

BVGA SMSC Mapping

An exceptional educational experience for all Confident Learners - Confident Communicators - Confident Future Citizens.

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 SMSC opportunities – Spiritual development | | | | | | |
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| English | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | <p>'Earth and Nature' , explore the natural world and experiences of the world we inhabit, develop compassion, explore the role of religion and spirituality in the plays of William Shakespeare.</p> | <p>Fiction and non-fiction, explore sense of identity 'othering' or marginalisation of minority groups e.g., religious, ethnic, LGBTQ, developing compassion for others. explore the role of religion and spirituality in the plays of</p> | <p>Explore the persecution of religious and ethnic groups in fiction texts, such as 'The Book Thief'. Exploration of historical events, developing compassion for others. Exploring the role of religion and</p> | <p>Giving opinions and reflecting on theirs, and others, beliefs and views through fiction and non-fiction texts. Exploring a wide and diverse range of people (both real and fictional), developing empathy, and understanding. Explore the 'word around us' through fiction and non-fiction texts. responding and writing creatively and thoughtfully, for example in imaginative writing and writing about literature texts.</p> | | <p>Giving their own opinions and being reflective about their beliefs and the beliefs of others through a range of fiction texts. Role of religion and spirituality, explore a wide and diverse range of people, develop empathy and understanding, knowledge of the religious contexts in which texts were written and received.</p> | |

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| | | William Shakespeare. | spirituality in the plays of William Shakespeare. | | | | |
| <u>Maths</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | The study of mathematics allows pupils to make sense of the world around them and connections are regularly made with Maths and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes spiritual growth in students. | | | The study of mathematics allows pupils to make sense of the world around them and connections are regularly made with Maths and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes spiritual growth in students. Students are encouraged to reflect on their learning and be inquisitive about how the world works | | The study of mathematics allows pupils to make sense of the world around them and connections are regularly made with Maths and every-day life. Developing deep thinking and an ability to question the way in which the world works promotes spiritual growth in students. Students are encouraged to reflect on their learning and be inquisitive about how the world works | |
| <u>Science</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Learning about lab equipment and other scientists, the history of the periodic table and the atomic model, reproduction, organ transplant, healthy eating, British science week | | Science is a way of life – lessons link to the world throughout the curriculum, reflection of effort and attainment, evaluating methods of contraception evaluating use of genetic engineering and Genome | | | | |
| <u>Art and Design</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

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| Spiritual development | Observing and approaching the world close up, noticing and appreciating creation, deepening understanding and journey, Science with and without faith, Planet earth and Space. | Architecture, buildings in Bradford and their uses, including places of worship. Environmental issues, sharing stories. | Diversity linked to a Bradford person – religious beliefs | Investigations, critical understanding of sources, exploring spiritual issues, Bradford architecture and portraits, Journeys, and maps | American symbolism, cubist people, masks, African art, Picasso. | Sustained and focused investigations, contextual and other sources, explore spiritual issues through works, recording ideas and insights, inspiration from a variety of works. | Sustained and focused investigations, contextual and other sources, explore spiritual issues through works, recording ideas and insights, inspiration from a variety of works. |
| <u>Business</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | | | | Reflection about own beliefs and perspectives of life through exploring a range of business areas. Discuss own thoughts and feelings in a respectful and open manner whilst questioning the opinions of others. The importance of understanding customer needs hence the need to respect and embrace diversity. Encouraged to embrace diversity and to welcome different feelings and emotions that their peers may have in relation to different business principles and practices | | Reflection about own beliefs and perspectives of life through exploring a range of business areas. Discuss own thoughts and feelings in a respectful and open manner whilst questioning the opinions of others. The importance of understanding customer needs hence the need to respect and embrace diversity. Encouraged to embrace diversity and to welcome different feelings and emotions that their peers may have in relation to different business principles and practices | |
| <u>Drama</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Explore a wide range of characters, developing empathy and understanding. Develop skills in creativity and imagination, for example in improvisation and using explorative strategies to explore stimuli and create devised drama. Express own opinion whilst being respectful of other people's view. Learn about the | | | Explore a wide range of characters, developing empathy and understanding. Develop skills in creativity and imagination, for example in improvisation and devising original performances. Express own opinion whilst being respectful of other people's views. Learn about the world | | | |

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| | world around you through exploration of contemporary themes and play texts. | | | around you through exploration of play texts, responding to stimuli and watching theatre productions. | | | |
| <u>Design and technology</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Use imagination to produce creative designs | Learning from reflection | Allow students to express inner thoughts on topics. | Take risks with designs and manufacturing products | Encourage creativity in designing research and manufacturing. | | |
| <u>Food</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Food provenance – halal and kosher meats and the beliefs surrounding them. | | | Dietary needs and food customs of a range of different religions | | | |
| <u>Geography</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Reflection on own beliefs (religious or otherwise) and perspective on life, express feelings about images of the effects of natural hazards, knowledge of, and respect for, different people's faiths, feelings and values. Understand, respect, & empathise with the views of others when dealing with the after-effects of hazards or in reducing inequalities in the world. Sense of enjoyment and fascination in learning about themselves, others & the world around them. Problem solving activities. Willingness to reflect on their experiences. Bradford topic, what do they already know about the city, what experiences of the city have they had? | | | Reflection on own beliefs (religious or otherwise) and perspective on life, knowledge of, and respect for, different people's faiths, feelings and values, imagination and creativity in their learning, willingness to reflect on their experiences, examples include, write imagined diary extracts of old person living in a rural area that has seen decline & one that has seen growth. Evaluating geographical issues: consider and select a possible option in relation to the issue(s) and justify their decision. | | | |
| <u>History</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Mughal Empire exploring religious tolerance, Medieval Baghdad with comparison to Medieval London exploring differences in beliefs and ways of life. | British Empire exploring the experiences of different countries and the impact of the Empire Experiences of WW1 looking at | The Partition of India which investigates the beliefs of different groups of people. topic on the Holocaust | Year 10 Crime and Punishment which explores values of crime from 1066 –modern day. Crime and Punishment which explores the role of the Church in Medieval Crime and Punishment. Elizabethan England on religious divisions | 11Weimar and Nazi Germany on role of the church including opposition and treatments of religious figures. | USA In search of Rights and Freedoms exploring minority rights in America and the gains and limitations of minority | Rebellion and disorder under the Tudors exploring different religious beliefs in the Tudor Period |

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| | | conscientious objectors and reasons for refusing to fight in war. | which explores Antisemitism over time and the treatment of Jews | and the religious settlement under the Tudors | American West on values and beliefs of Native Americans. Superpowers and Cold War on values and beliefs of political leaders | groups, different values, cultural changes in society. India The road to Independence exploring identity and beliefs on Indian Independence. | and in Nazi Germany |
| <u>Health and Social Care</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | | | | Different service users and settings, rights and needs of service users, health promotion campaign, valuation of health promotion campaign, factors affecting the building of relationships, different service users, rights and needs of service users, factors influencing individuals | | | |
| <u>ICT and Media</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Encouraging creativity and imagination in the use of technology, exploring the impact of technology on spirituality and religious practice, encouraging students to reflect on the ethical and moral implications of their use of technology. | | | Examining the role of creativity and imagination in digital media production. | | Students explore the impact of technology on society and reflect on their own values and beliefs related to technology. They also can reflect on their own | |
| <u>Languages</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Describe family members and different types of families in the target language (TL), read and listen to accounts from young people in the TL countries they study, different faith buildings in the towns of the TL countries they study and discuss different faiths in the TL countries, religious and non-religious celebrations and compare them to UK, TL speaking countries, rights and Fairtrade, and global dimensions. | | | Describe family members and different types of families in the target language (TL), read and listen to accounts from young people in the TL countries they study, different faith buildings in the towns of the TL countries, discuss different faiths in the TL countries, Religious and non-religious celebrations and compare them to UK. | | Describe family members in the target language (TL), read and listen to accounts from young people in the TL countries they study, different faith buildings in the towns of the TL countries they study and discuss different faiths in the TL countries, | |

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| | | | | | | religious and non-religious celebrations and compare them to UK. | |
| <u>Law</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | | | | | | Civil and criminal law, students reflect on their beliefs of how the UK legal system works to shape behaviour, dispute solving in civil law, Investigating aspects of criminal law & the legal system, applying the law, aspects of family law, encouraged to embrace diversity and to welcome different feelings and emotions that their peers may have in relation to both civil and criminal law, Imagination and creativity is actively encouraged as part of all learning. | |
| <u>Music</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | Encouraging personal reflection and introspection through the exploration of music as a form of self-expression and spirituality Promoting mindfulness and well-being through the use of music in relaxation and meditation exercises Examining the role of music in religious and spiritual traditions, and its impact on personal and collective experiences of spirituality Fostering a sense of awe and wonder through the exploration of music as a source of inspiration and creativity | | | Encouraging personal reflection and introspection through the exploration of music as a form of self-expression and spirituality, such as examining the spiritual themes in the music of Bob Marley and Peter Tosh Promoting mindfulness and well-being through the use of music in relaxation and meditation exercises, and promoting the benefits of music for mental health, such as exploring the calming effects of house music on listeners and dancers Examining the role of music in religious and spiritual traditions, such as the influence of African rhythms and spirituality on the development of jazz music, and the use of religious themes in the music of reggae artists like Burning Spear Fostering a sense of awe and wonder through the exploration of music as a source of inspiration and creativity, as exemplified by the innovative production techniques of electronic dance music producers like Frankie Knuckles and Derrick May. | | | |

| PE | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
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| Spiritual development | <p>As part of the course students partake in both gymnastics and dance which provides the perfect platform to explore use of imagination and creativity.</p> <p>Team games such as football and netball provide students the opportunity to experience their own beliefs reflect on elements such as sportsmanship and gamesmanship.</p> <p>Knowledge of, and respect for different feelings and values within competitive activities such as badminton.</p> <p>Express personal, emotional, and spiritual concepts through dance and gymnastics. Are encouraged to be inspired by events, such as The World Cup, Olympics, Wimbledon.</p> <p>Develop team building skills and are encouraged to motivate and be determined. Accept and rise to challenges. Take part in Sports Days and School Sports Week. Reflect on their work through self-evaluation.</p> | | | <p>Students study a range of units covering aspects of leadership, fitness, and practical performance. The very nature of the course encourages students to reflect on their sense of enjoyment whilst reflecting on their own experiences:</p> <p>Year 10 study Pearson BTEC Tech Award:</p> <p>Component 1: Preparing participants to take part in sport and physical activity</p> <p>Component 2: Taking part and improving other participants' sporting performance</p> <p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity</p> <p>Year 11 study Pearson BTEC First Award in Sport which includes:</p> <p>Unit 1 – Fitness for Sport and Exercise</p> <p>Unit 2 – Practical Performance in Sport</p> <p>Unit 3 – Applying the Principles of Training</p> <p>Unit 6 – Leading Sports Activities</p> <p>Knowledge of, and respect for different feelings and values within competitive activities such as badminton.</p> <p>Express personal, emotional and spiritual concepts through dance and gymnastics. Are encouraged to be inspired by events, such as The World Cup, Olympics, Wimbledon. Develop team building skills and are encouraged to motivate and be determined. Accept and rise to challenges. Take part in Sports Days and School Sports Week. Reflect on their work through self-evaluation.</p> | | | |
| PD Curriculum | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | <p>Y7 – What makes you special? What makes you unique?</p> <p>Y7 – Values and aspirations</p> <p>Y7 – My Dream Job</p> <p>Y8 – Personal identity</p> | | | <p>Y10 - Managing emotions</p> <p>Y10 - Importance of sleep, nutrition and physical health</p> <p>Y10 - Body image</p> <p>Y10 - Healthy relationships</p> | | <p>Y12 - Managing stress and anxiety, how to recognize common mental health issues, how to recognize when they or others require support with their mental health</p> | |

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| | | | | Y11 – Reframing unhelpful thinking | | Y12 - Effective strategies to promote wellbeing and to address difficulties, Risks associated with social media, Body image and self-esteem and strategies to manage this pressure Y12 - How to articulate their relationship values and how to apply them in different relationships Y13 - How to maintain a healthy work-life balance including the importance of sleep, exercise and managing time online, managing exam pressure, Mindfulness and relaxation, Mature friendships, including making friends in new places | |
| <u>Philosophy, Religion and Ethics</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Spiritual development | identity unit – what makes you, you? considering the spiritual beliefs of Jews, Muslims and Christians. | considering the spiritual beliefs of Buddhists, Sikhs and Hindus. | discussion of philosophical and ethical ideas – why some are atheist, agnostic. | considering students own beliefs and reflecting on their own experience, study of the 6 beliefs of Islam. | study of the main beliefs of Christianity, emphasis on respect for the beliefs and teachings of others. | Islam – Students reflect on their own spiritual beliefs about God, the nature of God for Muslims. | Philosophy – self, death, and the afterlife – consideration of ‘what makes you, you?’ – if your identity remains or changes, All years and lessons discussions of belief in God and spirituality |

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| <u>Wider Personal Development</u> Spiritual development | Developing a ‘ <i>sense of enjoyment and fascination in learning about themselves, others and the world around them</i> ’ through enrichment activities such as extra-curricular clubs and through student leadership opportunities such as Wellbeing Ambassadors, EDI Ambassadors, Form Captains and Assembly Congress (student council) which foster ‘ <i>knowledge of, and respect for, different people’s faiths, feelings and values</i> ’. Music and performing arts clubs enable students to develop their ‘ <i>use of imagination and creativity in their learning</i> ’. <u>Enrichment Timetable Live link.docx (sharepoint.com)</u> The assembly programme enables students to develop the ‘ <i>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</i> ’ and to gain ‘ <i>knowledge of, and respect for, different people’s faiths, feelings and values</i> ’. For example, assemblies are held on Holocaust Memorial, Gypsy Roma and Traveller History Month, Black History Month and LGBTQ History Month. Assembly Calendar |
| <u>EAL</u> Spiritual development | <ul style="list-style-type: none"> • How to talk about and describe family members in English • How to read and listen to accounts from young people in • Learning about different faith buildings in the towns in the UK and discuss different faiths in UK. • Learning about religious and non-religious celebrations in the UK. |

Moral development

Through the curriculum, pupils develop:

- An ability to recognise 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 ability to understand and appreciate the viewpoints of others on these issues

| Subject area | Evidence of current SMSC opportunities – Moral development | | | | | | |
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| <u>English</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

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| Moral development | Novels raise moral discussions that do not always have simple or obvious answers. Through fiction at KS3 students read and engage with moral debates. They use their creative thinking skills to deliberate and consider issues. | Novels raise moral discussions that do not always have simple or obvious answers. Through fiction at KS3 students read and engage with moral debates. They use their creative thinking skills to deliberate and consider issues | Moral debates, creative thinking skills, deliberate, consider issues, Women’s Suffrage, Chartism, historic and current protests. speeches, persuasive arguments, memoirs, viewpoints and experiences of others. | Explore characters and characterisation through literature, evaluating what is morally right and wrong (for example in Lord of the Flies, A Christmas Carol, Jane Eyre). Explore character motivation and the impact these actions have on plot and character and offer thoughtful, considered views about moral and ethical issues, understand and appreciate the viewpoints of others on these issues. | | Examine class and gender prejudiced in A Streetcar Named Desire as well as more broadly, the ‘rights’ and ‘wrongs’ of attitudes in mid-20thCentury America. Express their own views on attitudes explored in the play and discuss views about moral and ethical issues, understand and appreciate the viewpoints of others on these issues; infanticide in Beloved and the value of art in The Picture of Dorian Gray. | |
| <u>Maths</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Problem solving skills are fundamental to mathematics and a lot of emphasis is put on this key skill. This encourages pupils to become more independent and resilient learners. | | | Students are encouraged to use their data handling skills to question bias and assess whether statistical diagrams are biased or misleading to make informed decisions. Problem solving skills are fundamental to mathematics and a lot of emphasis is put on this key skill. This encourages pupils to become more independent and resilient learners. | | Students are encouraged to use their data handling skills to question bias and assess whether statistical diagrams are biased or misleading to make informed decisions via the Statistics module. | |
| <u>Science</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Sustainable development, burning fossil fuels and their impact, generating electricity. | | | Generating energy cleanly, use embryotic stem cells, development of new drugs, effect on lifestyle on lung disease, lifestyle diseases and their burden on the NHS, embryo screening for genetic diseases, use of resources and sustainable | | | |

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| | | | development, burning of fossil fuels, lifestyle choices and affects of stopping and braking distance. | | | | |
| <u>Art and Design</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Responsibility for own space, active, enthusiastic, resilient, respect ideas and feelings of others, support each other . <ul style="list-style-type: none"> • Y8 environmental issues and the positive choices we can make or influence. • Y9 Celebrating out diversity and understanding the importance of the protected characteristics. | | | Responsibility for own space, active, enthusiastic, resilient, respect ideas and feelings of others, support each other, exploring ideas, selecting and experimenting, critical understanding of sources. | | Sustained and focussed, investigations, analytical and critical understanding, explore context of different artwork, responsibility for own space, active, enthusiastic, resilient, respect ideas and feelings of others, support each other, exploring ideas, selecting and experimenting, critical understanding of sources | |
| <u>Business</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | | | | Using real life contexts at both GCSE and GCE, Students learn about business ethics and ethical practice and question what is deemed to be right and wrong. Business legislation is also covered to create an awareness of the legal boundaries in which businesses must operate Students are introduced to the consequences of unethical and illegal business practice. Students can share viewpoints and to discuss both moral and legal issues using a range of business contexts. Students can openly discuss their opinions of ethical practice and how it influences their buying decisions. Students can recognise a range of laws that regulate business behaviour and practice. | | | |
| <u>Drama</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Encouraged to offer thoughtful and considered views about moral issues, showcasing ability to understand and appreciate the views of others on these issues. This will be through whole-class and group discussions. | | | Explore characters through play texts, evaluating what is morally right and wrong (for example in <i>DNA</i> by Dennis Kelly). Encouraged to consider the consequences of the characters' actions and question their behaviour. | | | |
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| <u>Design and technology</u> Moral development | To not harm yourself or others when using equipment | Understanding fairtrade/ethics | Aware of moral dilemmas created by technology. | Understanding effect of manufacturing automation has had on globalization, poverty and equality. | Value the environmental impacts of everyday products. | | |
| <u>Food</u> Moral development | 7 Food choices – young children | 8 Food provenance – farming methods for egg production, sustainability of fishing. Food choices surrounding being a vegetarian/vegan – air miles and sustainability and food standards (animal welfare) | 9 Dietary needs of teenagers and planning to meet need | 10 Food provenance – food sources, farming methods, animal welfare, food transport and the impact on the environment, food waste. | 11 | 12 | 13 |
| <u>Geography</u> Moral development | 7 Recognise the difference between right and wrong apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England, appreciate the need to help people who are less well off than themselves, understanding of the consequences of their behaviour and actions, understand, suggest & justify possible & real solutions to a range of problems encountered in both human & physical geography contexts (eg, consider how waste & other schemes will help the local environment), why tropical rainforests are important environments- argue the reasons for against deforestation & appreciate the impacts of such actions. Investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | 8 | 9 | 10 Recognise the difference between right and wrong and to readily apply this understanding and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England, understanding of the consequences of their behaviour and actions, investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Sustainable management of resources; Diamond 9 ranking activity based on measures of development & quality of life Which measures a should a country solve/improve to further its development? | 11 | 12 | 13 |

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| | Conduct independent research using a variety of sources on a range of Human topics (eg, migration, reducing the gap between HICs & LICs) | | | | | | |
| History | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Anglo Saxons exploring the positive and negative impact of Invasion in Britain, Norman England and positive and negative consequences of the Norman invasion | British Empire looking at the negative impacts and changes to people's lives living in British Empire e.g. India, and China and Opium Wars, local study on Bradford in the Industrial Revolution exploring the consequences of unfair working conditions of rights and freedoms | Holocaust which explores the moral wrongs of treatment of minorities in Europe, Dictators in the 20th Century exploring the moral and ethical actions of Dictators in the world | Crime and Punishment exploring the treatment of individuals in the law and how actions are right and wrong, Crime and Punishment on the rise and fall of the death penalty with miscarriages of justice, Elizabethan England on persecution of individuals for religious reasons. | Weimar and Nazi Germany on persecution of minorities in Nazi Germany and the moral wrong in actions, American West and the actions taken against those in America by others and the negative impact they had on lives and experiences, Superpowers and Cold War on the negative impact Cold War had on global experiences | USA In search of Rights and Freedoms exploring discrimination towards minority groups in America, in search of Rights and Freedoms exploring consequences of discrimination amongst minority groups in America, exploring moral and ethical issues under the Raegan presidency, India The road to Independence exploring moral and ethical issues behind Indian | Rebellion and disorder under the Tudors on moral right and wrongs when challenging those in power, Coursework element exploring Nazi persecution of minorities and the impact persecution had on minority groups |

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| | | | | | | Independence and under the British Empire. | |
| <u>Health and Social Care</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | | | | Rights of service users Legislation Person centred values, values of care How to deliver a health promotion campaign Safeguarding | | Person centred values Safeguarding Health and safety Legislation Risk assessment Inspection of care settings | |
| <u>ICT and Media</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Teaching students about digital citizenship, including online safety, responsible use of technology, and respecting intellectual property rights, encouraging students to consider the ethical implications of emerging technologies, such as artificial, intelligence and biotechnology, encouraging students to think critically about the impact of technology on society, including issues related, to privacy, social justice, and environmental sustainability. | | | Evaluating the legal and ethical frameworks surrounding digital media and their impact on society, developing critical thinking skills to make informed moral judgments about digital media content and its impact on individuals and communities. | | The qualification covers ethical issues related to technology, such as data privacy, cybersecurity, and intellectual property. Students learn about their responsibilities as digital citizens and the potential consequences of their actions online. | |
| <u>Languages</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | identity and culture to describe people respectfully, compare schools and school rules in the UK and TL countries, healthy living, they discuss how to lead a healthy lifestyle and to give advice, the environment, they discuss how we damage it and how we can improve it. They give advice on how to be ecological. | | | identity and culture, describe people respectfully, and compare schools and school rules in the UK and TL countries, the environment, they discuss how we damage it and how we can improve it. They give advice on how to be ecological, the environment and how to improve it, charities and discuss the advantages and disadvantages of global events | | Identity and culture, describe people respectfully, political structure of TL country, research and discuss difference between TL countries and the UK, immigration of TL country, research and discuss local laws and attitudes, the positive impact of immigration on society, facing the challenges of immigration and integration in TL country and Social and public relation towards immigration in TL country. | |
| <u>Law</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

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| Moral development | | | | | | <p>Dispute solving in civil law - the damages received in a successful civil law claim. Investigating aspects of criminal law & the legal system, sentencing should a defendant be found guilty, applying the law, police powers and the consequences of illegal behaviour and actions. Develop an understanding of both civil and criminal law. Recognise the consequences of illegal behaviour and actions. A visit to Bradford Crown Court helps to understand the UK legal justice system. As the law is examined, students have the opportunity to share viewpoints and to discuss both moral and legal issues using a range of contexts.</p> | |
| Music | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | <p>Encouraging ethical decision-making and critical thinking through the analysis of lyrics and the social and cultural context of music Promoting empathy and emotional intelligence through the exploration of music as a form of self-expression and communication Examining ethical dilemmas and controversies in the music industry, such as copyright issues and the impact of streaming on musicians' income Fostering a sense of responsibility towards the environment through the exploration of sustainable practices in music production and performance</p> | | | <p>Examining ethical dilemmas and controversies in the music industry, with reference to issues such as cultural appropriation in rock n roll and the challenges faced by artists in the reggae and Bhangra genres. Encouraging critical thinking and decision-making through the analysis of lyrics and the social and cultural context of music, with reference to iconic songs such as Bob Marley's "Get Up, Stand Up" and Panjabi MC's "Mundian To Bach Ke". Promoting empathy and emotional intelligence through the exploration of music as a form of self-expression and communication, with reference to the emotive power of house music</p> | | | |

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| | | | | and the spiritual themes present in many reggae and Bhangra songs. Fostering a sense of responsibility towards the environment through the exploration of sustainable practices in music production and performance, with reference to the environmental themes present in many reggae songs. | | | |
| PE | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Learn about codes of conduct, rules, etiquette, fair play, unwritten rules, and sportsmanship. Have opportunities to develop leadership skills. Develop respect for others. Explore role models in sport – discuss the influence (both good and bad) famous people can have. Explore aspects of fair play and sportsmanship. Discuss issues around fair play and sportsmanship, including impact on self and others, especially teammates, opposition, and results. | | | Learn about codes of conduct, rules, etiquette, fair play, unwritten rules, and sportsmanship. Have opportunities to develop leadership skills. Develop respect for others. Explore role models in sport – discuss the influence (both good and bad) famous people can have. Explore aspects of fair play and sportsmanship. Discuss issues around fair play and sportsmanship, including impact on self and others, especially teammates, opposition, and results. | | | |
| PD Curriculum | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Moral development | Y7 – Actions and consequences Y7 – The rule of law, age-based restrictions and how they keep us safe Y8 – Equality and the law (Equality Act 2010), the law concerning online activity Y9 – Drugs and the law | | | Y10 – Recognising harmful behaviour Y10 – Grooming and boundaries Y10 – Reconciliation and ending relationships Y10 – Laws regarding alcohol, tobacco, drugs and sexual relationships Y11 – Identifying unhealthy relationships Y11 – Sexual bullying, sexual harassment, sexual violence and coercive control Y11 – Domestic violence and abuse Y11 – The law regarding sharing and viewing images of children | | Y12 – Rights regarding harassment (online, stalking) – how to respond and how to access help Y12 – Global human rights issues and campaigns, Environmental issues and campaigns Y12 – Laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, | |

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| | | | | | | honour-based violence and FGM, and how these can affect current and future relationships Y13 – Ways to safely challenge prejudice and discrimination | |
| <u>Philosophy, Religion and Ethics</u> Moral development | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | Discussion Of Christian, Jewish and Muslim ethical Codes of conduct, how we know what is right and wrong, when are we morally responsible for our actions. | Discussion Buddhist, Hindu and Sikh ethical codes of conduct, how do we know what is right or wrong? | Discussion of the morality of war and conflict, where morals come from, how religion can influence moral and ethical views. | Islamic ethics including Muslim views on abortion and euthanasia, contrasting with non-Muslim views. Muslim moral responsibility towards care for the environment | Christian ethics | Ethics – normative ethical theories – different theories about how to make good ethical decisions. Application of ethical theories to issues of human life and death and animal life and death. Islam – good conduct and key moral principles | Ethics – meta ethics – what does ‘good’ mean? Free will and moral responsibility – what makes someone responsible for their actions? The conscience – what is this and where does it come from |
| <u>Wider Personal Development</u> Moral development | Activities such as sports clubs enable students to develop their ‘ <i>understanding of the consequences of their behaviour and actions</i> ’. <u>Enrichment Timetable Live link.docx (sharepoint.com)</u> Student leadership roles, such as EDI Ambassadors and Wellbeing Ambassadors enable students to gain an ‘ <i>interest in investigating and offering reasoned views about moral and ethical issues</i> ’. The assembly programme develops ‘ <i>the ability to understand and appreciate the viewpoints of others on these issues</i> ’ through assemblies such as Holocaust Memorial, Black History Month, Gypsy Roma and Traveller History Month, many of which are student-led. It also develops the ‘ <i>ability to recognise the difference between right and wrong</i> ’ though assemblies and content on anti-bullying, racism and counter-extremism/ radicalisation. | | | | | | |

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| | Assembly Calendar |
| <u>EAL</u> Moral development | <ul style="list-style-type: none"> • Identity and culture: pupils learn how to describe people respectfully. • Healthy living: they discuss how to lead a healthy lifestyle and to give advice. • Environment, they discuss how we damage it and how we can improve it. They give advice on how to be ecological. |

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 SMSC opportunities – Social development | | | | | | |
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| English Social development | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | Group discussion and debate. ‘Role cards’ and ‘frameworks for debate’ structure and support student talk. Cognitive and physical skills to listen to the views of others, teamwork skills to create a dramatic performance of a scene from their Shakespeare text. Individually, use physical and emotional skills to present a character to an audience. As a group, use social skills to interact and bring a scene together. Write and then deliver a speech to their peers. Linguistic skills to engage their listeners. | | | Actively listening and responding to others, building on each other's ideas; working in changing groups and pairs to ensure engagement with a wide range peers and ideas. Learn how to respond to opposing views maturely and confidently. This may be through group discussions or whole-class explorations and questioning. | | Actively listening and responding to others, building other's ideas; working in changing groups and pairs to ensure engagement with a wide range peers and ideas. Learn how to respond to opposing views maturely and confidently. This may be through group discussions or whole-class explorations and questioning. Discuss challenging topics, which may lead to differing views, will be facilitated in a safe, inclusive leading to students to show tolerance and respect for the views of others. | |
| Maths Social development | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | Paired and group work e.g. tarsia puzzles, mathematical team games, discussion tasks. Key life skills are taught and practised such as the ability to recognise a good deal (best buys); journey planning and timetable reading (buses/trains etc.); and telling the time to plan excursions and events. | | | Data handling skills to question bias and assess whether statistical diagrams are biased or misleading in order to make informed decisions. Problem solving skills. | | Discuss and debate answers and methods in pairs, groups or as a class to decide what is the most appropriate pathway to an answer. References are constantly made to the real-life applications of maths, particularly in Mechanics with | |

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| | | | | | | forces and in Statistics with the large data set. | |
| <u>Science</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Group work and practical work, safety in the lab practicals, working together on end of topic projects, access to Stem club, | | Group practical work, STEM project work specific to year group, use of embryotic stem cells, BDAT Science competition. | | | | |
| <u>Art and Design</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Sharing, supporting and giving feedback, teamwork, responding to feedback | | | Critical understating of sources, sharing, supporting and giving, feedback, teamwork, responding to feedback | | Sustained and focussed investigations, contextual and other resources, analytical and critical understanding, social context in which art is produced – time, social and demographic factors, sharing, supporting and giving feedback, teamwork, responding to feedback. | |
| <u>Business</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | | | | The development of social skills is actively encouraged as part of all learning as discussion and group work is used in class, different business principles and practices are covered using a range of business contexts and case studies, as these are discussed across the courses students are encouraged to explore and accept different opinions to resolve any conflicting viewpoints, Business legislation, employee/er rights and responsibilities and ethics are all covered to encourage students to accept and engage in British values. | | The development of social skills is actively encouraged as part of all learning as discussion and group work is used in class, different business principles and practices are covered using a range of business contexts and case studies, as these are discussed across the courses students are encouraged to explore and accept different opinions to resolve any conflicting viewpoints, Business legislation, employee/er rights and responsibilities and ethics are all covered to encourage | |

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| | | | | | | students to accept and engage in British values. | |
| <u>Drama</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Working co-operatively and collaboratively in a variety of groupings, engaging with a wide range of your peers and their ideas. Actively listen and communicate with others confidently; giving and receiving constructive feedback. Negotiate and respond to ideas respectfully to achieve a shared goal. Encouraged to take risks and manage time effectively. | | | Working co-operatively and collaboratively in a variety of groupings, engaging with a wide range of your peers and their ideas. Actively listen and communicate with others confidently; giving and receiving constructive feedback. Negotiate and respond to ideas respectfully to achieve a shared goal. Encouraged to take risks and manage time effectively. | | | |
| <u>Design and technology</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | To be safe and accurate around others | Understanding supply and demands | Give opportunity to work as a team and recognize others | Being inclusive to a minority/specific group | Providing awareness of areas that have gender role issues | | |
| <u>Food</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Oracy – correct use of spoken English, use of subject specific vocabulary. Teamwork when cooking. Food choices and dietary needs of young children. Dietary needs of teenagers and planning to meet need | | | Oracy – correct use of spoken English, use of subject specific vocabulary. Teamwork when cooking. Food choices and dietary needs of young children. Dietary needs of teenagers and planning to meet need | | | |
| <u>Geography</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. presentations, debates & class, for example, the pros and cons of migration to the UK; discussing how countries are interdependent, discussion and explaining different environmental problems in Bradford; comparing the effects of flooding around the world and why effects and responses can differ between countries; considering what responses and precautions should be taken in an | | | working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Prepare presentation & combine information for class booklet. moving to more sustainable food resources multi-faceted debate and quite open with groups of students ‘lobbying’ their interest as | | | |

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| | area likely to suffer from earthquakes, and the consequences of these actions. | | | issued. Group discussion to draw out class answers of the factors that affect flood risks on rivers or at the coast | | | |
| History | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Year 7 topic on GREAT ancient women exploring different ancient experiences and values, Medieval Baghdad and London in which students explore religious tolerance of other faiths and cultures. | Topic on 'Why did Charles get the chop?' exploring the fight for Parliamentary rule and individual liberty, American women exploring the rights of women and the impact individual women had on other minority groups such as African American, Hispanic and Immigrants. | Topic on the Holocaust and how people responded to the Holocaust exploring Kindertransport, Muslim rescuers and resistance •Year 9 topic on Modern Dictatorships and the treatment of society under their rules | Year 10 Crime and Punishment on role of government in law and punishment of criminals over time, Elizabethan England on role of campaigns against the monarchy, Elizabethan England on life in England for different groups of people and the similarities and differences between their experiences. | Weimar and Nazi Germany on the role of politics in the rise of the Nazis and the role of dictatorship on everyday life, American West on the variety of communities and ways of life, Superpowers and Cold War on impact of events of the Cold War on different people from different socio-economic backgrounds and different beliefs and values | USA In search of Rights and Freedoms exploring and debating key issues on rights and freedoms of Americans, resolving key debates on the key events of Reagans presidency, India the road to Independence exploring individual liberty in debating the road to Independence. | Rebellion and disorder under the Tudors debating the role and power of Parliament in Britain and challenges to Parliament, Coursework element exploring and debating key issues with the Holocaust such as responsibility and origins of the Holocaust |
| Health and Social Care | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | | | | Person centred values, Factors affecting wellbeing, public health challenges, Barriers to | | KS5 – Relationships, Safeguarding, Communication, | |

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| | | | | a healthy lifestyle, Hygiene, safety and security, Health promotion campaign | | Person centred values, psychological impact of requiring care, Factors influencing individuals | |
| <u>ICT and Media</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Developing collaborative and communication skills through the use of technology, encouraging students to consider the social impact of technology and the potential for technology to support positive social change, encouraging students to consider the role of technology in promoting diversity and inclusion | | | Exploring the social and cultural context of digital media production and consumption, including issues such as diversity, identity, and representation, developing collaborative skills through group work and peer feedback on digital media projects. | | The qualification covers social issues related to technology, such as digital inclusion, online safety, and the impact of technology on communities and relationships. Students learn about the potential for technology to connect people and promote positive social change. | |
| <u>Languages</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Group work and discussions, giving opinions, and listening to other people's point of views, promote the core values of respect, reflection, resilience, and resourcefulness, practice conversations taking the form of role plays in both formal / informal situations, oral skills, learn about many cultural aspects and differences in the TL countries and present to class. | | | Group work and discussions, giving opinions, and listening to other people's point of views, take part in group work to promote the core values of respect, reflection, resilience, and resourcefulness, practice conversations taking the form of role plays in both formal / informal situations oral skills, learn about many cultural aspects and differences in the TL countries and present to their class. learn about volunteering when studying future ambitions | | Group work and discussions, giving opinions, and listening to other people's point of views, take part in group work to promote the core values of respect, reflection, resilience, and resourcefulness, practice conversations taking the form of role plays in both formal / informal situations oral skills, learn about many cultural aspects and differences in the TL countries and present to their class. | |
| <u>Law</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | | | | | | Developing social skill. Visit to Bradford Crown Court and visiting speakers provide an opportunity for students to use | |

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| | | | | | | <p>their social skills. Opportunity to apply for the Student Pre-University Court Exposure (SPRUCE) programme which gives an opportunity to mix with a diverse range of peers and legal professionals. Students can actively engage and participate with a range of people in a range of social settings. As different moral and legal issues are discussed across the course students are encouraged to explore and accept different opinions to resolve any conflicting viewpoints.</p> | |
| Music | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | <p>Encouraging teamwork and collaboration through group performances and ensemble playing Fostering a sense of belonging and community through shared musical experiences and performances Promoting social responsibility by exploring music as a tool for social change and activism, such as examining protest songs and music in political movements Encouraging respect for cultural diversity through the exploration of music from different cultures and traditions, and by celebrating the contributions of musicians from diverse background</p> | | | <p>Encouraging teamwork and collaboration through group performances and ensemble playing, with a focus on musical styles such as reggae, house, rock n roll, afro Cuban jazz and Bhangra. Fostering a sense of community and belonging through shared musical experiences and performances, with reference to iconic artists such as Bob Marley (reggae), Frankie Knuckles (house), Chuck Berry (rock n roll), Mongo Santamaria (afro Cuban jazz) and Panjabi MC (Bhangra). Examining the social impact of music and its role in society, such as exploring how reggae music has been used as a tool for social change and activism, with reference to Bob Marley's "Redemption Song". Developing interpersonal skills through the organization and promotion of events and performances, with a focus on promoting local</p> | | | |

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| | | | | music scenes and events featuring reggae, house, rock n roll, afro Cuban jazz and Bhangra music. | | | |
| PE | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Play as part of a team. Participate in intra-school and form competitions. Develop effective communication skills. Have opportunities to participate in inter-school competitions. Contribute to team practice, planning and performance. Cooperate with others and acknowledge social development and problem-solving skills/teamwork. Are given leadership opportunities. Celebrate successes both in and out of school. | | | Play as part of a team. Participate in intra-school and form competitions. Develop effective communication skills. Have opportunities to participate in inter-school competitions. Contribute to team practice, planning and performance. Cooperate with others and acknowledge social development and problem-solving skills/teamwork. Are given leadership opportunities. Celebrate successes both in and out of school. | | | |
| PD | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Y7 – Transition activities in Personal Development Y7 – Actions citizens can take to influence local decisions Y7 – Safe friendships Y8 – Dealing with arguments between friends, peer pressure Y9 – Healthy and trustworthy relationships | | | Y10 & Y11 – Oracy Y10 & Y11 – Careers and Finance theme Y10 - International human rights abuses and international aid agencies Y10 - Homelessness Y10 – Protest and civil rights Y11 - Challenging antisemitism and modern genocides Y11 - Challenging prejudice against Roma, Travellers Y11 - Trafficking and modern slavery Y11 - LGBTQ+ rights movement | | Y12 & Y13 - Oracy Y12 - Feminism and campaigns nationally/ internationally for women’s rights, LGBTQ+ campaigns, how to recognize negative influence, persuasion and manipulation including online, how to recognize abuse, sources of support and exit strategies, Online relationships – personal safety elements, meetings someone for the first time), Using constructive dialogue to support relationships, recognising propaganda, bias and misinformation, Sharing information online Y13 - Ways to safely challenge prejudice and discrimination | |

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| <u>Philosophy, Religion and Ethics</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Social development | Sharing ideas and discussing own spiritual, moral and cultural beliefs and practices, developing respect and appreciation for the views, beliefs and ideas of others. | | | Sharing spiritual, moral and cultural beliefs and practices, developing respect and appreciation for the views, beliefs and ideas of others, discussing the diversity that exists with religious communities such as Sunni and Shi’a, Catholics and protestants, social justice, wealth and poverty. | | Focus of respect and appreciation of the philosophical and religious views of others. | |
| <u>Wider Personal Development</u> | Student leadership initiatives, such as those involving BDAT Wellbeing Ambassadors and the students working with Bradford Citizens, enable pupils to ‘ <i>use of a range of social skills in different contexts, for example working and socialising with other pupils</i> ’. They involve working with students with different backgrounds in other schools, including primary schools. Bradford Citizens’ action teams on anti-racism, mental health and the cost of living crisis, and the Relationships Reset sexual harassment project, enable students to demonstrate a ‘ <i>willingness to participate in a variety of communities and social settings</i> ’ as the students take civic action. | | | | | | |
| Social development | Student leadership, including the Academy Congress (student council) and the elected Form Captains promote the Fundamental British Value of democracy. Student leaders working with Bradford Citizens hold to account politicians and members of Bradford Council such as Tracy Brabin (Mayor of West Yorkshire), Zarah Niazi (EDI lead, Bradford Council) and the Bradford Council Wellbeing Board. The student members of the Bradford Citizens action teams campaign to improve the lives of young people in the local area. | | | | | | |
| | Student EDI Ambassadors and the assembly programme, with its content on Black History Month, LGBTQ History Month, Gypsy Roma Traveller History Month, International Day of People with Disabilities and other topics enable students to show ‘ <i>mutual respect and tolerance</i> ’. Such assemblies help to prepare students ‘ <i>to participate fully in and contribute positively to life in modern Britain</i> ’. | | | | | | |
| | Enrichment opportunities such as after school clubs and sports clubs enable students to demonstrate ‘ <i>a range of social skills in different contexts, for example working and socialising with other pupils</i> ’. | | | | | | |
| | <u>Enrichment Timetable Live link.docx (sharepoint.com)</u> | | | | | | |
| | Academy Calendar | | | | | | |
| <u>EAL</u> | | | | | | | |
| Social development | <ul style="list-style-type: none">• Work in groups to discuss topics, give opinions, and listen to other people’s point of views.• Take part in group work to promote the core values of respect, reflection, resilience, and resourcefulness.• Practice conversations taking the form of role plays in both formal / informal situations oral skills.• Learn about many cultural aspects and differences in the UK. | | | | | | |

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 SMSC opportunities – Cultural development | | | | | | |
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| English | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Engaging in diverse texts - race, disability, homelessness, war, death, the care system, loneliness and isolation. | Engaging in diverse texts - understanding of colonialism, its impact and | Engaging in diverse texts - race, disability, homelessness, war, death, | Appreciate the wide range of cultural influences that have shaped your own heritage and that of others by reading a wide range of texts by authors from different backgrounds and experiences. Exploring diverse themes (such as gender fluidity | | Appreciate the wide range of cultural influences that have shaped their own heritage and that of others by reading a wide range of texts by authors from | |

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| | Consider respect and equality. (e.g. Carnegie Medal winners). | lasting influence upon the society in which we live. Shakespeare's 'The Tempest' with the treatment and 'othering' of Caliban. | the care system, loneliness and isolation. Consider respect and equality - Carnegie Medal winners). | [Twelfth Night]; British values and expectations [Lord of the Flies]; marriage and feminism [Jane Eyre]), the British canon, learning about our rich cultural heritage | | different backgrounds and experiences. Exploring diverse themes (such as the impact of slavery [Beloved]; the value of art and beauty [The Picture of Dorian Gray]; post-war attitudes towards marriage, masculinity and mental health [A Streetcar Named Desire]; revenge [Hamlet]), the literary canon, learning about rich cultural heritage | |
| <u>Maths</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Mathematics has a rich and diverse history, and this is celebrated in lessons when we learn about different key mathematicians e.g. Fibonacci and Pythagoras. Mathematics has deep links to other subjects such as music, science, art and sport and we in the maths department make sure that these links are made apparent during key world events such as the Olympics, FIFA world cup, Queen's Platinum Jubilee etc. | | | Mathematics has a rich and diverse history, and this is celebrated in lessons when we learn about different key mathematicians e.g. Fibonacci and Pythagoras. Mathematical origins are explained to the students e.g. that "trigonometry" comes from a mixture of the Ancient Greek words for "triangle" and "measure". Mathematics has deep links to other subjects such as music, science, art and sport and we in the maths department make sure that these links are made apparent during key world events such as the Olympics, FIFA world cup, Queen's Platinum Jubilee etc | | KS5 Mathematics has a rich and diverse history, and this is celebrated in lessons when we learn about different key mathematicians e.g. Fibonacci, Pascal, Newton etc. Mathematics has deep links to other subjects such as music, science, art and sport and we in the maths department make sure that these links are made apparent during key world events such as the Olympics, FIFA world cup, Queen's Platinum Jubilee etc. | |
| <u>Science</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Development of atomic model and key scientists involved, development of periodic table. | | Development of the atomic model, development of the periodic table | | | | |
| <u>Art and Design</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Close up space, science, the art of seeing | Maps, symbols, journeys, local | Bradford people, diversity, | Critical understanding of sources, Personal responses that reflect culture and beliefs. | | Sustained and focussed investigations, analytical and critical understanding, cultural | |

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| | | architecture, folk/native art | characteristics, influences of art | Exploring themes and works of others different places, cultures, times and genres | | context of art and what has influenced it, cultural literacy, personal responses | |
| <u>Business</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | | | | Course content provokes the opportunity to discuss differences in cultural attitudes towards a range of business topics such as ethics, consumer choice, meeting customer needs, recruitment, product development, Students are encouraged to embrace diversity and to welcome different attitudes towards what business do and how they behave as customers & consumers, Students are encouraged to embrace diversity and to welcome different attitudes, Clear classroom expectations are established., Students work in a respectful manner acknowledging differences in opinion | | Course content provokes the opportunity to discuss differences in cultural attitudes towards a range of business topics such as ethics, consumer choice, meeting customer needs, recruitment, product development, Students are encouraged to embrace diversity and to welcome different attitudes towards what business do and how they behave as customers & consumers, Students are encouraged to embrace diversity and to welcome different attitudes, Clear classroom expectations are established., Students work in a respectful manner acknowledging differences in opinion | |
| <u>Drama</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Explore the origins and history of Drama and learn about Drama from different places, times and genres: Y7- Greek Theatre (Ancient Greece), Commedia dell'arte (Renaissance and Italy) Y8-Slapstick theatre, Melodrama Y9- Realism and Naturalism (Stanislavski and Moscow), Non- naturalism | | | Study a British scriptwriter for theatre (Dennis Kelly) and understand the social issues and anxiety regarding the perceived nihilism of the youth of the UK in the 2000s. Explore marriage and feminism in the production of Jane Eyre. Regularly watch each other's performances and are encouraged to respond positively to these opportunities. Participate in a visit to a local | | | |

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| | Regularly watch each other's performances and are encouraged to respond positively to these opportunities. | | | theatre to watch a professional live theatre production. | | | |
| <u>Design and technology</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Different design movements and their styles | understanding cultural influences on design | Designing products based on a specific design movement | Wide range of knowledge of various design movements | Understand diversity of materials and ways it can improve quality of life | | |
| <u>Food</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Food provenance – halal and kosher meats and the beliefs surrounding the. Foods around the world | | | Foods from different cultures and religions. Factors affecting food choice. | | | |
| <u>Geography</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | The Bradford topic, cultural heritage within Bradford as well as Belle Vue Girls' Academy, recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities, exploring, improving understanding of and showing respect for different faiths and cultural Understand that Middle East comprises different countries- discuss what they already know; Explain what movements of people there are in Kenya, as well as be able to why people migrate there; Understand the factors affecting population distribution & density; Populations across the world; the lives of people in Kenya are different to their own; Talk about own experiences; Research & write about major urban issues. | | | 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, - knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Participate in and respond positively to artistic, musical, sporting and cultural opportunities. Ethnicity and stereotypes, dependence on Russian natural gas, closed coal mines. | | | |
| <u>History</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Year 7 topic on the Mughal Empire exploring culture and differences in beliefs under Mughal Emperors, Anglo Saxons which explores the concept of what is British? | Georgians and Georgian satire looking at the influence of satirical etchings on Georgian culture, local study of | significant decades of the 20th century exploring cultural advancements including pop culture and political | Crime and Punishment on cultural beliefs in England through time and what was seen as criminal and social crimes, Crime and Punishment on cultural expectations and beliefs relating to the Monarchy and rights, Elizabethan England on the | Weimar and Nazi Germany on beliefs of Nazi community and how life changed for Germans under the | Exploring key cultural changes in 20th Century America including popular culture and the media, | Rebellion and disorder under the Tudors gaining an understanding of Parliament and some origins of |

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| | | Bradford which provides an insight into the position of Bradford today. | advancements, Immigration into Britain exploring the influence the cultures of immigrants have had on modern British society. | role of Parliament in ruling power, | Nazis •Year 11 Weimar and Nazi Germany on terror and propaganda under the Nazis and the culture of terror, American West on culture and beliefs of Native Americans | exploring different political views and impact of political policies under the presidency of Reagan, exploring cultural changes within the law and the impact the law had on groups of Americans, India The road to Independence exploring different cultures and the change is rule from the British Empire to Indian Independence. | British law, Coursework element on key cultural changes in Nazi Germany and how everyday life was impacted |
| <u>Health and Social Care</u> Cultural development | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | | | Communication Differences between service users Understanding diversity and equality Person centred values Approaches to care Factors influencing individuals | | Communication with others, Factors affecting wellbeing Importance of a healthy society Differences between service users | |
| <u>ICT and Media</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

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| Cultural development | Encouraging students to explore the cultural diversity of technology and its impact on different cultures and societies. | | | Exploring the diversity of global digital media cultures and their influence on each other, developing an appreciation for the arts and creative expression in digital media production. | | The qualification covers issues related to diversity and cultural representation in technology, such as the impact of cultural biases on algorithms and the importance of promoting diversity and inclusion in Technology, students learn about the role of technology in different cultures and communities, and how this influences the development and use of technology. | |
| <u>Languages</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Discuss different food, eating times, school, and way of life in TL countries, the different celebrations, festivals, and religions in the TL countries, many cultural aspects and differences in the TL countries, links between the different languages and communities they study and compare them to the UK. | | | Discuss different food, eating times, school and way of life in TL countries, the different celebrations, festivals, and religions in the TL countries, many cultural aspects and differences in the TL countries, the links between the different languages and communities they study and compare them to the UK, global and international dimension. | | Discuss different food, eating times, and way of life in TL countries, the different celebrations, festivals, and religions in the TL countries, many cultural aspects and differences in the TL countries, the links between the different languages and communities they study and compare them to the UK, global and international dimension, transition to democracy in Spain and the political structure in TL, about artistic culture. | |
| <u>Law</u> | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | | | | | | Student Pre-University Court Exposure (SPRUCE) programme which gives an opportunity to mix with a diverse range of peers and legal professionals. Aspects of Family Law – | |

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| | | | | | | provokes the opportunity to discuss differences in cultural attitudes to divorce and custody. Embrace diversity and welcome different attitudes towards the UK legal system. British legal values, systems, processes, and practices as part of the UK legal system. Embrace diversity as part of life in modern day Britain, recognise that despite different attitudes, opinions, and perceptions as members of the community we have much in common. | |
| Music | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Celebrating the diversity of musical cultures and traditions from around the world, and examining their cultural significance Exploring the evolution of music and its cultural impact throughout history, and examining how it reflects and shapes society Examining the impact of technology on the production and dissemination of music, and its impact on cultural values and practices Encouraging critical engagement with popular culture through the exploration of music as a cultural product and phenomenon | | | Celebrating the diversity of musical cultures and traditions from around the world, with reference to the African and Latin American roots of many music styles, such as reggae, afro Cuban jazz and Bhangra. Exploring the evolution of music and its cultural impact throughout history, with reference to the role of rock n roll in shaping youth culture and the impact of reggae on the global music scene. Examining the impact of technology on the production and dissemination of music, with reference to the use of electronic instruments and software in house music. Encouraging critical engagement with popular culture through the exploration of music as a cultural product and phenomenon, with reference to the impact of Bob Marley's music on global culture and the fusion of traditional Bhangra music with modern electronic music in Panjabi MC's "Mundian To Bach Ke" | | | |

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| PE | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | <p>Are given opportunities to explore different cultures through dance and gymnastics. Reflect on diversity in sport. Reflect on and implement the British Values and Citizenship which are implicit in every aspect of PE.</p> <p>Cultural influences that have shaped their heritage and that of others. Developing respect for different religions, ethnic and socio-economic groups. Through team games, dance and gymnastics. Britain's democratic parliamentary system shaping values working to develop Britain. The importance throughout Britain's history of a democratic and fair society. Inclusion for all when working to create a performance or work as a team. The things we share. Students are introduced to a range of dances from across the globe. The opportunity is there to identify the similarities and differences of cultures across the world. In team games cultures are referred to when a new sport is introduced, and its origins investigated. Understanding and appreciation of a range of different cultures in school.</p> | | | <p>Cultural influences that have shaped their heritage and that of others. Developing respect for different religions, ethnic and socio-economic groups. Through team games, dance and gymnastics. Britain's democratic parliamentary system shaping values working to develop Britain. The importance throughout Britain's history of a democratic and fair society. Inclusion for all when working to create a performance or work as a team. The things we share. Students are introduced to a range of dances from across the globe. The opportunity is there to identify the similarities and differences of cultures across the world. In team games cultures are referred to when a new sport is introduced, and its origins investigated. Understanding and appreciation of a range of different cultures in school.</p> | | | |
| PD Curriculum | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | <p>Y7 - Respect and tolerance, diversity, discrimination, and prejudice Y7 - Democracy Y8 – National identity, Equality Act 2010, human rights Y8 – Voting and elections Y9 – Making laws Y9 – Freedom of expression</p> | | | <p>Y10 & Y11 – Power and Politics theme Y10 - Feminism Y10 – Islamophobia Y11 - Challenging Hate Crime Y10 - Environmental organisations and agencies</p> | | <p>Y12 - Voting and elections, Parliament, Political parties, registering to vote, Local and national elections, Local politics, Current affairs Y13 - Current affairs, Political issues impacting upon young people</p> | |
| Philosophy, Religion and Ethics | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Cultural development | Discussion of the differences between culture and faith practices | Discussion of the diversity of religion and | Discussion of respect between | Discussion of Christianity as the main religious tradition of Great Britain | UK as a multi-faith and multi-ethnic | Islam – expressions of | Islam and religious pluralism and |

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| | Consider the influence of islam on Science and learning | belief in the three dharmic faiths and in communities and how this has influenced cultural practices | religious and non-religious communities | | society and the benefits and challenges of this Human rights and racial discrimination Racial harmony and racial discrimination Respect and appreciation of diversity between and within faiths | religious identity | the challenges of secularization. |
| <u>Wider Personal Development</u> Cultural development | <p>Through the assembly programme, with assemblies on topics such as Black History Month, South Asian Heritage Month, Gypsy Roma and Traveller History Month, Extremism and Radicalisation, International Day of People with Disabilities and LGBTQ History Month, the following aspects of cultural development are covered:</p> <ul style="list-style-type: none"> • <i>'understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others'</i> • <i>'understanding and appreciation of the range of different cultures in the school and further afield'</i> • <i>'ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities'</i> • <i>'interest in exploring, improving understanding of and showing respect for cultural diversity'</i> • <i>'respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities'</i> <p>This is also supported by the work of student EDI ambassadors who plan and deliver some of these assemblies themselves, ie. Black History Month and International Day of People with Disabilities. It is also supported by other student leaders such as those working on the Bradford Citizens anti-racism action team. Student leaders play a significant role in the Relationships Reset project challenging sexual harassment.</p> <p><u>Enrichment Timetable Live link.docx (sharepoint.com)</u></p> <p>Assembly Calendar</p> | | | | | | |

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| <p>EAL</p> <p>Cultural development</p> | <p>The different food, eating times, school, and way of life in the UK.</p> <p>The different celebrations, festivals, and religions in the UK.</p> <p>Many cultural aspects and differences in the UK.</p> <p>Links between the different languages and in the UK.</p> |
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