounding the moral issues of developed countries exhorting less developed countries for resources and gain. ● Moral decision tasks based on if we should allow erosion along certain tracts of coast and river. ● Moral issues surrounding use of ecosystems as natural resources. ● Influence of government and non-governmental organisations in developing a country
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		<ul style="list-style-type: none"> • High levels of discussion surrounding taxation. • Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development. 		
HISTORY	<ul style="list-style-type: none"> • What is Empire? • British Empire focus on impact in India (eg indentured workers). • Indian War of Independence • Legacy of Empire in India • Capture, Middle Passage and Life on Plantations • Study of diverse nature of who owned slaves (British citizens) • Resistance and escape of enslaved people (Harriet Tubman and Toussaint L'Ouverture)Focus on the different groups 	<ul style="list-style-type: none"> • What is History? Who are Historians and what do they do? Introduction to the work of historians and the different fields that they might work in, i.e. museums, journalism, teaching etc. • Miranda Kauffman focus historian - how she used archives to help write her book • We use the work of a PHD student historian who has completed work for us - explanation of this process linked to careers. 	<ul style="list-style-type: none"> • Discrimination and persecution of minorities - Nazi Germany • HIV and AIDS, Impact of marriage equality, Gender Recognition Act 2004 and Equality Act 2010 • Prejudice/discrimination faced by the Windrush generation • Exploration of Stephen Lawrence case - including difference between prejudice and discrimination • Hate crime and hate speech - definitions and examples 	<ul style="list-style-type: none"> • What is the Magna Carta? Why was it significant in Medieval England and how is it still significant today? Power and meaning of Monarchy • Why did peasants in Medieval England revolt? Understanding the difference between what is 'right' and 'wrong' and how this has led to significant events in history, i.e. political and social revolutions. • Lesson 9-12, Who had power in Industrial England and what led

	<p>fighting for the right for women to have the vote. What were the actions of each group and how did this help to achieve their aims? How do we interpret this struggle for equality and how does it link to equality in the present day?</p> <ul style="list-style-type: none"> • How did women help support the war effort in WW1? This lesson helps students to understand that when faced with adversity women were able to adapt and overcome societal barriers that were present at the time, in order to help their country during the war. • WW1 - looking at the experiences and contributions of soldiers from the Empire. • Study of Nazi Germany with a focus on the Nazi treatment of minorities and those considered 'burdens' 	<ul style="list-style-type: none"> • Discussion of career and role of archeologists (in relation to castles) • Discussion of the career and role of historians in relation to historiography of castles. 		<p>to the Peterloo Massacre? Students look at who had the right to vote during this period, and how class divisions contributed to the Peterloo Massacre.</p> <ul style="list-style-type: none"> • Should Britain pay compensation for its role within the slave trade? • Different groups fighting for the right for women to have the vote. What were the actions of each group and how did this help to achieve their aims? How do we interpret this struggle for equality and how does it link to equality in the present day? • Also has links with Democracy, debate and citizenship- Helps students to develop critical thinking skills, i.e. is it ever 'right' to not respect the law? In what circumstances? • The meaning of dictatorship (in comparison to
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	<p>on societies (including black people and LGBT+).</p> <ul style="list-style-type: none"> ● Understand how an event such as the Holocaust was able to happen. Students study how the persecution of the Jewish population in Europe escalated throughout the 1930's going into the 1940's. Students are explicitly taught about discrimination in different forms and how it led to the Holocaust. ● Communism in Korea and Vietnam by looking at the proxy wars in both of these countries. This provides students with an alternate view of the Cold War, and Communism as an ideology that challenges any preconceived notions that they might have. ● HMS Windrush and its significance in British 			<p>democracy), and exploration of how dictators are able to rise to power.</p> <ul style="list-style-type: none"> ● Capital punishment debate (and laws) - Dereck Bentley case ● Impact of poor living standards in prisons ● Impact of poverty as a cause of crime ● Power of monarchy ● Creation and changing nature of the police force and court/justice system ● Study of St. Ann's Square as a site of reflection and commemoration (linked particularly to the Manchester Arena Bomb in 2017). ● Propaganda and its influences. ● What it means to be 'British', what being 'British' might look like - in relation to Windrush.
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	<p>History, it helps students to consider questions of what it means to be 'British', what being 'British' might look like, and how the individuals on Windrush impacted British culture in the years after. Impact of the British Nationality Acts, and the prejudice/discrimination faced by the Windrush generation is also studied, alongside a celebration of the achievements.</p> <ul style="list-style-type: none">● Local History focus - impact of Manchester Caribbean carnival● Exploration of Stephen Lawrence case● Hate crime and hate speech - definitions and examples● Site study of place of local historical importance - focus on the diverse nature of people associated with the site (women, nobility, artists, working class).			
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	<ul style="list-style-type: none"> ● Difference in treatment of those under Nazi Rule in Eastern Europe vs Western Europe ● Holocaust - causes and experiences 			
RE	<ul style="list-style-type: none"> ● All topics are taught from a non-judgemental inclusive standpoint, with an underlying aim to celebrate diversity and tackle prejudice relating to different cultures and religious backgrounds. ● Students are taught in such as was so that they can formulate their own beliefs about the world, whilst respecting others’. 	<ul style="list-style-type: none"> ● Trafford Youth for Christ visit - focus on careers link - Youth outreach work 	<ul style="list-style-type: none"> ● Issues surrounding marriage, divorce, sexuality and family gender equality 	<p>ORANGE = SPIRITUALITY</p> <ul style="list-style-type: none"> ● Does God Exist? ● Characteristics of God ● Difference between belief, fact and opinion ● Design Argument and its criticisms ● Concept of God in Hinduism ● Hindu beliefs about life after death ● Key practices in Hinduism ● Concept of God in Buddhism ● Life of the Buddha ● Key practices in Buddhism

				<ul style="list-style-type: none">● Concept of God in Christianity● Key events in the life of Jesus● Key teachings of Jesus● Islamic concept of God● Key events in the life of Muhammad● Authority on Islam● Key practices in Islam● Concept of God in Judaism● Key leaders in Judaism● Authority in Judaism● Key practices in Judaism● Key beliefs in Christianity● Jesus Christ and Salvation● Key beliefs of Islam● Authority in Islam● Christianity - worship, festivals, community● Islam - worship, festivals and commemorations● Crime and Punishment● Peace and Conflict● Issues raised by crime and punishment● Issues raised by the death penalty
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				<ul style="list-style-type: none">● Religious and non-religious views around issues relating to crime and punishment, including the death penalty● Issues surrounding the abortion and euthanasia debates● Religious and non-religious views around the abortion and euthanasia debates● Religious and non-religious views around issues surrounding marriage, divorce sexuality and family● Human rights and social justice● Wealth and Poverty
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Subject: Art

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p><u>What is art? Reflective of their own beliefs around Art.</u> Discussion around what the concept of art is, value of art and how this correlates with meaning.</p>		<p><u>Pop Art - Inclusivity of sexuality</u> Andy Warhol and his role in the LGBTQ community in the 1960/70s. What did this mean in the art community, why was his sexuality relevant to his artwork etc.</p>	
Y8	<p><u>Doodle Art - Career opportunities</u> are discussed relating to Jon Burgerman as an illustrator - what job opportunities are available for an illustrator; children's books, website, graphic design.</p>	<p><u>Tattoo Art - Are tattoos art? Why do people get tattoos? What is the cultural meaning and misconceptions around tattoo art?</u></p>		
Y9	<p><u>Horror - black artist celebration</u> with Francesco Francavilla and his black history month illustrations. This highlights black artists such as horror directors, actors and writers.</p>		<p><u>Typography - career opportunity</u> discussions around graphic design and logo creation.</p>	
Y10		<p><u>Pop Art - Inclusivity of sexuality</u> Andy Warhol and his role in the LGBTQ community in the 1960/70s. What did this mean in the art community, why was his sexuality relevant to his artwork etc. <u>Keith Haring - Safe sex/health</u> his safe sex and AIDS campaigns in 1980s, sparking discussions around healthy relationships.</p>	<p><u>Pop Art - Moral and ethical issues</u> Basquiat was a prominent black artist from 1970s/80s, highlighting police violence towards black people in NYC, Basquiat was bisexual and had a close relationship with Warhol. <u>Basquiat - drug and alcohol abuse</u> - Basquiat died of a heroin overdose in 1988.</p>	

Y11	Careers and college - portfolio building and selection for interview as well as roadmapping career opportunities from college - HE - career.			
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Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Subject: Computing

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p><u>Media Balance and well-being</u> How do we balance digital media use in our lives</p> <p><u>Privacy and Security</u> How can you protect yourself from phishing</p> <p><u>Digital Footprint and Identity</u> What are the benefits and drawbacks of presenting yourself in different ways online</p> <p><u>Relationships and Communication</u> How do you chat safely with people you meet online?</p> <p><u>Cyberbullying, Digital Drama and Hate Speech</u> How can you de-escalate digital drama so it doesn't go too far?</p> <p><u>News and Media Literacy</u> How do we find credible information on the internet</p>			

<p>Y8</p>	<p><u>Media Balance and well-being</u> Strategies for finding media balance</p> <p><u>Privacy and Security</u> How do companies collect and use data about you?</p> <p><u>Digital Footprint and Identity</u> How might digital footprints shape our future?</p> <p><u>Relationships and Communication</u> How does social media affect our relationships</p> <p><u>Cyberbullying, Digital Drama and Hate Speech</u> How can you respond when cyberbullying occurs</p> <p><u>News and Media Literacy</u> What rights to fair use do you have as a creator?</p>			
<p>Y9</p>	<p><u>Media Balance and well-being</u> How does digital media try to hook you and what can you do about it?</p> <p><u>Privacy and Security</u> How can you protect your privacy when you're online?</p> <p><u>Digital Footprint and Identity</u> How does social media affect our digital footprints?</p> <p><u>Relationships and Communication</u> What are the risks and potential consequences of sexting?</p> <p><u>Cyberbullying, Digital Drama</u></p>			

	<u>and Hate Speech</u> How should you respond to hate speech? <u>News and Media Literacy</u> How should we react to breaking news?			
Y10	Legislation pertinent to the use of ICT	Legislation pertinent to the use of ICT	Legislation pertinent to the use of ICT	
Y11	Ethical, cultural and environmental concerns including the impact of digital technologies on the social and digital divide	Legislation pertinent to the use of ICT including the impacts of digital technology on the wider society including legal and privacy issues		
Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:				

Subject: Drama

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7		Myths and Legends- Recognising the views about moral issues	Our Day Out- Recognising and challenging stereotypes	Trip to the theatre in AU1 or AU2 to inspire and model what performance can look like
Y8	Masks- Representative of backgrounds other than white british	Theatre In Education Healthy eating, Mental wellbeing, drugs and alcohol issues explored	Verbatim Theatre Recognising and challenging stereotypes Drug and alcohol abuse	Educational visit to media city and exploring of the technical side of the performing arts
Y9	Theatre- In Education Healthy eating, Mental wellbeing, drugs and alcohol issues explored	An Inspector Calls- Play Topics within the play- democracy and understanding of the makeup of the UK historically.	Blood Brothers- Play Recognising and challenging stereotypes	Theatre In.Education Performers coming into school and doing workshops with the year group.
Y10	Citizenship studies and exploring of past disasters that have impacted british culture (The Hillsborough disaster 9/11...etc)	Citizenship studies and exploring of past disasters that have impacted british culture (The Hillsborough disaster 9/11...etc)	Exploring of a play text Understanding and appreciation of the wide range of cultural influences	Opportunities for trips to see how Performing arts in industrial work is handled e.g. going to a venue (theatre) and watching a performance - seeing the processes before, during and post performance, who's involved etc

Y11	Exploring of a play text Understanding and appreciation of the wide range of cultural influences	Topical Devised Drama- Curriculum content is inclusive of all		
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Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Subject: D&T

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p>Keeping yourself and others safe in practical work using tools and machinery.</p> <p>Plastics types, uses environmental impact, recycling and reusing.</p>	<p>Keeping yourself and others safe in practical work using tools and machinery.</p> <p>Woods - difference in real and manufactured, sources, environmental impact, recycling and reusing.</p>	<p>Keeping yourself and others safe in practical work using tools and machinery.</p>	<p>Introduce projects incorporating a range of designers from diverse backgrounds</p>
Y8	<p>Keeping yourself and others safe in practical work using tools and machinery.</p>	<p>Keeping yourself and others safe in practical work using tools and machinery.</p> <p>Electronics careers when introducing soldering</p> <p>Woods - deeper input on manufactured boards, advantages over natural timbers and environmental impact.</p>	<p>Keeping yourself and others safe in practical work using tools and machinery.</p>	<p>Reaching reasoned views about moral and ethical issues when selecting materials</p>

<p>Y9</p>	<p>Keeping yourself and others safe in practical work using tools and machinery.</p>	<p>Keeping yourself and others safe in practical work using tools and machinery. Architecture project introducing industry standard software REVIT</p>	<p>Keeping yourself and others safe in practical work using tools and machinery. Statutory and mandatory signage in the workshop/site Materials - 6Rs</p>	<p>Recognising stereotypes in construction/engineering careers Using STEGTA to introduce careers in engineering before options</p>
<p>Y10</p>	<p>Health and Safety in Construction - Unit 1</p>	<p>Keeping yourself and others safe in practical work using tools and machinery. RIDDOR - for Unit 1 Risk Assessments for Unit 1 and 2 HASAW Act, PUWER, RIDDOR, COSHH and other safety legislation for Unit 1 & 2</p>	<p>Keeping yourself and others safe in practical work using tools and machinery. RIDDOR - for Unit 1 Risk Assessments for Unit 1 and 2 HASAW Act, PUWER, RIDDOR, COSHH and other safety legislation for Unit 1 & 2</p>	<p>Sectors of the construction industry and contributions to society and economy - in new course from Sept 22</p>
<p>Y11</p>	<p>RIDDOR - for Unit 1 Risk Assessments for Unit 1 and 2 HASAW Act, PUWER, RIDDOR, COSHH and other safety legislation for Unit 1 & 2</p>	<p>RIDDOR - for Unit 1 Risk Assessments for Unit 1 and 2 HASAW Act, PUWER, RIDDOR, COSHH and other safety legislation for Unit 1 & 2</p>	<p>HASAW Act, PUWER, RIDDOR, COSHH and other safety legislation for Unit 1 & 2 Project planning and costing for Unit 3 Roles and responsibilities in the construction sector (Unit 3), careers talks, visits to sites, visiting speakers.</p>	

Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Subject: English

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p>'The Terrible Thing That Happened to Barnaby Rooker' by John Boyne (Tolerance and celebrating differences)</p>	<p>'Diver's Daughter' by Patrice Lawrence (fiction loosely based on the real story of Jacques Francis)</p> <p>Work and Poverty - Lessons looking at the differences between child poverty in the Victorian Era compared with contemporary issues 'A million more UK children in poverty than in 2010' and poverty in 'Oliver Twist'</p> <p>Lessons covering the description of Scrooge his views on wealth and how he treats his workers (moral dilemmas about money). 'Street Child' by Bertie Doherty as a class read (covers the plight of destitute children in Victorian England).</p>	<p>'Now or Never: A Dunkirk Story' by Bali Rai (WW1 told through the eyes of an Indian soldier who helped the Allied forces).</p> <p>'Stone Cold' by Robert Swindells as a class read (the story of a teenage, homeless boy living in London).</p>	<p>Theme for Autumn Term is Magical Worlds. Need to find more extracts with a clearer focus on anti-discrimination</p> <p>Careers</p>

<p>Y8</p>	<p>Gothic : Jack The Ripper. Rule and respect of the law. Ability to recognise the difference between right and wrong. Frankenstein : moral and ethical issues (the progress of Science)</p>	<p>'Windrush Child' by Benjamin Zephaniah (The treatment of Windrush families by the British government)</p>	<p>Shakespeare : Iago as the villain. Ability to recognise the difference between right and wrong. Recognising and challenging (racial) stereotypes Explicit teaching of values that tackle discrimination eg racism.</p>	<p>Place - currently white-British and US centric content (Tony Walsh and Bill Bryson)</p> <p>Careers</p>
<p>Y9</p>	<p>'Ghost Boys' Jewell Parker Rhodes (racism in the American police force - discusses Emmett Till as well)</p> <p>American Dream: Of Mice and Men-representation of racial stereotypes and disabilities and discussions on challenging these.</p> <p>Understanding perspectives and appreciating viewpoints on the American Dream and the use of power -George Carlin, Obama and Trump.</p>	<p>Dystopian Worlds-Fahrenheit 451, 1984, The Bees, Ready Player One. (ability to recognise right from wrong and the power of the State. Dictatorships and abuse of power).</p>	<p>Power and Conflict-Regeneration (mental wellbeing and PTSD).</p> <p>Power and Conflict-BAME poems are inclusive of genders, sexualities and disabilities.</p> <p>WW1 Propaganda posters-ability to recognise the difference between right and wrong and to readily apply this understanding. Importance of community.</p>	<p>LGBTQ+ gaps in coverage: Could be addressed through class reads</p> <p>Careers</p>
<p>Y10</p>		<p>Various poetry based on Power and Conflict (viewpoints on war/democracy/religion, abuse of power, dictatorships respectful relationships - 'My</p>	<p>'An Inspector Calls' by J.B. Priestley (Socialism, Capitalism, altruism, collective responsibility. Also elements of economy and social and</p>	<p>Limited in Literature papers to texts assigned by the exam board.</p> <p>Language papers - we could</p>

		Last Duchess')	moral dilemmas about money. Respectful relationships)	actively choose extracts which focus on diversity (in particular LGBT+ issues as this is missing). Careers
Y11	'Macbeth' by William Shakespeare (relationship between Macbeth and Lady Macbeth - verbal abuse and manipulation. Abuse of power and dictatorship.	'Checkin' Out Me History' by John Agard (lack of representation in history) Emigree (immigration) 'A Christmas Carol' by Charles Dickens (social and moral dilemmas about money)		Limited in Literature papers to texts assigned by the exam board. Language papers - we could actively choose extracts which focus on diversity (in particular LGBT+ issues as this is missing). Careers

Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Learning about different perspectives and different experiences of the world.

Being empathetic towards others.

How power is used and how language can be used to manipulate opinions.

Recognising and challenging stereotypes.

Subject: MFL				
Please colour code: Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship				
	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p>RESPECT; family and relationships. Including teaching of pronouns and idea of 'gender' leading to discussions of non-binary pronouns and adjective endings. eg: 'iel' gender neutral pronoun.</p>	<p>School comparisons; England and France. Secular education in France, rights and wrongs of uniform and conformity.</p>	<p>Geography; cultural awareness. Francophone African countries and their impact on the current cultural climate in France. RESPECT; BAME</p>	<p>Mali link to history department could lead to the development of teaching more about how the colonisation of Africa by France has impacted on modern day France (multicultural)</p>
Y8	<p>Health topics; Learning about food groups and eating healthily. Keeping healthy activities.</p>	<p>Careers; talking about what you want to do when you leave school.</p> <p>Cultural influences: Carnivals around the world; common cultural background, with specific reference to Carnaval de Nice.</p>	<p>History; The Second World War. Expicit study of the film 'Au revoir les enfants' which deals with the Holocaust and religious and racial intolerance.</p>	<p>British Council videos: Linking languages to specific careers: https://www.britishcouncil.org/school-resources/languages/where-will-languages-take-me</p>
Y9	<p>RESPECT; discussing relationships with others, marriage and families.</p>	<p>School comparisons; England and France. Secular education in France, rights and wrongs of uniform and conformity.</p>	<p>Health topics: Describing healthy eating and healthy lifestyles.</p> <p>Cultural influences:</p>	<p>Contact University of Manchester in AU1 2022 to organise a 'why study' talk, this will be in advance of students taking options. (Will</p>

			Geography; different festivals across Francophone countries, with specific reference to Guadeloupe.	<p>need to wait until September for department timetable.) https://gmhigher.ac.uk/events/why-study-talks/</p> <p>**Lancaster university link** Options: Investigate virtual/school visit.</p> <p>https://www.lancaster.ac.uk/languages-and-cultures/outreach-and-engagement/school-visits/</p>
Y10	<p>Careers: Making the most of school.</p> <p>School comparisons; England and France. Secular education in France, rights and wrongs of uniform and conformity.</p>	<p>Careers: future job prospects. Specific resource on disability in the workplace.</p> <p>Health topics: Addictions and vices. (Drugs and alcohol)</p>	<p>Relationships: Discussing family and relationships.</p> <p>Online and media: Discussing the pros and cons of social media.</p>	<p>British Council videos: Linking languages to specific careers:</p> <p>https://www.britishcouncil.org/school-resources/languages/where-will-languages-take-me</p>
Y11	<p>Citizenship: Social issues, charity and volunteering.</p>	<p>Citizenship: Social issues, charity and volunteering.</p> <p>Careers; Future job prospects, Post 16 options.</p>		

**Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:
Gender, differences and similarities of culture.**

Subject: Music

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p>The Elements of Music</p> <ul style="list-style-type: none"> What does music involve? Reflective of their own beliefs around what the elements of music are. An introduction to the traditional western music systems to understand composition techniques and reading and understanding music. 	<p>Instruments of the Orchestra</p> <ul style="list-style-type: none"> Representative of Western culture and backgrounds. <p>Theme and Variation</p> <ul style="list-style-type: none"> Representative of Western culture and backgrounds. 	<p>Britpop Hooks and Riffs</p> <ul style="list-style-type: none"> Emphasis on British values surrounding music culture in the UK. Stories and history surrounding pop culture in the UK - Blur vs Oasis. <p>Samba</p> <ul style="list-style-type: none"> Inclusive of Brazillian, African and Portuguese backgrounds. Recognising and challenging stereotypes of the African culture and how music developed from Africa - connecting with the slave trade and worker songs, rhythms etc. The tackle of racism and demonstrating multi-cultural connections between 	<p>Opportunities to look at other instruments other than those within the traditional Western orchestra. Looking at other instruments elsewhere - this is already covered in other units of work such as Samba and then further in Year 8 with African music</p> <p>A possible opportunity to look at other Eastern cultures e.g. Indonesian Gamelan, but there may be a requirement of resources or a school trip to Manchester Metropolitan University to have the opportunity to use traditional instruments and understand the musical culture and traditions further.</p>

			music.	
Y8	Pop Instrument Skills	Blues Music <ul style="list-style-type: none"> African roots discussed, particularly to do with the slave trade and how African workers brought their musical traditions with them. Discussions about the choice of lyrics used in Blues and why it was named “the Blues”. 	Film Music <ul style="list-style-type: none"> How film has changed over the course of time to fit with the technology developments. African Music <ul style="list-style-type: none"> African roots, the culture of Africa and the types of instruments used within traditional African music. Celebrating the culture and purpose of African music and its significant influences on Western music, particularly pop culture. 	<p>Opportunities for pop skills to be based around Black History month, particularly in AU1. Choosing a pop song from a black pop artist?</p>
Y9	Rap and Hip-Hop <ul style="list-style-type: none"> Cultural connections with Africa. Poverty and the working-class within New York where rap and hip-hop started to develop. The influence that drugs, alcohol and sex 	Minimalism and Expressionism <ul style="list-style-type: none"> Exploring unconventional musical devices and how they can be used. Breaking the ‘rules’ with conventional Western music systems and devices. 	Live Lounge Reggae <ul style="list-style-type: none"> Cultural connections with Africa. A discussion of Rastafarianism, the movement and why 	<p>Further depth into the reasoning of why sex, drugs and alcohol are so heavily influenced in Rap and Hip Hop music.</p> <p>Live Lounge - an opportunity to take a cultural spin on this e.g. Eastern influences.</p>

	<p>have on lyric creation in rap and hip-hop.</p> <ul style="list-style-type: none"> • Respectful relationships and sex as well as mental health regarding poverty line - all to do with lyric creations. • Artistic connections with dance and art e.g. Graffiti. <p>Dance Music</p> <ul style="list-style-type: none"> • Exploring dance music from multiple cultures, including Irish music. 	<p>Game Music</p> <ul style="list-style-type: none"> • Cultural diversity in game music composers. American, Japanese and Italian roots. 	<p>music is so important to that culture and religion.</p> <ul style="list-style-type: none"> • Lyric writing all to do with protesting for social and moral rights. 	
Y10	<p>The Music Industry and Creating a Music Product</p> <ul style="list-style-type: none"> • Career pathways within the music industry. • Roles and responsibilities of specific job roles within the music industry. • Career links in the music industry. • Work patterns, tax and national insurance. • Freelance vs. Contracted Employment along with advantages and disadvantages. <p>Performance</p> <ul style="list-style-type: none"> • Understanding and 	<p>The Music Industry and Creating a Music Product</p> <ul style="list-style-type: none"> • Career pathways within the music industry. • Roles and responsibilities of specific job roles within the music industry. • Career links in the music industry. • Work patterns, tax and national insurance. • Freelance vs. Contracted Employment along with advantages and disadvantages. <p>Performance</p> <ul style="list-style-type: none"> • Understanding and 	<p>The Music Industry and Creating a Music Product</p> <ul style="list-style-type: none"> • Career pathways within the music industry. • Roles and responsibilities of specific job roles within the music industry. • Career links in the music industry. • Work patterns, tax and national insurance. • Freelance vs. Contracted Employment along with advantages and disadvantages. <p>Performance</p> <ul style="list-style-type: none"> • Understanding and 	<p>Opportunities for trips to see how music industrial work is handled e.g. going to a music venue and watching a gig - seeing the processes before, during and post performance, who's involved etc.</p>

	appreciation of the wide range of cultural influences regarding performance materials.	appreciation of the wide range of cultural influences regarding performance materials.	appreciation of the wide range of cultural influences regarding performance materials.	
Y11	<p>The Music Industry and Creating a Music Product</p> <ul style="list-style-type: none"> • Career pathways within the music industry. • Roles and responsibilities of specific job roles within the music industry. • Career links in the music industry. • Work patterns, tax and national insurance. • Freelance vs. Contracted Employment along with advantages and disadvantages. <p>Performance</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences regarding performance materials. <p>Composition</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences regarding composition materials. 	<p>The Music Industry and Creating a Music Product</p> <ul style="list-style-type: none"> • Career pathways within the music industry. • Roles and responsibilities of specific job roles within the music industry. • Career links in the music industry. • Work patterns, tax and national insurance. • Freelance vs. Contracted Employment along with advantages and disadvantages. <p>Composition</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences regarding composition materials. • Acceptance of various music and sound systems such as scales, instrumentation, melody writing etc. 	<p>Composition</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences regarding composition materials. • Acceptance of various music and sound systems such as scales, instrumentation, melody writing etc. 	“

	<ul style="list-style-type: none">● Acceptance of various music and sound systems such as scales, instrumentation, melody writing etc.			
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Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Subject: PE

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7		Fitness Unit -Use of different training methods and completing fitness tests. -Short and long term effects of exercise.		Inclusive sports to be offered e.g. Goal Ball and Boccia
Y8	Fitness Unit -Use of different training methods and completing fitness tests. -Short and long term effects of exercise.			Inclusive sports to be offered e.g. Goal Ball and Boccia
Y9		Fitness Unit -Use of different training methods and completing fitness tests. -Short and long term effects of exercise.		Inclusive sports to be offered e.g. Goal Ball and Boccia

Y10	<p>Unit 1</p> <ul style="list-style-type: none"> -Components of Fitness -Training Methods -Fitness Testing 			<p>Unit 2: Practical Sports Performance.</p> <ul style="list-style-type: none"> - Sports Coaching at Manchester Uni - GM Higher Activity <p>Baker Clause: Post 16 providers invited into showcase their sports courses - this could be through taster sessions.</p>
Y11		<p>Unit 3 applying the principles of personal training</p> <ul style="list-style-type: none"> -Musculoskeletal System -Cardiorespiratory System -Short and long term effects of exercise. 		

Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Leadership & Teamwork runs throughout the year and through all sports. Students are expected to treat everyone with respect within PE. This is integral to successful leadership and teamwork.

Healthy ME programme of study strand at KS3.

Subject: RE

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship; Orange = Spirituality

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	Does God Exist? Characteristics of God Difference between belief, fact and opinion Design Argument and its criticisms	Concept of God in Hinduism Hindu beliefs about life after death Key practices in Hinduism	Concept of God in Buddhism Life of the Buddha Key practices in Buddhism	Introduce students to the concept of world views - Autumn
Y8	Concept of God in Christianity Key events in the life of Jesus Key teachings of Jesus	Islamic concept of God Key events in the life of Muhammad Authority on Islam Key practices in Islam	Concept of God in Judaism Key leaders in Judaism Authority in Judaism Key practices in Judaism Trafford Youth for Christ visit - focus on careers link - Youth outreach work	
Y9	Issues raised by crime and punishment Issues raised by the death penalty Religious and non-religious views around issues relating to crime and punishment, including the death penalty	Issues surrounding the abortion and euthanasia debates Religious and non-religious views around the abortion and euthanasia debates	Issues surrounding marriage, divorce, sexuality and family Religious and non-religious views around issues surrounding marriage, divorce sexualit and family	Development of a world-views unit, incorporating Humanism and other worldviews - replace elements of content repeat at KS4

Y10	Key beliefs in Christianity Jesus Christ and Salvation Key beliefs of Islam Authority in Islam	Relationships and families - sex, marriage and divorce; gender equality	Crime and Punishment Peace and Conflict	
Y11	Christianity - worship, festivals, community Human rights and social justice Wealth and Poverty	Islam - worship, festivals and commemorations		
<p>Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups: All topics are taught from a non-judgemental inclusive standpoint, with an underlying aim to celebrate diversity and tackle prejudice relating to different cultures and religious backgrounds. Healthy, respectful debate is encouraged. Students are taught in such as was so that they can formulate their own beliefs about the world, whilst respecting others'.</p>				

Subject: Science				
Please colour code: Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship				
	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p>How to be a scientist (scientific skills and careers). Learning how to safely work in a lab. Organ transplant debate - how to decide who to give an organ to? (Reaching reasoned views about ethical issues, ability to understand different viewpoints). 4</p>	<p>Examining techniques in chemistry, such as distillation (how this would be used in industry). Renewable energy debate - which form of energy is the best and why? (Reaching reasoned views about ethical issues, ability to understand different viewpoints).</p>	<p>Making acids safer - learning how and why we dilute acids. How do firemen clean spilt substances on motorways? Using knowledge of acids and alkalis. Uses of alkalis in neutralising stomach acid in heartburn. Discussing male and female reproductive systems, pregnancy, menstrual cycle and birth). 1, 2,</p>	<p>Ensuring there is a diversity of images in the pregnancy and reproductive unit. To show medical images with a range of skin tones. Explain the difference between gender and sex.</p>
Y8	<p>Identify the effects of drugs and alcohol on the body (3) The effects of chemicals in cigarette smoke. (3) How do muscles keep us alive? (Heart, lungs, muscles) Nutrition (What is a balanced diet, why do we need different nutrients) (4) Deficiency diseases (4,5) Sugar tax debate (4) How ultrasound is used in different situations and careers Design and present a</p>	<p>Use of alloys in industry Deforestation debate Circulatory system and respiratory system (4) Photosynthesis - Plants as a food source</p>	<p>What is the climate crisis? What contributes to rising carbon dioxide levels? Causes of pollution and solutions. Debate on the advantages and disadvantages of renewable energy sources.</p>	<p>Link circulatory system to first aid</p>

	<p>children's toy which utilises light</p> <p>The ear - hearing loss</p>			
Y9	<p>Human genetics and variation- why we are different.</p> <p>Inheritance of familial characteristics.</p> <p>Genetic screening/ Human Genome Project- ethics. 5</p> <p>Why were Darwin's ideas not accepted at first?</p> <p>Evaluating different energy resources</p> <p>Generating electricity and the impact this has. Looking at the cost of energy in the home.</p>	<p>Sharing information in the scientific community for the benefit of all.</p> <p>Developing different materials for different purposes.</p> <p>The effect of insulation on heating bills and energy usage.</p>	<p>Causes and transmission of diseases/ Hygiene.2, 5</p> <p>Testing for diseases.2</p> <p>Human impact on the environment.</p> <p>Cause, spread and mitigation of pandemics.5</p> <p>Using microbes in industry.</p>	<p>Explicit teaching around diversity during genetics topic.</p>
Y10	<p>Stem Cells: Debate on the ethics and legality of the use of embryonic stem cells to cure disease. (4)</p> <p>Separation techniques used in the chemical production industry linking to careers in industry and economical skills used.</p> <p>The history of the model of the atom and the structure of the periodic table linking to the celebration of scientists from different backgrounds and Manchester based research.</p> <p>Factors that affect the stopping distances when driving linked</p>	<p>Discovery of DNA recognises the struggle of equality for recognition of Rosalind Franklin.</p> <p>The evolution of the human species is linked to the ability to be reflective about one's own beliefs and perspective on life.</p> <p>The study of acids and alkalis links to the production of many chemicals linking to future careers and also the economics involved in the production of chemicals.</p> <p>Acids & Alkalis - Materials science, laboratory work, dyes,</p>	<p>Disease linking to health and prevention, mental wellbeing and drugs and alcohol.(3, 4, 5)</p> <p>Calculating masses used in the chemical production industry to minimise costs and to maximise profits links to income and expenditure and financial decision making at a larger scale</p> <p>Metal extraction and the use of electrolysis to provide metals for global use. Discuss the benefits of recycling metal rather than extraction linking to sustainability as a contribution</p>	<p>Research of recognition of scientists from non white british backgrounds</p> <p>First aid when teaching coronary heart disease.</p>

	<p>to dangerous driving and the sanctions linked.</p>	<p>flavourings in food Practical skills - useful in many jobs from hairdresser to engineer. Debate on the use of fossil fuels vs. renewable sources for energy production nationally and globally concerning ethical, economical issues and the ability to appreciate the viewpoints of others on these issues.</p>	<p>to the local and global community. The discovery of reactivity by Marie Curie from a non British background. Dangers of radioactivity linked to health and prevention of disease (5)</p>	
Y11	<p>Rates of reaction/ Chemical changes - Materials science Practical skills - useful in many jobs from hairdresser to engineer Photosynthesis - how foods are made, biomass and stores of energy in food. Hormones involved in the menstrual cycle linking to intimate relationships (1, 2,). The effects of adrenalin to ready the body for fight or flight linking to the development of respectful relationships and explaining behaviours.(2) The debate of the use of IVF and funding by the NHS links to the difference between right and wrong. Types of diabetes including prevention and treatment links to health and prevention and</p>	<p>Career focus - Electrician, Electrical engineer, National grid and Energy supply Ethics - early experimentation on electricity vs' Frankenstein Reducing bills - how to save money on your electricity by being efficient Life skills - Electrical safety in the home Career focus - Material scientist, Metalworker, Smithing, Fabrication</p> <p>Diseases caused by parasitism are linked to health and prevention. Mutualism in biotic relationships linking to healthy relationships (2). Preservation of biodiversity of animals and humans</p>	<p>REVISION</p>	

	<p>healthy eating and physical activity (4). The circulatory system and the heart links to healthy eating and physical activity and health and prevention.</p>	<p>understanding the increase in diversity increases the chances of survival of species linked to the importance of diversity. Sustainability of fishing and endangered species links to students reaching reasoned views about moral and ethical issues. Discussions on the importance of reducing global warming linking to the importance to the community locally, globally and nationally to many species.</p>		
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Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

- We always take opportunities to teach ethics in science
- We have highlighted 'relevant careers' in each of our lessons on the first slide
- STEM club has links to an industry provider each year and is certificated for 'STEM Bronze Award' and a 'Crest Bronze Award'
- Science club has strong links to STEM for year 7

Key for Statutory content:

- 1** - Changing adolescent body
- 2** - Sexual relationships, sexual health & pregnancy
- 3** - Drugs, alcohol & tobacco
- 4** - Physical health & fitness & healthy eating
- 5** - Health & Prevention

Subject: Maths

Please colour code:

Purple = Anti-Discrimination; Blue = (Careers and Economic); Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	Working out percentages, sale price decrease and real life percentage increase. VAT	Solve financial maths problems Problems involving tables and timetables	Probability of independent events Angles/bearings	Planning a journey using timetables and costing <u>SP1 (After Financial Problems) Frauds and Scams</u>
Y8	Fractions of amounts – sale inc/dec Compound interest	Heights buildings (Pythagoras) Charts – analysis Ratio – dilution of liquid	Real life graphs	<u>(After Percentages) Payslips</u>
Y9	Percentages and Fractions Interest Formulae	Data – Graphs Averages	Conversions Ratio and Proportion Standard Form	<u>AU1 (As part of Addition and Subtraction) Credit Debit TBC - Financial Control</u>
Y10	Rounding, Collecting and representing data	basic percentage, real life graphs, ratios and proportion	Statistical measures	<u>AU2 (After Collecting and Representing) Designing an App</u>
Y11	Ratio, substitution, solving equations, averages, representing data, rearranging equations, bearings, fractions, probability, ratio, percentages.	Trigonometry, Pythagoras theorem, area and volume, converting units, simultaneous equations, coordinates, plotting equations, constructions and loci		Martin Lewis education learning to teach students about bank accounts, mortgages, pensions etc. <u>AU1 (After Probability) Pension Planning</u>

Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups:

Subject: History

Please colour code:

Purple = Anti-Discrimination; Blue = Careers and Economic; Red = Statutory RSHE; Green = Democracy, debate and citizenship

	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p><u>Introduction to History and Anglo-Saxon Society</u></p> <p>Lesson 1- What is History? Who are Historians and what do they do? Introduction to the work of historians and the different fields that they might work in, i.e. museums, journalism, teaching etc.</p> <p>Lesson 2- Case study on disabilities in Anglo-Saxon England- why would somebody want to research this and how would they go about conducting this research?</p>	<p><u>Medieval Religion and Power</u></p> <p>Lesson 2- What is the Magna Carta? Why was it significant in Medieval England and how is it still significant today? Power and meaning of Monarchy.</p> <p>Lesson 11- Why did peasants in Medieval England revolt? Understanding the difference between what is 'right' and 'wrong' and how this has led to significant events in history, i.e. political and social revolutions.</p> <p><u>Medieval Mali</u></p> <p>A view of the medieval period from a perspective that isn't US or Euro-centric. In lessons 3 and 4 Pupils learn about Mali Emperor Mansa Musa and his significance, also why he might not be as well known</p>	<p><u>Tudor England</u></p> <p>Throughout this unit students learn about the experiences of multiple individuals who were black in Tudor England. This challenges misconceptions regarding diversity during the Tudor period, and also the wider issue of who should be deemed 'significant' in British history.</p> <p>Miranda Kauffman focus historian - how she used archives to help write her book</p> <p>Women posing as men in the English Civil War (links to LGBT+ history).</p>	<p><u>Medieval Religion and Power</u></p> <p>Inclusion of more women in the curriculum, specifically in a positive light. Could include a lesson on Matilda in Medieval Religion and Power unit.</p>

		<p>as other significant figures in history. In lesson 2 students learn about the Manden Charter, and in lesson 5 Timbuktu and trade in Mali. Both of these lessons help students to recognise and challenge stereotypes regarding the history of African countries.</p>		
Y8	<p><u>Empire</u></p> <p>What is Empire? British Empire focus on impact in India (eg indentured workers). Indian War of Independence Legacy of Empire in India</p> <p><u>Transatlantic Slave Trade</u></p> <p>Capture, Middle Passage and Life on Plantations Study of diverse nature of who owned slaves (British citizens) Resistance and escape of enslaved people (Harriet Tubman and Toussaint L'Ouverture) Should Britain pay compensation for its role within the slave trade?</p>	<p><u>Industrial Revolution</u></p> <p>Lesson 9-12, Who had power in Industrial England and what led to the Peterloo Massacre? Students look at who had the right to vote during this period, and how class divisions contributed to the Peterloo Massacre.</p> <p>Lesson 13 and 14- Focus on the different groups fighting for the right for women to have the vote. What were the actions of each group and how did this help to achieve their aims? How do we interpret this struggle for equality and how does it link to equality in the present day?</p> <p>Also has links with Democracy, debate and citizenship- Helps students to develop critical thinking skills,</p>	<p><u>WWI</u></p> <p>Lesson 10- How did women help support the war effort? This lesson helps students to understand that when faced with adversity women were able to adapt and overcome societal barriers that were present at the time, in order to help their country during the war.</p> <p>Lesson looking at the experiences and contributions of soldiers from the Empire.</p>	

		i.e. is it ever 'right' to not respect the law? In what circumstances?		
Y9	<p><u>How did Hitler build a nation based on hate?</u></p> <p>Study of Nazi Germany with a focus on the Nazi treatment of minorities and those considered 'burdens' on societies (including black people and LGBT+).</p> <p>The meaning of dictatorship (in comparison to democracy), and exploration of how dictators are able to rise to power.</p>	<p><u>The Holocaust</u></p> <p>The focus of this unit is for students to understand how an event such as the Holocaust was able to happen. They study how the persecution of the Jewish population in Europe escalated throughout the 1930's going into the 1940's. Students are explicitly taught about discrimination in different forms and how it led to the Holocaust.</p> <p><u>The Cold War</u></p> <p>Lessons 3 and 4 examine Communism in Korea and Vietnam by looking at the proxy wars in both of these countries. This provides students with an alternate view of the Cold War, and Communism as an ideology that challenges any preconceived notions that they might have.</p>	<p><u>Windrush</u></p> <p>This entire unit covers aspects of HMS Windrush and its significance in British History, it helps students to consider questions of what it means to be 'British', what being 'British' might look like, and how the individuals on Windrush impacted British culture in the years after. Impact of the British Nationality Acts, and the prejudice/discrimination faced by the Windrush generation is also studied, alongside a celebration of the achievements.</p> <p>Local History focus - impact of Manchester Caribbean carnival. We use the work of a PHD student historian who has completed work for us - explanation of this process linked to careers.</p> <p><u>LGBT+ Post-WW2 History</u></p> <p>Alan Turing, GLF, Section 28, HIV and AIDS, Impact of</p>	<p>Create meaningful encounters for careers links with Historic England celebrating our local history archive work and collaboration with historians.</p>

			marriage equality, Gender Recognition Act 2004 and Equality Act 2010	
Y10	<u>Crime and Punishment through time</u> <ul style="list-style-type: none"> ● Capital punishment debate (and laws) - Dereck Bentley case ● Impact of poor living standards in prisons ● Impact of poverty as a cause of crime ● Power of monarchy ● Creation and changing nature of the police force and court/justice system ● Exploration of Stephen Lawrence case - including difference between prejudice and discrimination ● Hate crime and hate speech - definitions and examples 	<u>Norman England</u> <ul style="list-style-type: none"> ● Role and nature of absolute monarchy ● Discussion of career and role of archeologists (in relation to castles) ● Discussion of the career and role of historians in relation to historiography of castles 	<u>History Around Us - Local History (St. Ann's Square)</u> <ul style="list-style-type: none"> ● Site study of place of local historical importance - focus on the diverse nature of people associated with the site (women, nobility, artists, working class). ● Study of St. Ann's Square as a site of reflection and commemoration (linked particularly to the Manchester Arena Bomb in 2017). 	Link to criminality relating to LGBT+ issues Link hate crime speech to Sophie Lancaster case Careers link - police force and lawyers Careers link - tourist guide and archivists (linked to St. Ann's Square)
Y11	<u>Living Under Nazi Rule</u> <ul style="list-style-type: none"> ● Nazi ideas about race ● Democracy vs Dictatorship ● Censorship 	<u>History Around Us - Local History (St. Ann's Square)</u> <ul style="list-style-type: none"> ● Site study of place of local historical importance - focus on 		Making of America Unit - Not taught yet due to change of spec and impact of pandemic. This will cover issues around Native American displacement and culture,

	<ul style="list-style-type: none"> ● Fascist ideology ● Discrimination and persecution of minorities and those considered 'burdens' on society ● Difference in treatment of those under Nazi Rule in Eastern Europe vs Western Europe ● Holocaust - causes and experiences ● Propaganda and its influences. 	<p>the diverse nature of people associated with the site (women, nobility, artists, working class).</p> <ul style="list-style-type: none"> ● Study of St. Ann's Square as a site of reflection and commemoration (linked particularly to the Manchester Arena Bomb in 2017). 		<p>slavery in USA and impact of immigration to USA.</p>
<p>Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups: Celebrating rich and diverse histories, studying people of different classes and cultural backgrounds. We don't shy away from the difficult topics in History - we teach them so to build a generation that will be more tolerant and inclusive. Concepts of monarchy, parliament and power contribute to citizenship.</p>				

Subject: Geography

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	Autumn Term	Spring Term	Summer Term	Opportunities for development
Y7	<p>We look at reasons for crime, differences between areas and ways to reduce it (keeping safe).</p> <p>Risk assessment in preparation for fieldwork.</p> <p>Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development.</p>		<p>Discussion of different careers in meteorology.</p> <p>Keeping safe in various weather conditions.</p>	<p>Possibility to promote the idea that we are all descended from immigrants.(AU)</p> <p>Potential to discuss about careers in cartography (SP)</p>
Y8	<p>Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development.</p> <p>When looking at food as a resource we discuss the idea of eating healthily (seasonal</p>	<p>Discussion of different careers in hazard areas.</p> <p>Reflection on their own lives compared to lives of those living in hazard areas.</p> <p>Students investigate how to be safe in hazard areas.</p>	<p>Discussion of different careers in upland areas.</p> <p>Debate surrounding the conflict that exists in tourism areas and how to overcome these issues.</p> <p>Look at the countryside (green cross) code.</p>	<p>More emphasis on breaking down stereotypes of Africa (AU)</p>

	<p>produce, organic, etc)</p> <p>Debate on the moral issues around the UK using African countries for their resources for our gain.</p>		<p>Having respectful relationships with people and places we visit.</p> <p>Risk assessment in preparation for fieldwork.</p>	
Y9	<p>Discussion of different careers in coastal areas.</p> <p>Look into retirement and the concept of taxation.</p> <p>Discussion surrounding the deprivation and opportunities in coastal areas.</p> <p>Risk assessment in preparation for fieldwork.</p>	<p>Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development.</p> <p>Discussion of different careers in different countries in different industries.</p> <p>Lots of discussion about the global and local economy, including taxation.</p> <p>Challenging stereotypes of African nations in addition to culture in different parts of the world.</p> <p>Lots of debate surrounding the moral issues of developed countries exhorting less developed countries for resources and gain.</p>	<p>Look into why immigrants are an important part of society.</p> <p>Debate on the respectability of tourism to historically sensitive areas.</p> <p>Reflections on current global issues (energy consumption, pollution, climate change).</p> <p>Having respectful relationships with people and places we visit.</p>	

<p>KS4 - Physical paper</p>	<p>Natural Hazards</p> <p>Discussion of different careers in hazard areas.</p>	<p>Living world</p> <p>Discussion of different careers in rainforests and deserts</p> <p>Moral issues surrounding use of ecosystems as natural resources.</p>	<p>Coasts and Rivers</p> <p>Risk assessment in preparation for fieldwork.</p> <p>Moral decision tasks based on if we should allow erosion along certain tracts of coast and river.</p>	
<p>KS4 - Human Paper</p>	<p>Urban environments</p> <p>Risk assessment in preparation for fieldwork.</p> <p>Investigating and understanding the impact of cultural influences on social mobility.</p> <p>Impacts of lack of education, poor life choices regarding substance and alcohol abuse.</p> <p>Influence of government and non-governmental organisations in developing a country.</p>	<p>Economic world</p> <p>Discussion of different careers in high and low income areas.</p> <p>High levels of discussion surrounding taxation.</p> <p>Investigating and understanding the impact of cultural influences on social mobility.</p> <p>Influence of government and non-governmental organisations in developing a country.</p> <p>Discussion about the different sectors of the economy (primary, secondary, tertiary) and how these lead to different levels of income and development.</p>	<p>Resources and food</p> <p>When looking at food as a resource we discuss the idea of eating healthily (seasonal produce, organic, etc)</p> <p>Discussion on the reasons behind the inequalities of food, water and energy in different regions of the world.</p>	

Aspects intrinsic to the curriculum, referred to regularly throughout the year in all (or most) year groups: