

Curriculum policy 2019-20

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Review	A Ellams	September 2019	✓
Reported	Education Committee	8 October 2019	✓
Approved	Board of Governors	9 December 2019	✓

To be published on the following:

Staff Portal	✓
School website	✓



Aims and objectives

We aim to give all students at St Paul's a first-class education. Central to our ethos are the development of the mind and the pursuit of excellence. In a climate that fosters academic ambition, we encourage students to be independent thinkers, to challenge conventional wisdom, to debate complex issues and to take responsibility for their own learning, working co-operatively with others and making an active and sustained contribution to school life. Pupils are taught to show respect for everyone in the community and to develop the self-confidence, resilience and compassion which will inform all aspects of their wider lives. Within the school and beyond they are encouraged to show initiative, to make informed judgements and seize the opportunity of exploring a wide range of academic, cultural, aesthetic and sporting pursuits. An education at St Paul's involves the acquisition of excellent study habits which together with an enquiring mind form the basis of a life-long love of learning. The curriculum has been developed with these objectives in mind.

The spiritual, moral, social and cultural education of all pupils is fostered through the open, friendly, tolerant and respectful culture of the school. Frequent whole school or year-group assemblies and a PSHE curriculum delivered by form tutors and occasional specialists on a weekly basis provide key avenues for delivery and discussion of these themes. A broad and rich academic curriculum provides numerous explicit and indirect ways in which spiritual, moral, social and cultural ideas are developed and investigated, most notably through the religious studies curriculum. The fundamental values of democracy, individual liberty, the rule of law and the mutual respect and tolerance of people of different faiths and beliefs are actively promoted through the pastoral system and the curriculum. All of these principles are supported by our culture of respect for scholarship and the views of others within classrooms and through the extensive programme of co-curricular activities throughout the school. For full detail of how the curriculum supports spiritual, moral, social and cultural education and promotes fundamental values, please see Appendix 2. The curriculum respects the protected characteristics under Section 4 of the 2010 Equality Act and does not discriminate on the basis of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

The curriculum

Please read in conjunction with the curriculum map at Appendix 1.

In **year 7** all pupils study English, mathematics, history, geography, ICT, Latin, religious studies, art and design, drama, music, physical education, combined science and our Discovering Languages course. The Discovering Languages course introduces basic concepts in linguistics, unpicking common aspects of different languages and encouraging a focus on 'how we learn' languages. All pupils then undertake three eight-week preliminary courses in German, Mandarin Chinese and Russian to gain a flavour of three different language families. In the summer term, pupils pick their first modern language (ML1) which remains part of their core curriculum through to GCSE/ IGCSE level from a choice of French, German and Mandarin Chinese. Tutorial time in small form groups of up to 15 pupils allows for one-to-one and group discussions on a daily basis and the delivery of PSHE (personal, social, health and economic education) in a dedicated lesson each week - a programme that continues throughout the school. Academic classes are comprised of a small number of students from each form group. The composition of form groups and academic classes change at the end of year 7 and year 8 to enable pupils to have wider social interaction within their year group and to create a different class dynamic.

From **year 8** onwards, biology, chemistry and physics are taught separately by subject specialists. Mathematics classes are broadly streamed into sets by performance to date from the start of year 8 through to IGCSE and are blocked within the timetable so that setting decisions can be reviewed at appropriate stages. We do not set by ability in other subjects. Pupils select a second modern language (ML2) from a choice of French, German, Italian, Mandarin Chinese, Russian or Spanish. We have introduced a new computer science and creative technology course in years 8 and 9, allowing pupils to engage with new technologies, coding, physical computing, robotics and virtual reality in an innovative and practical manner as these new technologies evolve. In **year 9**, pupils continue studying all subjects and start the IGCSE science specifications.

In the two years leading to GCSE, IGCSE or a school directed course (**years 10 and 11**) a required core of subjects is balanced by an element of choice. The **seven core subjects** are: English, English literature, ML1 (French, German or Mandarin), mathematics, biology, chemistry and physics. The FMSQ additional mathematics specification is embedded in the schemes of work of all mathematics sets; students choose whether to take the FMSQ or not alongside their GCSEs.

Students also select **four optional subjects** and the timetable is flexible enough to accommodate most combinations. There are fifteen optional subjects available: computer science, classical Greek, geography, history, Latin, religious studies, ML2 (depending on which of the six modern languages pupils have taken from year 8), ML3 (an ab initio accelerated course in French, German, Italian or Spanish), art and design, history of art, drama and music. Art, drama, history of art and music are offered as school-directed courses which are internally marked and externally moderated. Students can choose up to two subjects from art, drama, history of art or music. All other subjects lead to GCSE or IGCSE qualifications. All subjects are graded on the new 9-1 grading scale with the exception of computer science and Chinese which remain unreformed as A*-G qualifications. All students also follow compulsory, non-examined courses in general studies and PE. General studies in the V comprises a compulsory course in positive mental health and healthy living and four optional courses from: virtual reality, creative technology, making a podcast, Excel skills, economics, applied linguistics, a history of theatre, animal behaviour, logic, ...isms, fake news and how to spot it, yoga and creativity and politics. In the VI, general studies is offered in five or six week courses through the autumn and spring terms and pupils select four options from: artificial intelligence, the history of fairy tales, the philosophy of science, someone is writing a poem, linguistics, the four angles of theatre, philosophy, feminism, the role of women artists, virtual reality, creative technology, making a podcast and Excel skills.

As students move into the **Senior School (years 12 and 13)** 24 subjects are available: economics, government and politics, medieval history and further mathematics can be studied in addition to the subjects offered earlier. All students choose four subjects in year 12 with further mathematics counting as a separate subject. Students do not sit standalone AS levels at the end of year 12 and sit all of their public examinations at the end of year 13. We follow the Pre-U qualification in English literature, history (medieval and modern), theology and philosophy, and the six modern languages. The other 14 subjects follow linear A-level specifications.

The St Paul's Programme is undertaken by all year 12 students alongside their four academic subjects on one afternoon each week. At the start of the autumn term, an academic symposium gives all year 12 students the opportunity to discover the nature of independent study in the Senior School from a wide array of presentations by peers in year 13 who have just completed a senior scholarship project over the summer. A carousel operates to allow all students to undertake academic electives, a service activity in the local community and our Launchpad programme at different stages of the autumn and spring terms. Students choose four electives from a very wide range of courses in a non-examined curriculum, gaining an insight into different areas of scholarship and the wider academic interests of the staff. During the service rotation, students volunteer in local primary schools, care homes and other community groups. In the Launchpad element students work on entrepreneurial and innovative real-world business problems in small teams with dedicated business mentors, developing and honing many of the soft skills required by employers. All year 12 students also participate in a bespoke leadership programme, designed in conjunction with an expert consultancy firm, on six afternoons through the course of the academic year. Many of these activities run in partnership with St Paul's School allowing our students to work alongside their peers from the boys' school.

The summer term allows time to explore, plan and research a senior scholarship, mentored individually or in small groups by staff, with many of the students completing and submitting their projects over the summer.

The school advises most students to focus on three subjects in **year 13**. We strongly encourage students to engage with their academic subjects in greater depth than the subject specifications allow, reading more widely around those areas that they find particularly interesting, and developing a scholarly passion for their academic work. This enriches their understanding, changes how they approach their studies and helps to inform higher education choices. If a student is focusing on a US university application then it may be advisable for them to preserve more academic breadth. Specialist advice on US college applications is provided from the spring of year 10 onwards. Students taking further mathematics have a timetable equivalent to four subjects in the VIII.

We encourage parents to engage with the subject choices their daughters make, particularly in relation to GCSE, AS and A level courses. In consultation with students we are able to accommodate nearly all combinations of subject choices; however, a student's programme of study will ultimately be as the school determines.

Throughout the school, students participate in **co-curricular activities** as a means of developing personal interests and academic passions, collaborative working and leadership skills. Students are given many opportunities to develop their public speaking - in assemblies, debating clubs, societies, and when presenting to their peers within the curriculum. Numerous trips in the UK and abroad are on offer to students in all age groups. We arrange specialist language exchanges and students can also apply to take part in an exchange with one of our partner schools. Broader enrichment continues to be an important element of education in the senior school. All Senior School students attend the Friday lecture - a stimulating and varied programme of talks given by eminent speakers from the arts, sciences or public life.

Our **higher education programme** aims to provide students with the skills, information

and support they need to make informed choices. This scheme is undertaken by all students in years 9 to 13. Led by the Director of Higher Education and Careers, it is a rich and diverse programme which includes open days and events, seminars for pupils and parents, career profiling, advice on work experience, one-to-one discussions with senior staff and higher education advisors, university preparation classes and interview practice. For example, preliminary higher education ambitions and career goals are considered during discussions with students that support the Senior School subject choices process in the VI.

The content and scope of the curriculum are reviewed regularly and are therefore subject to change. In keeping with our commitment to the development of independent thinking, greater flexibility is built into the curriculum as students progress through the school.

Availability of this policy

A copy of this policy may be downloaded from <http://spgs.org/school-policies/> or is available on request from the school office, St Paul's Girls' School, Brook Green, London, W6 7BS (tel: 0207 603 2288). This policy can be made available in large print or other accessible format if required.

Appendix 1: Curriculum Map

Curriculum Map 2019-20 with changes in red																													
	Maths	Further maths	Biology	Chemistry	Physics	English Language	English Literature	French	German	Mandarin	Russian	Italian	Spanish	Latin	Ancient Greek	History	Politics	Geography	Religious Studies	Economics	Computer Science and Creative Technology	Art & Design	History of Art	Drama	Music	P E	General studies / St Paul's Programme	Form time / PSHCE	
MIV	4*		combined science 6			4		Discovering Languages 4						3		2			2	2		1	3		2	2	4		1
UIV	3.5		2	2	2	3.5	ML1 2.5						3		2			2	2		2	2		2	2	3.5		1	
							ML2 3																						
LV	4		2	2	2	4	ML1 3						2		2				2	2		2	2		2	2	3		1
							ML2 3																						
V	4		triple award			2 IGCSes		ML1 3					ML2 3	ML2 3	3	4	3		3	3		4	4	4	4	4	3	1	1
							ML2 3					ML2 4																	
							ML3 4?	ML3 4?					ML3 4?	ML3 4?															
VI	4		triple award			4	ML1 3+1					ML2	ML2	3	4	3		3	3		4	4	4	4	4	3	1	1	
							ML2 3+1					3+1	ML3																
							ML3 4+1					ML2 4+1																	
VII	7	7	7	7	7	7	7+1	7+1	7+1	7+1	7+1	7+1	7+1	7	7	7	7	7	7	7		7	7	7	7	2	4	1	
VIII	8	8	8	8	8	8	7+1	7+1	7+1	7+1	7+1	7+1	7+1	8	8	8	8	8	8	8		8	8	8	8	2	4	1	

 changes	 GCSE	 Compulsory	Total periods available per week = 40
9-1 GCSE/IGCSE	 GCSE	 The St Paul's Programme in the Senior School	"+1" = plus oral lesson. Oral lessons are timetabled in free periods, prep. periods, or during the lunch hour.
A*-G GCSE/IGCSE	 SDC	4* One maths lesson is dedicated to the application of computing in mathematics	General studies in V = choice of 14 different six lesson courses. Students take five over the academic year.
	 Pre U	UIV - maths and ML1 share a single lesson and have that lesson once per fortnight on a rotating basis to free a lesson for CS&CT	General studies in VI = choice of 13 different five/ six week courses. Students select four courses.
		UIV - PE and English share a single lesson. PE has autumn HT1, spring HT 2 and summer HT 2; English autumn HT 2, Spring HT 1, Summer HT 1 to free a lesson for CS&CT	
		LV - Latin and PE lose a single lesson each to allow for a double lesson of CS&CT	

**Appendix 2: Spiritual, moral, social and cultural development (SMSC) and Fundamental British Values (FBV)
Review September 2017
Independent school standards relating to SMSC and FBV**

CONTENTS

a) Actively promote fundamental British values	2
b) ensures that principles are actively promoted which	17
i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence	
ii) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England (all people in England are subject to the laws of the land)	25
iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those working in the locality in which the school is situated and to society more widely	29
iv) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (parliament, police force, Post office, healthcare, welfare, education: how public services have evolved & how they relate to daily life)	35
v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of & respect for their own and other cultures	39
vi) encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010	45
vii) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England	48
c) Precludes the promotion of partisan political views in the teaching of any subject in the school	50
d) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils	52
- While they are in attendance at school	
- While they are taking part in extra-curricular activities which are provided or organised by the school	
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere	
they are offered a balanced presentation of opposing views	

Standard	Where in curriculum	Evidence/ Exemplars
<p>a) Actively promote fundamental British values</p> <p>PSHEE</p>	<p>FBV embedded throughout the PSHEE programme.</p>	<p>Refer to PSHEE schemes of work for <u>extensive</u> detailed links to FBV content of the course.</p>
<p>ART HISTORY</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p>	<p>VIIIth</p>	<p>Unit 4</p> <p>It is touched on in a synoptic lesson about the emergence of Modernist visual culture in the context of an American sense the abstraction in particular might express a liberal democratic society in early 20th century politics: The early years of MoMA (1930's) was knowingly constructed as an expression of the 'Liberal' West in the face of the fate of culture under Stalinism and Nazism. We also touch on the consequences of the latter on cultural production</p> <p>Much of the theory and practice of early Modernism is predicated on the idea of the foundation stone of individual liberty.</p>

	<p>VIII. Spring term.</p> <p>VII. Spring / Summer term.</p> <p>VI. Autumn term.</p> <p>VI. Spring term.</p> <p>V. Spring term.</p> <p>UIV. Summer term.</p>	
<p>CHEMISTRY</p> <p>Democracy</p> <p>The rule of law</p>	<p>6th – Autumn Term: Crude oil</p> <p>5th – Autumn Term: Oxygen and oxides</p>	<p><i>In subject content:</i></p> <p>Parliamentary decisions on finding alternative energy sources, reducing pollution, counteracting climate change and improving air quality.</p>

<p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>6th – Autumn Term: Ethanol</p> <p>7th – Autumn Term: Atomic structure</p> <p>L5th – Summer Term: Group 7 elements</p> <p>6th – Autumn Term: Ethanol</p> <p>6th 7th and 8th throughout: Organic chemistry</p>	<p><i>In subject content:</i></p> <p>Laws on age at which citizens can legally consume alcoholic beverages.</p> <p>Mass spectrometry: its use as a technique to catch ‘drug cheats’ in sport. Rule of law and ‘morals’ are discussed.</p> <p><i>In subject content:</i></p> <p>Many countries have stopped adding potassium iodide (KI) to table salt – to allow individuals to CHOOSE whether they want to have additional iodide ions in their diet (ethics).</p> <p><i>In subject content:</i></p> <p>Discuss that some countries are ‘dry’ and adults living there do not consume alcohol (e.g. Saudi Arabia) on faith/religious grounds.</p> <p>In organic chemistry, discussion can relate to different views on evolution / creationism.</p>
<p>CHINESE</p> <p>Democracy</p>	<p>A2/Pre-U schemes of work</p> <p>Also during elections in relevant country (current affairs)</p>	<p>During research-based essay students <i>may</i> select a particular area of current affairs and conduct their own research on that area. This may include but is not limited to issues of politics, law, liberty and tolerance.</p>

<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2/Pre-U schemes of work</p> <p>A2/Pre-U schemes of work</p> <p>A2/Pre-U schemes of work</p>	
<p>CLASSICS</p> <p>Democracy</p>	<p>LATIN: MIV Summer term Elections in Pompeii</p> <p>LV Summer term Roman social class</p> <p>VIII prose set text (for 2018-2019) Tacitus Annals I</p> <p>GREEK:</p> <p>V Spring and Summer terms: Literature and Culture topic: Women in Ancient Greece</p>	<p>Subject content</p> <p>CLC st.11 Elections- distribution of voting rights; conduct of elections; absence of secret ballot</p> <p>LV Summer term CLCst32 Roman social class; criteria for membership; allocation of constitutional and unconstitutional power</p> <p>VI Roman political system: cursus honorum; senatorial career structure; social class; checks against excessive power; move to principate – why and how power outside the constitution comes to reside in one individual</p> <p>VIII Tacitus: exploration through the text of events in Nero’s principate and Tacitus’ comments on erosion of liberty under his principate; author’s bias towards republican past assessed.</p> <p>Subject content</p> <p>VI: exploration of source material including Pericles’ funeral speech – the ideal; development of Athenian democracy; use of the lot in conduct of elections; citizen status, civic participation and duties; voting rights and procedures</p>

<p>The rule of law</p>	<p>VI Autumn term: Greek sources topic: Athenian democracy</p> <p>VIII verse set text: for examination summer 2018 Sophocles' <i>Antigone</i></p>	<p>VIII: The play sharply focusses on the tension between the need for clear leadership and the need to pursue a more communal form of discussion and decision-making. Themes around the subject of political expediency/autocracy in a particular context against what is morally right in general are central to the play.</p> <p>Subject content</p> <p>LV CLC especially stages 26-27: individuals acting outside the law in provincial administration</p> <p>V CLC stages 32-34: power of the emperor in Rome; senatorial government and imperium</p>
<p>Individual liberty</p>	<p>LATIN:</p> <p>LV Spring term: Roman provincial government: the power of the individual;</p> <p>V Autumn term: the autocracy of Domitian</p> <p>VI Pro Milone set text (for examination 2018)</p> <p>GREEK:</p> <p>VII Greek prose set text (for examination summer 2018) : Plato Apology</p>	<p>Subject content</p> <p>VII Athenian legal system; rules of the courtroom; nature and origins of charges against Socrates</p>

Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)

LATIN:

MIV Spring term: slavery

UIV Spring term: social tensions in Roman Alexandria

V Autumn term: manumission

GREEK

V Spring term: Greek sources - position of women in Greek society (for examination 2019)

VI Autumn term treatment of slaves in Greek society (for examination 2018)

Subject content

MIV CLC stage 6: slavery in the Roman world; status of libertus

UIV CLC stage 17: racial tensions and social oppression in Roman Egypt

V CLC stage 34: manumission and the role of liberti in the various strata of Roman society

Subject content

V literature and culture: position of women in Greek society; relations between men and women; social life and citizenship

VI literature and culture: role of the individual in the body of the democracy.

Subject content

UIV CLC stage 19: foreign cults in the Roman empire; peaceful syncretism; cults of Isis and (Summer term; stages 21f) Sulis Minerva

LV CLC stage 29f sack of Masada; causes of Jewish rebellion of 66 BCE and Roman reaction; advent of Christianity in Rome; persecution and establishment of *modi vivendi*

	<p>LATIN</p> <p>UIV Spring and Summer terms: foreign cults in the Roman empire</p> <p>LV Spring and Summer terms: Jewish rebellion; advent of Christianity in Rome</p> <p>GREEK</p> <p>VI Autumn term: literature and culture: cult of Athena in Athens</p>	<p>Subject content</p> <p>VI Religious belief and practice in 5th century Athens.</p>
<p>DRAMA</p> <p>Democracy</p> <p>The rule of law</p>	<p>All lessons</p> <p>Year Eight- Theatre – in -Education</p>	<p>Not delivered explicitly, but implicit in all teaching as group work is a democratic process. E.g. group tasks and discussion, evaluations</p> <p>Scheme of Work addresses and discusses online safety and consequences of breaking the law (i.e. illegal to have a</p>

<p>Individual liberty</p>	<p>Year Eight – The Crucible</p>	<p>facebook account until you are 13 years old, hacking, stealing information, plagiarism)</p> <p>One lesson in the scheme of work focuses on individual liberty versus collective community.</p> <p>Looks at the woman’s role in the family and considers choices of family over individual liberty</p>
<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>Year Ten - A Doll’s House</p> <p>Year Seven – Metamorphosis</p> <p>Year Eight- Theatre – in -Education</p> <p>Year Nine – Who do you think you are?</p> <p>Year Ten – Captured Voices</p>	<p>Metamorphosis looks at the role of pupils in the community. Individual liberty and choice versus role in the community.</p> <p>Discusses choices you make in how you represent yourself online.</p> <p>Who do you think you are? is a scheme of work which explores identity. Thus, the consideration of individual liberty is implicit in all lessons</p> <p>Scheme of work focusses upon different forms of imprisonment, be it physical, metaphorical mental. Thus individual liberty is considered in all lessons.</p> <p>Implicit in all teaching</p>

	<p>All lessons</p> <p>Year Eight – <i>The Crucible</i></p> <p>Year Seven - Metamorphosis</p>	<p><i>The Crucible</i> explicitly considers puritanism</p> <p>Metamorphosis explores the role of pupils in the medieval Christian society and the impact of the church upon society.</p>
<p>ECONOMICS</p> <p>Democracy</p> <p>The rule of law</p>	<p>VII:</p> <p>Macroeconomic Policy (Theme 2)</p> <p>Government Failure (Theme 1)</p> <p>VIII:</p> <p>Globalisation (Unit/Theme 4)</p> <p>Trade policy (Unit/Theme 4)</p> <p>Limits and ways to growth (Unit/Theme 4)</p> <p>VII:</p> <p>Investment and economic growth (Theme 2)</p> <p>Correcting market failure (Theme 1)</p>	<p><i>All of the following are considered within lessons and some are also looked at in homework:</i></p> <p>Discussion of political motives of democratic governments</p> <p>Assessment of whether democratic governments allocate resources efficiently</p> <p>Look at the rise of capitalist democracy across the world</p> <p>Consider political/democratic motives of governments</p> <p>Assess whether democratic systems are better for growth</p> <p>Importance of rule of law to protect property rights</p> <p>Rule of law fundamental to correcting market failure</p>

<p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>VIII: Limits and ways to growth (Unit/Theme 4)</p> <p>Regulation of firms and markets (Unit/Theme 3)</p> <p>VII: Neo-classical economic models (Theme 2)</p> <p>Free market vs centrally planned (Theme 1)</p> <p>VIII: Limits and ways to growth (Unit/Theme 4)</p> <p>VIII: Limits and ways to growth (Unit/Theme 4)</p>	<p>Effective rule of law fundamental to growth</p> <p>Promotion of economic competition and protection of workers and consumers</p> <p>Assess whether free market systems allow for more liberty</p> <p>The role of market economic systems in facilitating liberty</p> <p>Consider liberty in different countries' economic systems</p> <p>Look at the impact on economic growth of different faiths of individuals in countries across the world</p>
<p>ENGLISH</p> <p>Democracy</p> <p>The rule of law</p>	<p>Given that much of the teaching in English is based upon discussion and that no literary text can be reduced to one interpretation, we promote and celebrate individual liberty at all times.</p>	<p>In subject content.</p>

<p>Individual liberty</p>	<p>Study of texts such as <i>Richard III</i> and <i>Animal Farm</i> in UIV and <i>Richard II</i> (VIIIth) explore the dangers of tyranny.</p> <p>Issues of racial tolerance and religious tolerance in <i>Othello</i> (LV) and <i>The Merchant of Venice</i> (VIth)</p> <p>Milton studied in VIIth and VIIIth.</p>	
<p>FRENCH</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p>	<p>A2/Pre-U schemes of work</p> <p>Also during elections in relevant country (current affairs)</p> <p>A2/Pre-U schemes of work</p>	<p>Aspects of Society: history of France, the EU.</p> <p>Aspects of society: crime and punishment, juvenile delinquency (autumn term weeks 3 and 4)</p>

<p>The rule of law</p>	<p>V Rural-urban – autumn term</p>	<p>will learn about stakeholders and the power that they have to influence change.</p>
<p>Individual liberty</p>	<p>VIII – development geography – Autumn/spring term</p>	<p>Problems caused by corruption in less economically developed counties is considered, for example Zimbabwe.</p> <p>The need for new housing in the UK is discussed and the debate about whether to use brown or greenfield sites is discussed. Within this a brief mention of the planning process is given. The definitions of greenbelt land is also given.</p>
<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>V Rural-urban – autumn term</p> <p>VIII ecosystems – autumn term</p> <p>LV- population – autumn term</p>	<p>Management of ecosystems includes a consideration of zoning, visitor codes, planning restrictions and other regulations. Carbon credits and debt for nature swaps is also studied. There is a focus on the Great Barrier Reef, Arches National Park and Indonesia.</p> <p>China’s one child policy is studied.</p> <p>International agreements regarding climate change is studied.</p> <p>Students learn about risk assessment and taking personal responsibility when working in the environment.</p>

	<p>VI – weather and climate – spring term</p> <p>VIII Skills – autumn term</p> <p>VI – controlled assessment – autumn term</p> <p>MIV National Geography – Spring Term</p> <p>V – rural-urban – autumn term</p> <p>Fieldtrips – all year groups</p>	<p>Students design an individual element to their controlled assessment.</p> <p>Comparing life in the UK with life in Afghanistan.</p> <p>The study of the ways of life in two contrasting cities is explored. This includes a consideration of the social and cultural patterns within the cities.</p> <p>In addition, in this module the concept of globalisation and interdependence is explored.</p> <p>In all year groups, students have to work together in fieldwork activities to collect data. Teamwork and learning together is therefore actively encouraged.</p> <p>In all year groups there are opportunities for discussions and debates, both informally through questioning and formally through designated activities. Students feel safe to share viewpoints and are encouraged to listen to others with interest.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Discussions – all year groups	
<p>GERMAN</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2 schemes of work</p> <p>Also during elections in relevant country (current affairs)</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p>	<p>Term 1 weeks 9 – 12 development of modern Germany.</p> <p>Term 2 weeks 5 – 8 European Union</p> <p>Term 2 weeks 5 -8 national and international events, terrorism, crime and punishment</p> <p>Term 1 weeks 1 – 4 ethical decisions</p> <p>Term 1 weeks 5 – 8 rights of women</p> <p>Terms 1 weeks 9 – 12 immigration, integration, racism</p>

<p>HISTORY</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>		<p>Subject content e.g. English Civil War (UIV), French Revolution (LV & VII), America 1919-41 (LV). Democracy lies behind or is at the forefront of the V/VI course on modern world history (Russia 1900-41, Germany 1918-41 and International Relations)</p> <p>Again, intrinsic to subject content – as above but with some coverage in MIV (Henry II and John/Magna Carta)</p> <p>As above, central to the English Civil War (UIV & VII), French Revolution (LV & VII) and Britain and Ireland (VIII)</p> <p>Again, 17th-century English history (UIV & VII). The consequences of intolerance are illustrated by Slavery (LV) and intolerant 20th-century regimes (V & VI), the French revolution (LV & VII) and especially Britain and Ireland (VIII)</p>
<p>MATHEMATICS</p> <p>Individual liberty</p>	<p>An appropriate understanding of probabilities – in particular Bayes’ theorem in VII – has an impact on interpretations and the exercise of justice. (LV through to VII)</p>	<p>Context and applications, flagged up in schemes of work.</p>

<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>Throughout, from MIV to VIIFM.</p>	<p>Our curriculum continually reinforces the nature of mathematics as a universal language and as the result of centuries of development, collaboration and communication across all cultures. From the use of quadratic methods in ancient Babylonian agriculture and trade to the contest to claim calculus as either English or German, the illustrative use of the history of mathematics reveals the commonality of all peoples in abstract methods and their applications.</p>
<p>MUSIC</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>Slavery/Blues and Reggae/African Drumming touches on this in UIV. Autumn 2/Spring 2 and Summer 1</p> <p>Some of our studies of music from other cultures touches on this in MIV-UIV Gamelan (MIV Spring 1) and Blues/Reggae (UIV Autumn 2/Spring 2 and Summer 1). LV own project (Summer) can cover this depending on individual. Steve Reich and the Holocaust in LV Autumn 1.</p>	<p>Some in SoW and lessons.</p> <p>During background parts of the lessons this will be implicit but will not be covered directly.</p> <p>Final LV project if relevant</p>

<p>PE</p> <p>Democracy</p> <p>The rule of law</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>All lessons, clubs and fixtures</p> <p>All pupils must be in the correct kit, correct place at the correct time with a good attitude and will to work</p> <p>Playing in teams/representing the school Year 7 - 13</p> <p>In all lessons and all year groups we promote respect and tolerance for all.</p>	<p>Within PE lessons democracy is encouraged and opportunities are given for the pupils to decide. For example in Year 11, 12 and 13 the pupils get to choose their options for PE, however that is based on them following school guidance and rules regarding behaviour and kit</p> <p>From the start of Year 7 PE lessons it is made clear to the pupils that they set the tone of their PE lessons. If they follow “the rule of law” they will have opportunities to explore, lead, research, work in groups etc. If there are any problems the lessons become more teacher lead.</p> <p>When representing the school in fixtures, tournaments etc. the pupils learn to follow rules and official decisions.</p>
<p>PHYSICS</p> <p>The rule of law</p>		<p>Subject content: legal requirement to wear seatbelts, legal requirement for children up to 12 years old or 1.35m in height</p>

<p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>V: Car safety as part of topic on momentum and forces</p> <p>All years: we choose specifications that have associated resources e.g. textbooks that avoid language bias or stereotyping in e.g. their images or examples.</p>	<p>to use car seats. Legal requirement for rear-facing baby seats and why these exist.</p> <p>Subject content: Reasons for speed limits on roads: stopping and thinking distances.</p> <p>Class discussion: smoking ban in cars: infringement on individual liberty?</p> <p>e.g. the subjects of questions being equally “he” and “she” e.g. “An astronaut lands on the Moon. What is her weight?” and “A man pushes a baby in a pushchair...”</p>
<p>POLITICS</p> <p>Democracy</p> <p>The rule of law</p>	<p>VII:</p> <ul style="list-style-type: none"> • The difference between direct and representative democracy are explained. • How British parliamentary democracy works is outlined in great detail. <p>VII</p> <ul style="list-style-type: none"> • The rule of law is defined when studying the UK constitution. • The role of the Supreme Court and how it operates is taught as a discrete topic. <p>VII and VIII</p>	<p>Explicitly in subject content</p>

<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>GCSE - Spring Term</p> <p>VIII</p> <p>LV – Autumn Term VII – Autumn Term</p> <p>GCSE – Autumn Term</p>	<p>views of Rawls, Nozick and Mill and the political implications of these differing views.</p> <p>Within a unit on conflict which includes lessons on: the causes of crime, the aims of punishment, the impact of punishment and the death penalty</p> <p>VIII Unit on Justice, law and punishment (see above).</p> <p>Moral Philosophy – consideration of Jeremy Bentham and John Stuart Mill’s philosophy of liberty influencing moral behaviour. A level students read J. S. Mill - <i>On Liberty</i>.</p> <p>Personal responsibility unit includes discussion of issues pertaining to individual liberties – relationship/ gender and sexuality issues as well as drug use.</p> <p>MIV-UIV systematic study of world religions</p> <p>LV – Moral philosophy, Secularism</p> <p>GCSE – Philosophy of religion and Christian ethics</p> <p>A level – Philosophy of Religion and Ethics</p> <p>In each year group, every lesson aims to promote mutual respect and tolerance of those with different faiths and beliefs. Ideas of non-discrimination and tolerance are discussed within the study of each religion, considering issues</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Underpinning the entire curriculum and a key aim of every lesson.</p> <p>Lessons are discursive and allow pupils to explore their own ideas and those of others in open dialogue and mutual respect. Students are encouraged to listen respectfully to the views of others in order to foster tolerance and mutual respect.</p>	<p>of persecution and discrimination where appropriate. In the LV we study secularism and the beliefs and values of non-religious ‘believers’ and the ways in which a non-religious approach has also been the recipient of discrimination in the past.</p>
<p>RUSSIAN</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2 schemes of work</p> <p>Also during elections in relevant country (current affairs)</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p>	<p>Autumn term second half: the development of modern Russia.</p> <p>Spring term second half: crime and punishment, death penalty</p> <p>Autumn term first half: discrimination against women</p> <p>Spring term first half: rights of animals, ethical decisions</p> <p>Autumn term second half: religious heritage and tolerance. How to combat racism. Immigration and integration.</p>

SPANISH		
Democracy	A2 schemes of work/AS cultural scheme of work Also during elections in relevant country (current affairs)	Aspects of Society: history of Spain, the EU.
The rule of law	A2 schemes of work	Aspects of society: crime and punishment, the legal system (autumn term weeks 8+9)
Individual liberty	A2 schemes of work	Aspects of society: human rights (autumn term week 9); death penalty (autumn term week 8); women's rights (spring term weeks 8+9)
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	A2 schemes of work	Aspects of society: racism, inclusion, immigration, multiculturalism (autumn term weeks 1-3) Aspects of society: religion (autumn term weeks 4-5)

<p>BIOLOGY</p>	<p>editing of numerous student-led magazines and journals, an opportunity for pupils to develop self-expressions, independence and self-confidence.</p> <p>I feel that self-knowledge, self-esteem and self-confidence are developed on a daily basis as each girl moves from the UIV to the VIII.</p> <p>At all levels, UIV to VIII</p>	<p>Examples include M2, The Marble and the Chemistry journal.</p> <p>All lessons – subject content, discussion, written work.</p> <p>Self-esteem and self-confidence discussions may come up in certain topics (e.g. UIV respiration & exercise, VI respiration & exercise) particularly in the context of fitness/ body image. Collaboration with pastoral team potentially important here.</p> <p>Biology Office Hours / revision sessions for exam classes provide a platform for pupils who feel they need additional support to access it. Biology staff have an open-door policy and pupils are expected to be responsible for their own progress and utilise the teaching support when needed.</p>
<p>CHEMISTRY</p>	<p>At all levels (MIV-VIII)</p>	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Active listening, oral communication, written communication, assertive communication and non-verbal communication. Teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p>Collaborative problem-solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p>

CHINESE

At all levels (MIV-VIII)

MIV units include: my family, jobs

UIV units include: hobbies

LV units include: school

V units include: health, food preferences, living environment

VI units include: my life, youth issues, where I live, lifestyle

CLASSICS

At all levels (MIV-VIII)

Lesson design and subject content

The precision required by the study of the Classical languages provides an opportunity to develop important and transferable intellectual skills as well as cultivating an ability to read text astutely and think critically in any situation.

In lessons, the emphasis on shared translation and discussion with participation by all should be constantly encouraging students to test themselves and clarify their knowledge and their understanding.

Extra-curricular activities

Participation in visits of classical interest, especially those involving travel and which are residential, enable pupils to develop their self-knowledge, esteem and confidence, and encourage them to accept responsibility for their own behaviour and for their contribution to the communal life of these trips. For some, especially on the UIVth Bay of Naples trip, the time away from home is a significant step in becoming more independent, and promotes greater

DRAMA

All lessons. Development of self-esteem and self-confidence is required through pupils' performance and evaluation work.

Year Nine - Who do you think you are?

ECONOMICS

VII & VIII:

Focus on encouraging pupils to conduct their own research and develop their own opinions.

confidence in their ability to deal with change and meet unfamiliar situations.

Helping to run Junior Classics club and Classics society promotes self-esteem and confidence as individuals assume responsibility for running activities, liaising with speakers, introducing and hosting meetings.

Pupils are required to perform at the end of each lesson. All pupils critique and evaluate their own work and work of others.

At KS3, pupils complete a self-evaluation form at the end of each scheme of work where they reflect on their own development of skills, consequently this feeds into building their own self-esteem and self-confidence.

Who do you think you are? is a scheme of work which explores identity. It explicitly focusses on self-knowledge and understanding

Homework is often set with independent reading for the pupils to work through and then condense into essays which require students to consider the various arguments presented before drawing their own conclusions. In lessons there are often discussions where students express their opinions and challenge each other's ideas in a healthy debate.

ENGLISH

We encourage students in all years to express their own views and develop their own personal responses to literary texts in their written work and in class discussion.

Creative writing is an important means of self-exploration. We celebrate the achievements of our pupils through participation in creative writing competitions

MIV Reading Project: all pupils produce a folder of independent work on texts of their choice. Each pupil gives a talk to class.

Pre-U Personal Investigation in VII/VIII is an entirely independent project.

Creative Writing group meets every week.

Arvon Foundation visit every year.

Words poetry magazine

Monica Dickens Short Story Competition

FRENCH

From MIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.

MIV: introducing self, family, home, hobbies

UIV: accepting/refusing invitations, hobbies

LV: home life, household chores, school life

V: healthy lifestyle, media, holidays, health

GEOGRAPHY

MIV –Global geography, Summer term

VI: accidents, jobs, environment

Under take research, building self-knowledge, to take part in a class debate on Alaska. This will help build self-confidence with public speaking.

LV – population – autumn term

Under take research, building self-knowledge, to present ideas on the relationship between population and resources. This will help build self-confidence with public speaking.

All years, field work.

Undertake fieldwork investigations collecting data and working both independently and in a group.

GERMAN

From MIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process

MIV: introducing yourself, where you live, your family, your likes and dislikes

UIV: school, eating out, accepting/refusing invitations, expressing opinions

LV: discussing personalities and relationships

V: routine and daily life

VI: personalities, friendships, peer pressure, aspirations

HISTORY

MIV-VIII

Working with historical sources and group/individual research projects, e.g. saints in MIV, Empire in LV and individual research into significant individuals in history (VII and VIII)
Coursework in VI and VIII which at each level encourages an individual response.

ITALIAN

From UIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.

UIV: introducing self, family, home, hobbies

accepting/refusing invitations,

LV: introducing self, family, home, hobbies, chores and school

V: describing people, organising an event, dating (Spazio d'Italia book)

VI: accidents, jobs, environment, volunteering

MATHEMATICS

Throughout: the value of developing skills in proof and deduction is to free oneself from dependence on the teacher or textbook.

Students are taught not to take the teacher's word for it! Answers to algebraic problems should always be checked by substitution.

Key elements of proof as a support for reasoning include proving Pythagoras' theorem (MIV and UIV) the derivation of the quadratic formula via completing the square (V) and derivations of the Sine and Cosine rules (VI)

MIV SCIENCE

Every lesson and every piece of work through teacher, peer and self-assessment

Many opportunities for group work, pair discussion, class discussion, model making, practical work throughout the SOW

One teacher for all 3 science lessons & structure of MIV course is designed to provide a sound transition and progression from primary school

Peer and self-assessment tasks: Classification projects & presentations Autumn 1st half term
Ice cube task Autumn second half term
Spring toy task Spring first half term
Ear defenders Spring second half term

Kitchen roll investigation Autumn first half term
Bunsen burner investigation Autumn 2nd half term
Science fair projects Spring second half term
Electricity investigation Summer term

MUSIC

All pupils will do practical work as part of a group, and in the senior school alone, that will develop this (especially on own instrument or they learn to play one (Ukelele). This develops these things at all parts of the curriculum and ensures opportunities even if they don't play an instrument normally.

Scheme of work. Recordings of work.

The special study in the SDC allows students to tackle a topic of interest to them.

PHYSICAL EDUCATION

Dance Year 7

Dance Year 8

In Year 7 & 8 dance the pupil are given opportunities to develop their understanding and explore dance and expression of emotion through dance. There are opportunities to be choreographers and/or performers

ABL Year 9

Adventure based learning – pupils are given opportunities' to lead in a different environment e.g. leading group through the "spiders web". This is really beneficial to their self-esteem and self-confidence allowing them to shine outside of traditional sports

Pupils umpire for lower year groups and assist with teams.

Sports Captains help lead and officiate at the inter form events, they run whole school assemblies and are an integral part of the initial brain storming and drive of inter form sports.

Sports Leaders Year 11

Out of curriculum – Team Captaincies (Year 7 – 13) and Sports Captains in Year 12

PHYSICS

All years: post-exam reflection

Use of “gap analyses” after exams where pupils analyse their strengths and weaknesses and identify what steps they need to take to address these

POLITICS

Nature of lessons are discursive and enable pupils to express their opinions on a wide range of issues. Respect and tolerance of different views are central to fruitful and meaningful debate.

Benefits of direct and representative democracy explored in written tasks.

Structured debates form a central part of most lessons.

RELIGIOUS STUDIES

Across the entire curriculum in all year groups

Pupils have helped to organise and have taken part in mock elections.

As stated in our departmental handbook: 'We aim to help pupils 'develop confidence and responsibility' through the schemes of work and to make 'the most of their abilities.' Religion and philosophy has a very significant role to play in teaching pupils to 'develop good relationships and respecting the differences between people.' This is achieved not only through the study of different religions and ethical issues but in the basic requirement to listen to other people's arguments and encouraging students to reflect on their own values and beliefs.'

A concrete example would be the LV projects on ethical dilemmas undertaken in the Autumn term. The pupils present an issue of their choosing and must consider a wide range of varying moral stand points on the issue. They become more confident in understanding their own position as a result and boost self-esteem in presenting and debating the ideas with their peers.

RUSSIAN

From UIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.

UIV: self, family, pets, hobbies, likes and dislikes

LV: family, routine, home life, school life

V: routine, giving opinions

VI: dealing with problems

		<p>Consider case studies – introduction of certain drugs (e.g. thalidomide) with insufficient trials, which have disastrous effects on the lives of people who have been prescribed them.</p>
CHINESE	<p>AS schemes of work on the rights and responsibilities of young people</p>	<p>GTA 1: youth culture and concerns (taught in second half of spring term)</p>
CLASSICS	<p>At all levels (MIV-VIII)</p>	<p>The precision required by the study of the Classical languages provides an opportunity to develop important and transferable intellectual skills as well as cultivating an ability to read text astutely and think critically in any situation.</p> <p>In lessons, the emphasis on shared translation and discussion with participation by all should be constantly encouraging students to test themselves and clarify their knowledge and their understanding.</p>
DRAMA	<p>Year Eight- Theatre – in –Education</p>	<p>Discussion of the law in relation to the internet.</p>
ECONOMICS	<p>VII Government correction of market failure (Theme 1) Macroeconomic policies (Theme 2) Property rights (Theme 1 & 2)</p> <p>VIII Regulation of markets and firms (Unit/Theme 3) International regulation (Unit/Theme 4) Property rights and market failure in developing countries (Unit/Theme 4)</p>	<p>Look at the importance of the law in correcting market failure Look at the legislation that governments pass to manage the economy and the importance of this being followed The importance of the protection of property rights in the law to the efficient running of an economy.</p> <p>The importance of regulation and competition law in facilitating economic success. Discussion of the difficulty of managing international issues with limited international legal infrastructure. Extensive analysis of how law enforcement in developing countries is crucial for growth.</p>

ENGLISH	The study of literary texts often involves debate on moral issues.	Discussions of violent and non-violent protest against racial injustice in <i>A Gathering Light</i> (MIV)
FRENCH	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (autumn term)
GEOGRAPHY	VIII Ecosystems - Autumn Term	The use of laws to protect ecosystems from damage
GERMAN	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns
HISTORY	MIV-VIII	See the ‘rule of law section in a). Law and legal forms lie at the root of historical topics from the Magna Carta (MIV) through early modern and modern history (UIV-VIII)
ITALIAN	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (unit 8 spring term)
MATHEMATICS	An appropriate understanding of probabilities – in particular Bayes’ theorem in VII – has an impact on interpretations and the exercise of justice. (LV through to VII)	
MIV SCIENCE	n/a	
MUSIC	n/a	
PE	The use of rules in all sports	We follow the rules of the governing body in all sports and pupils learn from Year 7 that the umpires’ decision is final and these rules must be followed.

POLITICS

Unit 2: The Judiciary

In lessons the pupils must follow PE department rules for safety for example in gymnastics when putting out equipment it must be supervised and put out in a certain way

The role and importance of the Supreme Court, ECHR and ECJ are studied. Examples of significant court rulings are examined.

RELIGIOUS STUDIES

LV - Autumn Term
VI – Autumn-Spring Term
VII/VIII - Study of ethics across two years of study

The LV engages in an introductory course in moral philosophy. They consider an absolutist vs. relativist approach to morality and then use this as a framework to explore ethical systems such as Utilitarianism, Christian ethics and Kantian ethics. Lessons include consideration of case studies and are largely discursive considering the differing views and complexities of making moral decisions.

The LV also consider secularism and interesting discussions arise here as to the role of religion in an increasingly secular society. We consider the notion of *Laïcité* in French society and discuss issues such as banning of religious dress/symbols and debate whether similar laws could also be relevant in the UK.

The VI engage in a more detailed consideration of ethical issues and consider issues such as: medical ethics (abortion/ euthanasia), drug abuse, engaging in war and environmental concerns. In each case the pupils learn the variety of ways humans respond to such issues including a religious response. In each case they also learn what the current UK law dictates for each action and consider recent and current events and the ways these laws/ decisions are made (e.g. decisions to engage in air strikes in Syria).

In the senior school pupils are encouraged to draw on a broad range of philosophical thought to discuss issues of right and wrong. They are encouraged to understand the full effect of the work of philosophers throughout history in relation to the

<p>RUSSIAN</p>	<p>AS schemes of work on the rights and responsibilities of young people</p>	<p>impact on, and implications for, present day understanding of morality.</p> <p>GTA 1: youth culture and concerns</p>
<p>SPANISH</p>	<p>AS schemes of work on the rights and responsibilities of young people</p>	<p>GTA 1: youth culture and concerns</p>

iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those working in the locality in which the school is situated and to society more widely

ART

UIV Printmaking (HB + AD) took either views from the school balcony into the area beyond (HB), or in the school logo as a starting point for exploration, giving pupils the chance to reflect on their setting and relationship with it.

LV Photography (CB + AD) – taking the school environment as initial subject matter enables pupils to reflect on their locality and those around them.

Middle and Senior School – the independent nature of the projects pupils undertake mean there are regular opportunities for pupils to consider social issues important to them, or to make work inspired by and reflecting their locality.

Prints from AD’s class will appear in the annual school magazine, *Paulina*. Prints have also been exhibited in the Marble

	<p>In all projects pupils use studio spaces/the workshop collaboratively with others meaning they need to act responsibly and with initiative to help those around them.</p>	
	<p>During Studio Time at lunch and in the evening, pupils arrange to attend together. Extra-curricular programs including The Flat Project and the Backtrack film competition directly engage pupils with locations and pupils they would not necessarily work with in lessons, whilst contributing positively to the school community.</p>	
<p>ART HISTORY</p>	<p>Pupils are expected to be responsible for their behaviour & show initiative throughout their biology lessons.</p>	<p>Outreach co-curricular work with Sacred Heart</p> <p>Members of the VIth and VIIth run art history lunch time sessions on Wednesdays in Spring term.</p>
<p>BIOLOGY</p>	<p>At all levels, UIV to VIII</p>	<p>This is particularly evident in practical work, when there is a great element of self / group management. Practical work found through all courses from UIV to VIII.</p>
<p>CHEMISTRY</p>	<p>At all levels, UIV to VIII</p>	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Observe laws on the disposal of toxic and harmful chemicals encountered during practical sessions.</p> <p>Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire</p>

CHINESE

Units of work on home and local environment (MIV – VI)

Units of work on protecting the environment (GCSE and AS)

new information and skills related to the workplace and elsewhere.

VI units on ‘where I live’

AS GTA 4: the world around us (taught second half of spring term).

CLASSICS

At all levels MIV-VIII, and especially pupils in V – VII who volunteer for the Minimus project

Extra-curricular activities

Participation in the Minimus scheme gives individual students the opportunity to work with younger children in a supported and supervised environment at two local primary schools. Students learn to listen to their charges, respond to their needs, be organised, clear and supportive, promoting always positive and law-abiding behaviour and supporting a cheerful and productive ethos in the classroom, while also meeting the challenges posed by the new experiences which the scheme brings.

DRAMA

Year Eight- Theatre – in -Education

Year Eight – Political Theatre

Scheme develops work that is focussed on the community and how theatre can be used for social change.

This scheme of work focuses on the use of theatre for social change, focussing on the work of Bertolt Brecht and Augusto Boal. Both of these practitioners demand consideration of community.

ECONOMICS

Strict department policy on deadlines and time management.

VII&VIII:

Topics of UK inequality, unemployment, relative poverty and meritocracy. (Theme 1 and Unit/Theme 4)

Strict department policy requiring students' prompt arrival at lessons and that deadlines are met with a clear system of consequences in place for students who fail to meet these standards.

Lessons and homework look at how each of these factors affects the students' local community and the community of the UK.

Pupils are encouraged to show initiative and responsibility through organisation of extra-curricular activities such as Literary Society

ENGLISH**FRENCH**

Units of work on home and local environment (MIV – VI)
Units of work on protecting the environment (GCSE and AS)

The world around us: V Unit 3
The environment: VI Unit 10

GEOGRAPHY

VIII (spring term), UIV (winter term)
development geography.

VIII – skills – autumn term.

Consider Fair Trade as a mechanism to help improve the lives of others.

Students learn about risk assessments and the importance of identifying risks and finding strategies to minimise them.

V- rural – urban – autumn term

The concept of sustainable communities is considered which displays a positive approach to building and living in both rural and urban communities.

GERMAN	Units of work on home and local environment (MIV – VI)	Units of work on home and local environment (MIV – VI)
HISTORY	MIV-VIII in a more general sense.	Units of work on protecting the environment (GCSE and AS) History teaches human consequences as well as any subject; it also makes pupils aware of diversity and pluralism. Parallels with historical institutions can be made, e.g. monasteries (MIV) and with public participation in later topics but, on the whole, we are looking beyond the immediate locality.
ITALIAN	Units of work on home and local environment (UIV – VI) Units of work on protecting the environment (GCSE and AS)	The environment VI (spring term from 25.01 – 2 weeks)
MATHEMATICS		Teaching practices place emphasis on pupils producing their own accounts of their deductions, exploring different routes to the same answer, constructing solution methods to complex problems and sharing their solutions.
MIV SCIENCE	In all lessons: Investigative & project work Science fair	Introduction to science topic – safety first half Autumn term As above Open ended investigative projects (free choice) carried out and presented through a scientific poster in science week (March)
MUSIC	This is really an extra-curricular thing in music. Group work in MIV-V lessons allows pupils to work together without direct teacher	Outcomes of group and individual work.

	<p>intervention. Individual work in VI-VIII also allows them to accept responsibility.</p>	
<p>PE</p>	<p>All lessons and clubs we encourage pupils to accept responsibility for their behaviour.</p> <p>Going off site for lessons (Year 11 – 13) or fixtures (all years)</p>	<p>For example, going to Westway climbing Year 11 or Virgin Active classes with Year 12 & 13 the pupils are expected to be responsible for their own behaviour and treat those who they come in to contact with respect and help, assist wherever they can.</p>
<p>PHYSICS</p>	<p>All years: during group work and collaborative problem-solving.</p> <p>LV: energy transfer and energy resources</p> <p>LV: domestic electricity</p> <p>VI: high-voltage electricity distribution</p>	<p>Social and environmental issues associated with different methods of generating electricity (renewable vs. non-renewable). Discussion and calculations of energy efficiency. Methods of insulating buildings and the concept of “pay-back” time.</p> <p>Electrical safety and what to do if someone is electrocuted.</p> <p>Why electrical substations are necessary and why they have “danger of death” warnings on their surroundings.</p> <p>Pupils have helped to organise and have taken part in mock elections</p>
<p>POLITICS</p>		
<p>RELIGIOUS STUDIES</p>	<p>VI- Autumn Term</p>	<p>The VI study a module called Social Responsibility which encompasses the following topics: prejudice and</p>

BIOLOGY

MIV

Regular reference to the NHS / health care which is free at the point of delivery.

For example:

L.V. Spring term.

V: Spring term.

V: Spring term.

VI. Spring term.

VII. Summer term.

VIII. Autumn term.

VIII. Autumn term.

Medical ethics / provision of healthcare likely to come up in the following examples:

(LV) Transport in humans: Describe how the immune system responds to disease (antibiotics and the role of vaccination programmes).

(V) Circulation and digestion: Heart disease, Faulty heart valves & Organ transplants.

(V) Homeostasis: Kidney transplant & dialysis.

(VI) Cell division & organisation: Uncontrolled cell division & cancer.

(VII) Communicable disease: types of immunity, autoimmune diseases & principles of vaccination

(VIII) HORMONES: compare Type 1 and Type 2 diabetes

(VIII) EXCRETION: renal dialysis and transplants.

CHEMISTRY

L5th – Summer Term: Group 7 elements

7th – Summer Term:

Group 7 elements in Inorganic Chemistry and the Periodic Table

8th – Spring Term: Synthesis

In theory lessons and laboratory sessions:

Consider how chlorination of water prevented cholera and spread of other water-borne diseases; how water treatment revolutionised the health of its citizens in the UK.

In theory lessons and laboratory sessions:

Consider how chemical processes can lead to the use of authorised drugs and manufacture of illegal drugs, too. How amounts of legal drugs and medication must be carefully regulated – sometimes by law. Consider why addictive drugs are banned by countries, for their citizens' good health

CHINESE

not applicable - we study how these institutions function in other countries when we visit them.

School exchanges and visits to eight different countries.

MIV, LV and V syllabuses explore Chinese education system

V syllabus includes healthcare in China

CLASSICS

At all levels MIV-VIII

Subject content

Learning about the public institutions, services and education systems of two sophisticated cultures inevitably leads to comparison and reflection on the similar features in our own culture and how they impinge on our daily life. Specific examples: discussion of the highly developed system of patronage in Roman society in the LV and V reflecting on the absence of any state system of welfare; discussion of education – its provision and curricula – in Greek and Roman worlds (MIV, GCSE sources) leads to comparison with

ECONOMICS

VII:

Throughout Theme 2

Market and government failure (Theme 1)

VIII:

Trade and protectionism (Unit/Theme 4)

Limits and ways to growth (Unit/Theme 4)

Regulation of firms and markets
(Unit/Theme 3)

ENGLISH

As many of the texts that we study are from the past, we can trace the development of institutions and public services such as education, the law

provision today and educational debate; discussion of the concept of the polis in Greece and urbanisation in Roman territories (especially via GCSE Greek and Roman sources) similarly leads to discussion of modern social units and civic patterns.

Constantly assess the role of politics, the welfare state and public provision of goods and services in the UK macro-economy.

Assess the role of the public sector in correcting market failure and providing goods and services

The role of the government in regulating trade

Compare the role of public institutions in different countries

Public institutions role in the promotion of economic competition and in overseeing the protection of workers and consumers

The history of women's education in *Jane Eyre* (UIV).

Victorian institutions (workhouse, law, asylums) in texts such as *The Woman in White* (VII/VIII) and *Bleak House* (VII).

FRENCH

Not applicable - we study how these institutions function in other countries when we visit them

School exchanges and visits to eight different countries.

UIV: exchange to Marseille

V: study visit to Montpellier with homestay

VII: study visit to Bordeaux with homestay

French education system: studied in V Unit 4

French healthcare: studied in VI Unit 8

GEOGRAPHY

V – UK landscapes- autumn/spring term

Consider the role of DEFRA and the Environment Agency in protecting the environment and people. In the topic of flooding the specific role of the Environment Agency in giving warnings and the emergency services in providing help is covered.

Will consider the importance of the NHS, education and welfare state in the development of the UK.

VIII – Spring term. Development geography.

The role of different players, including local and national government, in driving economic change is considered.

GERMAN

VII – Changing spaces; making places – autumn term

Not applicable - we study how these institutions function in other countries when we visit them.

School exchanges and visits to eight different countries.

UIV Bonn exchange

V cultural visit to Dresden

VII Munich exchange in partnership with SPS

V summer term: consulting a doctor

Magna Carta (MIV) through Civil war (UIV/VII) and deeper exposure to institutions and public services in Britain and Ireland 1798-1921 (VIII)

School exchanges and visits to Italy. (Siena and Venice)

Italian education system: studied in VI (school reform), spring term 25.01

Italian healthcare: V spring term 01.02 (Amici)

IGCSE scheme of work for V

Pupils study in-depth the major political institutions of the UK.

Once a year pupils visit parliament for a guided tour.

HISTORY

ITALIAN

Not applicable - we study how these institutions function in other countries when we visit them.

MATHEMATICS

The use of data pertaining to national and international organisations (e.g. NHS, Gapminder) for statistical study in the middle and senior school.

In applying percentages during the IGCSE course, pupils learn how income tax is calculated and deducted. They are routinely shocked.

POLITICS

VII and VIII schemes of work

<p>PHYSICS</p> <p>RELIGIOUS STUDIES</p> <p>RUSSIAN</p> <p>SPANISH</p>	<p>VIII: astrophysics</p> <p>n/a</p>	<p>Discussion of publically-funded bodies e.g. the Science and Technology Facilities Council and why fundamental research is funded using public money.</p> <p>School exchanges and visits to eight different countries.</p> <p>Cultural trip to Moscow and St Petersburg for students from LV upwards</p> <p>Volunteering trip to Kitezh for students from VI upwards.</p> <p>School exchanges and visits to Gredos (LV), Barcelona exchange (VI) and Argentina exchange (VIII)</p> <p>Spanish education system: studied in V (spring term weeks 1-3)</p> <p>Spanish healthcare: studied in V (spring term after half term)</p>
<p>v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of & respect for their own and other cultures</p>		
<p>ART HISTORY</p>	<p>VIIth</p>	<p>At present the VIIth Unit 2 course has a specific Gender,</p>

BIOLOGY

CHEMISTRY

VIIIth

V. Summer term.

VII. Summer term.

VIII. Autumn term.

8th – Spring Term: Synthesis

Ethnicity and Nationality theme which, whilst it is only one small part of the whole, is a welcome opportunity to address these issues.

Unit 4 which looks at the relationship between non-Western art and the emergence of Modernism raises tricky Questions about the idea of Primitivism in the context of British colonialism and has to be negotiated through the prism of Post-colonialism.

The new AQA specification will have a new requirement to open up the previously very Western approach to art History in very interesting ways that aren't actually matched in the Pre-U course.

(V) Human population and pollution: Conservation of resources / global warming / destruction of the rainforest / exploitation of fossil fuels.

(VII) Biodiversity: the factors affecting biodiversity, maintaining biodiversity & international and local conservation agreements.

(VIII) Populations and sustainability: discuss the economic, social and ethical reasons for conservation of biological & the effects of human activities on the Galapagos Islands.

In theory lessons and laboratory sessions:

CHINESE

Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.

Consider how some cultures/religions do not allow use of synthesised drugs (e.g. aspirin) or blood transfusions for healthcare.

Chinese Day – on a date in January/February close to Chinese New Year, the whole school will celebrate Chinese Day with cultural activities, a special menu and guest speakers.

Different year groups:

MIV explores nationalities; lucky numbers in Chinese, languages and dialects, families, education, one child policy; Chinese New Year.

UIV explores Chinese Spring Festival, traditional painting, pandas, kite flying, Dragon Boat festival, mid-autumn festival.
LV explores tea and China, the Yangtze River, the Yellow River, the Beijing Opera, Confucius

CLASSICS

At all levels MIV-VIII

Subject content

Throughout the Latin and Greek courses, in discussion of both languages and the civilisations which gave rise to them, pupils are encouraged to think about spiritual, moral, social and cultural issues by analysing information and sources, to use their imagination to consider, express and explain views which are not their own, and to compare and contrast various sources and show an awareness of the limitations of different types of evidence, including evidence of bias. In learning about the rich, diverse and, at times, very different cultures of Greece and Rome, pupils are encouraged to consider the nature and diversity of the world in which they themselves live, and their own experience of it. In this way they are helped in particular to acquire an appreciation of, and respect for, their own and other cultures, and to develop their self-knowledge and self-confidence.

Discussion of classical issues lends an objectivity to debate that allows cooler reflection on contemporary issues and one's individual response to them. Studying questions concerning the values and assumptions of societies from the past informs our present without bringing personal pressures to bear.

Each scheme of work introduces students to a new style of theatre, from a different country/culture with different traditions. E.g. OCG/Greek Theatre

Discuss different cultures and faiths that exist around the world and how they influence their respective economies

DRAMA

All schemes of work

ECONOMICS

VIII:

Limits and ways to growth (Unit/Theme 4)

ENGLISH

We mainly study English literature and expose students to some of the founding texts of British culture.

The study of the literature of different cultures and periods develops an understanding of different traditions.

FRENCH

Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.

MIV course on the history of English from Old Norse and Anglo-Saxon to present.

A Shakespeare play is studied in every year

We study a Welsh poet (Gillian Clarke) for IGCSE. Her work draws on and celebrates many Welsh cultural traditions.

Study of Scots poetry of Robert Burns (MIV)

We teach texts from different cultures within the English-speaking world: US (A Gathering Light in MIV, Dickinson in VIIth, Whitman in VIIIth), South Africa (Coetzee in VIIth)

French day: on a selected day in the spring term the whole school will celebrate French Day with cultural activities, a special menu and guest speakers.

Enrichment units in French taught as follows:

MIV – geography

UIV – history

LV – literature

V – cinema

VI and above encouraged to keep up with current affairs.

GEOGRAPHY

MIV National Geography – Spring Term

V – rural – urban – autumn term

Comparing life in the UK with life in Afghanistan.

The study of the ways of life in two contrasting cities is explored. This includes a consideration of the social and cultural patterns within the cities.

Case studies from across the world are constantly being considered. E.g. China and the one child policy in the LV.

All year groups

GERMAN

Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units

German Weihnachtsfest - on a date in December, the whole school will celebrate German Day with cultural activities, a special menu and guest speakers. Every year pupils learn German carols in the run-up to Christmas.

Pupils also study the following enrichment units:

MIV – geography

UIV – history

LV – literature

V – cinema

VI and above encouraged to keep up with current affairs.

HISTORY

MIV- VIII

Medieval religion and reformation (MIV & UIV); Orthodox Christianity (Russia –V/VI); Islam and Middle East (V/VI). Religious disputes and the search for harmony in 17th century (UIV & VIII); rival religious traditions in Britain and Ireland (VIII).

ITALIAN

Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.

Italian day: on a selected day in the spring term the whole school will celebrate Italian Day with cultural activities, a special menu and guest speakers.

Enrichment units in Italian taught as follows:

UIV – Christmas and Easter festivities in Italy, reading week

LV – Italian poetry, reading week

V – film or short story, reading week

VI and above encouraged to keep up with current affairs.

MATHEMATICS

As noted above, the study of mathematics inherently recognises the contributions made by all humankind to this developing intellectual and conceptual framework. The history and contexts of problems goes beyond the use of multi-ethnic names in textbooks!

MUSIC

See above (KS3)

scheme of work

PE

All lessons and clubs

We encourage respect for all in every lesson and club

PHYSICS

VI: Big Bang theory

Discussion of different cultural and religious explanations for the origin of the universe.

	UIV: Space	Discussion of why the geocentric model of the solar system was accepted for so long; how scientific views are incremental and self-correcting (in the long term).
POLITICS	VII and VIII schemes of work	<p>Pupils study a broad range of political ideologies including liberalism, socialism and conservatism.</p> <p>Pupils debate their ideas in class and are encouraged to be confident to express their own opinions.</p> <p>Political culture of US explored at A2 and compared to UK.</p>
RELIGIOUS STUDIES	MIV – VIII	<p>This is a value which underpins the entire ethos of the religion and philosophy department, as stated in our departmental handbook, the department aims ‘to develop a deeper knowledge and understanding of religious and secular beliefs, practices, experiences and moral outlook on life of the religious and non-religious and faith communities in the School, in Britain and elsewhere in the world.’</p> <p>A specific example of students gaining insight into different cultural traditions is through visiting the Hindu temple in Neasden. This allows students to visit a place of worship but also gives insight into the Hindu community within west London. Pupils see the hall where marriages and festivals take place as well as the main prayer hall. We are going to expand this initiative with a visit to a London mosque for the VI in 2017.</p>
RUSSIAN	Throughout schemes of work, comparisons are drawn between this country and the	Russian Day: on a chosen date in January the school celebrates Russian Orthodox Christmas with various activities, a themed lunch and speakers.

<p>SPANISH</p>	<p>country of the language being studied through enrichment units.</p> <p>Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.</p>	<p>VII and VIII pupils also visit an orthodox church.</p> <p>Various pupils take part in cultural events such as the spring festival at Harrow School.</p> <p>Spanish day: on a selected day in the autumn term the whole school will celebrate Spanish Day with cultural activities, a special menu and guest speakers.</p> <p>Enrichment units in Spanish taught as follows:</p> <p>UIV – culture – Spanish Christmas traditions, literature in reading week</p> <p>LV – geography, customs and traditions, the discovery of America, literature in reading week</p> <p>V – Lorca poetry, literature in reading week</p> <p>VI – Hispanic festivals and traditions (spring term after mocks)</p> <p>VII – Spanish cultural course taught by DSM throughout the year focusing on history, culture, art and literature</p>
<p>vi) encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010</p>		
<p>ART</p>	<p>Again, the personal nature of the projects pupils undertake means that there is extensive scope for pupils to explore issues of discrimination or injustice, generally and towards specific groups</p>	<p>Recent examples include Isobel Mather’s (VII) sensitive representation of her grandfather’s age and Alzheimer’s Disease, Julie Mo’s and Julia Kennish’s VI pieces on vulnerable mental states in young people, and numerous works related to food-related health and eating disorders created in response the last year’s Vth AP1 title, ‘Food’.</p>

<p>BIOLOGY</p>	<p>VIII. Autumn term.</p> <p>VIII. Autumn term.</p>	<p>(VIII) CELLULAR CONTROL: Homeobox sequences (may include reference to those impacted by the use of Thalidomide in the 1950s and 1960s).</p> <p>(VIII) MEIOSIS & VARIATION: the behaviour of chromosomes during meiosis (including non-disjunction and chromosomal diseases e.g. Down's syndrome).</p>
<p>CHEMISTRY</p>	<p>At all levels, UIV to VIII</p>	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.</p>
<p>CHINESE</p>	<p>Communication and listening skills are taught integrally in every lesson.</p>	
<p>CLASSICS</p>	<p>At all levels MIV-VIII</p>	<p>See above <i>passim</i></p>
<p>DRAMA</p>	<p>Year Nine - Who do you think you are?</p> <p>Year Nine - <i>Top Girls</i></p> <p>Metamorphosis</p>	<p>Scheme of work considers identity, gender</p> <p><i>Top Girls</i> focuses explicitly on gender inequality.</p> <p>Metamorphosis looks at role of women/girls in community.</p> <p>Role of women/gender often mentioned in textual analysis</p>

ECONOMICS

VII:

Inequality of income, wealth, gender...
(Theme 2)

Role of the welfare state (Theme 2)

Negative externalities (Theme 1)

Lessons and homework look at sub groups of the British population and the difficulties they may face as well as the role of the government in helping to overcome these challenges and prejudices

ENGLISH

The study of literature develops skills of empathy, tolerance and respect for others

FRENCH

Communication and listening skills are taught integrally in every lesson.

GEOGRAPHY

MIV – Global geography - Summer term

Debate the drilling of oil taking into account different stake holders.

VII- Changing Spaces; Making places

An exploration of the role of different players in driving economic change, this includes the roles of local and national government. A focus on the rebranding of Stratford and the redevelopment of the London Docklands is considered. They find out about the roles of the local and national government, and the power of the individuals in these localities.

Students are encouraged to think about and respect different viewpoints as well as their own in discussions.

All year groups

GERMAN	Communication and listening skills are taught integrally in every lesson.	
HISTORY	MIV- VIII	We strive to present the past objectively throughout the school. '(History) is the greatest, least sentimental, least politically correct tutor of tolerance.' S. Schama 2010
ITALIAN	Communication and listening skills are taught integrally in every lesson.	
MUSIC	Group work	Harmonious groups producing good work
PE	All lessons and clubs	We encourage respect for all in every lesson and club
POLITICS	VII – Unit 1 and Unit 2 (The Judiciary)	Britain's membership of the Council or Europe and the impact of the HRA on British politics examined. Court cases that have upheld the Equality Act of 2010 examined in class.
RELIGIOUS STUDIES	MIV-VIII (issues of sexuality, gender and race are all studied in the current GCSE and A level curricula)	The religion and philosophy department touch on a variety of issues pertaining to 'protected characteristics'. As well as having a full provision for pupils with SEN (see handbook). We are also aware of the nature of our GCSE and A level courses touching on issues of sexuality, marriage, race and disability. The department commit to teaching such subjects in a way that fosters awareness and respect.

RUSSIAN	Communication and listening skills are taught integrally in every lesson.	
SPANISH	Communication and listening skills are taught integrally in every lesson.	

vii) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England

Standard	Where in curriculum	Evidence/exemplars
ART	Extensive opportunities to engage with this in Visual Arts Course and A-Level independent projects.	Orla Qulligan A2 CW – a study of political implications of Thatcheris
ART HISTORY		Not specific in any part of the art history syllabus but I flag any cultural policies in General Election years.
CHEMISTRY	6 th – Autumn Term: Synthetic polymers	<i>In theory lessons and laboratory sessions:</i>
	8 th – Autumn Term: Polyesters and polyamides	Consider laws preventing ‘fly-tipping’ and dumping of non-biodegradable polymers (e.g. plastic bags and other plastic objects), which would otherwise damage the environment. Also, consider laws on incineration of waste polymers, to prevent acidic and toxic gases entering the environment. Discuss laws relating to the responsible use of landfill as a way of disposing of waste man-made polymers.

CLASSICS

At all levels, in subject matter and in the manner and style of the conduct of the teaching

See above: a) Democracy; also b iv

Subject content

Through study of the workings of democratic processes in the past, and the modifications, successes and abuses of these systems, students come to a clearer understanding of, and respect for, the principles behind the democratic system in this country.

ECONOMICS

VII:
Macroeconomic Policy (Theme 2)

Market failure (Theme 1)

VIII:
Globalisation (Unit/Theme 4)
Limits and ways to growth (Unit/Theme 4)
Trade blocs (Unit/Theme 4)

Influence of democratic elections in determining economic policies

Role of the democratic government in correcting market failure to improve welfare

Consider the success of capitalist democracy across the world

Assess whether democratic systems are better for growth

The role of political elections in determining countries' participation in trade bloc agreements

ENGLISH

Many Shakespeare plays, especially history and tragedy, explore good and bad government and the dangers of tyranny.

Richard III (UIV)
Macbeth (LVth)
Richard II (VIIIth)

GEOGRAPHY	VIII Development – spring term UIV Development – Autumn term	In the topic of development with both year groups, we discuss the indicators of a developed society. We discuss the idea of freedom of speech being an indicator.
HISTORY	UIV-VIII	Parliament (UIV & VII); the evolution of and challenges to democracy (V/VI, Russia and Germany). Law making in the 19 th and 20 th centuries in Britain and Ireland (VIII)
POLITICS	VII – Unit 1 and Unit 2	Political participation explored as a discrete topic – ways to encourage political participation discussed in class. How law is made in Britain examined in great detail. As above, issues pertaining to this standard are covered in the VII unit ‘Justice, Law and Punishment’. In particular we consider the nature of law, and the purpose of punishment.

c) Precludes the promotion of partisan political views in the teaching of any subject in the school

ART	In written work both for AP3 (VIth) and the Senior School pupils are encouraged to consider contrasting views on any issue they represent in order that it is thought through fully. On occasions these topics may be political in nature; however, the principle of balanced consideration of ideas is always relevant.	
CHEMISTRY	At all levels, UIV to VIII	<i>In theory lessons and laboratory sessions:</i> Teachers’ professionalism ensures this.

CHINESE

Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research.

CLASSICS

At all levels MIV – VIII

Lesson design

Conducting discussion of issues raised by reading set texts, course books and studying sources in an even-handed and non-partisan way, encouraging individual response and a balanced presentation of views

ECONOMICS

VII & VIII:

Throughout all specifications a wide range of political and economic views are taught and debated and students are encouraged to determine their own individual views.

Approach to teaching in the department

ENGLISH

While we do not seek to censor any political view, we see our commitment to open debate as the best guard against the promotion of political *extremism*.

FRENCH

Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research.

International politics: spring terms weeks 8 – 10.

GEOGRAPHY	All year groups	When writing discussion responses/essays, students are encouraged to be balanced in their approach and consider both sides of a discussion.
GERMAN	Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research.	International politics: spring terms weeks 8 – 10.
HISTORY	MIV-VIII	We strive to present the past objectively throughout the school. ‘(History) is the greatest, least sentimental, least politically correct tutor of tolerance.’ S. Schama 2010
ITALIAN	Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research.	International politics: spring terms weeks 8 – 10.
POLITICS	VII and VIII	Balanced arguments always presented by teachers in lessons. Pupils encouraged to justify their opinions based on evidence rather than assertion.

CLASSICS	At all levels MIV to VIII	Careful, informed and professional design and delivery of curriculum lessons and extra-curricular activities
DRAMA	Year Nine - Political theatre unit Should political issues arise from play text selected for extra-curricular productions, they will be discussed with company.	The whole scheme of work considers political issues as political theatre explicitly focuses on social change and how theatre can be used to achieve this. e.g. <i>Mother Courage</i>
ECONOMICS	VII & VIII: Throughout all specifications a wide range of political and economic views are taught and debated and students are encouraged to determine their own individual views.	<i>Approach to teaching in the department</i>
ENGLISH	While we do not seek to censor any political view, we see our commitment to open debate as the best guard against the promotion of political <i>extremism</i> .	
FRENCH	Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research	The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.
GEOGRAPHY	V- rural and urban – autumn term VII – changing spaces; making places	Migration – both the positive and negative impacts are discussed When exploring the redevelopment of the London docklands the impacts of the project are explored from both the view from Canary Wharf and the surrounding dock areas such as Westferry.

	<p>MIV – global geography – summer term</p>	<p>When discussing human activity in Alaska a balance between those for protecting the area and those for promoting human activities are viewed.</p> <p>When writing discussion responses/essays, students are encouraged to be balanced in their approach and consider both sides of a discussion.</p>
<p>GERMAN</p>	<p>All year groups</p> <p>Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research</p>	<p>The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.</p>
<p>HISTORY</p>	<p>Careful selection of external speakers</p>	<p>History and Politics Society</p>
<p>ITALIAN</p>	<p>Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research</p>	<p>The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.</p>
<p>MATHS</p>	<p>At election times, mathematical discussion of voting practices and structures (first-past-the-post, PR, electoral colleges) leads into notions of fairness and how democracies should function.</p>	

PHYSICS	VI: nuclear physics	<p>Advantages and disadvantages of electricity generation by nuclear power stations and why there is economic and political controversy surrounding these; that differing views are equally supported by the evidence</p> <p>Balanced arguments always presented by teachers in lessons</p>
POLITICS	VII and VIII	<p>The Religion and Philosophy department offer (throughout the year) a programme of extra-curricular activity through joint philosophy and theology societies with the boys' school. These forums inevitably touch on topics of a political nature and we find that this is an excellent forum through which to promote awareness of the nature of a valid argument; to be able to distinguish between proof and probability; inductive and deductive arguments and to evaluate the nature of evidence and faith.</p>
RS		
RUSSIAN	Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research	The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.
SPANISH	Politics units taught in Year 13 present fact rather than opinion; pupils develop their own views based on research	The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.