

# Policy to promote the spiritual, moral, social and cultural development of students

Action	Policy to be reviewed annually		
	Owner	Date	Completed
Review	Director of Pastoral Care	October 2022	✓
Reported	Education Committee	11 October 2022	✓
Approved	Governors	6 December 2022	✓
Next Review		Autumn 2024	

To be published on the following:	
Staff Portal	✓
School website	✓



## **Who this policy applies to**

This policy applies to all members of the school's community, including students, parents, employees, temporary staff, contractors, agency workers, visiting music teachers and other peripatetic workers, volunteers, governors and all other people when working in or for the school. It applies whenever staff or volunteers are working with students, even where this is away from the school, e.g., on a school trip.

## **What this policy is for**

**This policy aims to:**

- describe how the school aims to promote the positive promotion of spiritual, moral, social and cultural values of its students.
- embed these values in its everyday curriculum and activities
- promote fundamental British values as part of the above
- reflect and reinforce the underlying values of the school – equality, individuality, respect and inclusion- for all individuals in our community.

## **Legal framework**

- Keeping Children Safe in Education 2022
- Education (Independent School Standards) (England) Regulations 2014
- The Independent School Standards Regulatory Requirements Part 2

## **Other relevant school policies**

- Safeguarding (Child Protection) Policy
- PSHE/RSE Policy
- Curriculum Policy
- Wellbeing/Mental Health Policy
- Behaviour Policy
- Diversity and Inclusion Policy

## **Appendices**

Appendix 1: subject audit

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Appendix 3: list of assemblies

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Appendix 5: the Friday Programme

## **Content of policy**

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2. Objectives.
3. Delivery of SMSC.
4. Values.
5. Promoting Fundamental British Values

## **1. What do we understand by Spiritual, Moral, Social and Cultural Education?**

It is acknowledged that it is not easy to define what is to be understood by 'spiritual', 'moral', 'social', and 'cultural' development. The following definitions are, however, seen as being appropriate for use across the whole curriculum at St Paul's Girls' School.

### **1.1 Spiritual Development:**

1.1.1 Spiritual development is associated with the search for meaning and purpose in life. It relates to a dimension of life which is not necessarily experienced through the physical senses but has much to do with feelings and emotions and attitudes and beliefs. The term 'spiritual' need not be synonymous with 'religious'. All areas of the curriculum should contribute to students' spiritual development. For example, the sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world, developing their knowledge and skills which are non-material or immeasurable, reflective and epiphanic moments in lessons.

### **1.2 Moral Development:**

1.2.1 Moral development is concerned with students' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding of justice, values and attitudes in relation to what is right or wrong. For example, right and wrong, moral conflict, a concern for others, the will to do what is right, the ability to reflect on the consequences of their actions, learning to forgive, developing the skills and knowledge of responsible decision making.

### **1.3 Social Development:**

1.3.1 Social development refers to the development of abilities and qualities that students need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects. For example, responsibilities and rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating or an active contribution to the community or democratic process.

### **1.4 Cultural Development:**

1.4.1 Cultural development refers to the development of knowledge and understanding and the appreciation of differing cultural beliefs, customs and traditions. A central theme concerns the development of a sense of personal identity, whilst at the same time acquiring awareness, understanding and respect regarding the cultural traditions of others. For example, cultural traditions, respect for their own culture and that of others, an interest in differences, appreciation of or contribution to culture.

### **1.5 Guiding Principles**

- All aspects of the school's taught curriculum and co-curricular activities will offer opportunities for and contribute to the spiritual, moral, social and cultural development of our students.
- Staff will model and promote expected behaviour; recognising the uniqueness and value in each of our students and, by respecting each other, all students and parents.
- The promotion of the school's values should seek to use illustrations and examples drawn from as broad and diverse a range of cultural contexts as possible.
- Our approach to behaviour and discipline should reflect the school's values. We aim to promote positive behaviour.
- Every student should be given the opportunity to consider, reflect upon and discuss their beliefs and values. Students should be encouraged to develop a sense of their individual and group identities.
- The school will provide opportunities for students to develop an understanding of the broader social-cultural 'make up' of the communities they belong to, and it aims to develop an appreciation of how other cultures can enrich these communities.

- The school will give each student the opportunity to consider the values of the country in which they live (British Values), namely; tolerance and respect for others, for the rule of law, for individual liberty and for democracy.

## **2. Objectives**

2.1 Through its SMSC provision, the school is required actively to promote principles which enable our students to develop:

- their self-knowledge, self-esteem and self-confidence
- the ability to distinguish right from wrong and to respect the civil and criminal law of England
- a willingness to take responsibility for their behaviour, to show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- a broad general knowledge of and respect for public institutions and services in England
- further harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 - age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

## **3. Delivery of SMSC**

The delivery of Spiritual, Moral, Social and Cultural Development at St Paul's Girls' School is delivered both through the taught curriculum and the numerous co-curricular activities on offer, including assemblies and talks, and presentations by visiting speakers.

### **3.1 Pastoral Care**

3.3.1 We aim to provide the highest levels of pastoral care for all students. In safe form times and tutorial spaces, they are able to foster confidence, respect others and feel happy to discuss wide-ranging issues. This is particularly the case in the two protected periods for PSHE a week. In this way, they can develop their spiritual, cultural, social and moral awareness.

3.1.2 We also have a Chaplain who is available to all students, those of faith and those of no faith, and who reinforces the values set out in this policy.

### **3.2 Behaviour, Rewards and Sanctions**

3.2.1 The school aims to create an environment where students feel safe and confident in discussing their opinions and values. This is in line with our Behaviour Policy. Our policies and guidelines are in place to promote

- Positive contributions to school life
- Taking responsibility for their behaviour in and out of school
- Inclusivity and equal opportunities for all the community
- Respect for the rule of law.

### **3.3 Taught Curriculum**

3.3.1 All departments are expected to implement aspects of SMSC development in their teaching. An audit of curricular SMSC links is carried out by the Senior Deputy Head and the Director of Pastoral Care with each review of this policy.

3.3.2 Please see Appendix 1 for the subject audit related to SMSC values in academic subjects.

### **3.4 Co-Curricular Activities**

3.4.1 The school promotes a wide range of co-curricular activities and societies, many of which provide opportunities for SMSC development. Where possible, these activities are student led

providing opportunities for leadership and collaboration. The co-curricular programme also promotes a sense of duty to one's community through activities which allow students to represent the school or actively help others (e.g., voluntary/partnership service activities)

3.4.2 More information about these activities can be found on the relevant pages of the school portal under co-curricular activities and at Appendix 2 at the end of this policy.

### **3.5 Themed Weeks**

3.5.1 In addition, students and staff organize themed "weeks" for the whole school based on contemporary issues and historical events. Examples include

- Black History Month
- Wellbeing Week
- Kindness Week
- LGBTQ+ History
- Culture Week
- Eco-Awareness
- Modern Languages

3.5.2 Every half-term, the school also has a dedicated Reading Week where students are encouraged to read around their academic subjects, to reflect at their leisure and to research wider aspects of the taught curriculum. No homework should be set during Reading Weeks.

### **3.6 Partnerships**

3.6.1 St Paul's Girls' School works with a number of local primary and secondary schools from the maintained sector, involving teacher exchanges, student mentoring, and support with university preparation. Partnerships are also forged with local organisations working with vulnerable adults and children, such as the elderly. These are vital schemes in offering our students leadership opportunities, alongside allowing them to be better acquainted with the local community.

### **3.7 The Friday St Paul's Programme**

3.7.1 Senior School students (Years 12 and 13) engage in a weekly lecture, usually delivered by a visiting speaker, on diverse and contemporary topics. Please see Appendix 5 for a list of recent lectures. Year 12 also participate in a yearlong carousel of volunteering, academic enrichment and life skills. The students rotate through each of the activities in broadly five-week blocks, including ten weeks of service, which include an externally facilitated leadership course. The electives and the academic enrichment elements of the course are run in collaboration with St Paul's School.

### **3.8 Remake**

3.8.1 Remake is a programme working in conjunction with the charity, Project Remake, which introduces students to the world of social justice. As part of the scheme, they meet a wide range of people such as prison governors, reformers, lawyers and social justice activists, as well as formerly incarcerated people. The aim of the programme is to empower students to be part of the movement to improve justice for all through increased understanding and empathy.

### **3.9 Student Voice**

3.9.1 There are many opportunities for the "student voice" to be heard within the school and these include:

- **School Council:** comprising elected representatives from every year group to assimilate and distil the views of their peers. The Council is chaired by a student with the Director of Co-Curriculum, the Director of Pastoral Care and the High Mistress often all present. It is viewed by staff as the most reliable forum from which to ascertain student's feedback.
- **HOST (Head of School Team)** another elected body who meet the High Mistress weekly. They each have designated responsibilities and the group is run by the Head

of School and the Deputy Head of School. They often lead assemblies and are frequently consulted on all manner of concerns affecting the whole student body.

- **CAR (Consent and Respect) Committee:** founded post-Everyone's Invited in the Senior School. They work in close collaboration with St Paul's School and mentor students in Year 10 within this school. Their remit is to discuss sensitive and challenging issues such as assault, consent, reporting crimes and justice.

3.9.2 Additionally, we have a team of PSHE Ambassadors, Peer Mentors and Peer Educators, a Senior School Wellbeing Team, a Diversity and Inclusion Committee, RAISE (a committee for students of all ages who work to promote the profile of bursary students within the school) and many more. Most societies and clubs are student-formed and led, and students are encouraged to set up new ventures if there is perceived to be a gap in our co-curricular provision.

#### **4. VALUES**

4.1 The school is currently (April 2022 to date) embarked on a project to establish the values at the heart of its ethos and community. It has surveyed students and staff and distilled these findings into areas of discussion such as:

- Individuality
- Scholarship
- Kindness
- Integrity
- Respect
- Inclusion

4.2 It commenced with a survey of all students and staff and these results are currently being discussed and distilled into a framework which will strengthen the school's ethos and inform our promotion of the school's values in the future. Furthermore, these values will be embedded in our curriculum and all school activities to ensure clarity of purpose and understanding across the whole school community.

#### **5. Promoting Fundamental British Values**

5.1 Since September 2014, schools are required to actively promote fundamental British Values.

5.2 The idea of "fundamental British values" was coined by the Prevent strategy in 2011. It was introduced into the Independent School Standards on 1 January 2013, and this was supported by non-statutory advice dated November 2013.

5.3 Further amendments were made to the Standards in September 2014 and supplementary guidance was issued in November 2014 to support these additional changes.

5.4 The four key values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith

5.5 St Paul's Girls' School promotes these values through their inclusion in the taught curriculum and through the hosting of various co-curricular events. The school would seek to challenge opinions or behaviour that are contrary to these fundamental values and recognises that promoting views that undermine these fundamental values would be at odds with this goal.

5.6 The School aims to develop in our students the following through the promotion of fundamental British Values:

- An understanding of how citizens can influence decision-making through the democratic process - **through mock elections, Pupil Voice opportunities, the sixth form citizenship course and inclusion in various aspects of the taught curriculum**
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety - **through the sixth form citizenship course, Model United Nations and visiting speaker programme and inclusion in various aspects of the taught curriculum**
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence - **through the sixth form citizenship course and various aspects of the taught curriculum**
- An understanding that the freedom to hold other faiths and beliefs is protected in law - **through Religion and Philosophy lessons, PSHE Course, Assembly Programme, faith societies, diversity and inclusion work and inclusion in various aspects of the taught curriculum**
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour, and an understanding of the importance of identifying and combatting discrimination: as above.

#### **APPENDICES**

A spreadsheet of all activities, clubs, speakers, societies and assemblies is maintained to track provision of SMSC each year. It is reviewed by the Senior Deputy, Director of Co-Curricular Activities and the Director of Pastoral Care.

## APPENDIX 1: SMSC and FBV in the curriculum (June 2022 review)

### Spiritual, moral, social and cultural development (SMSC) and Fundamental British Values (FBV) Audit

Review November 2021- June 2022

Independent school standards relating to SMSC and FBV

#### CONTENTS

a) Actively promote fundamental British values	2
b) ensures that principles are actively promoted which	
i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence	20
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)	29
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	34
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)	40
v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of & respect for their own and other cultures	45
vi) encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010	52
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	55
c) Precludes the promotion of partisan political views in the teaching of any subject in the school	58
d) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils	60
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	
e) Sustainability (not a specific ISSR but a school priority in the curriculum and extra-curricular activities)	64





<p><b>ART HISTORY</b></p> <p>Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of &amp; respect for their own and other cultures</p> <p>Individual liberty and Mutual respect and tolerance Democracy/The rule of law</p>	<p>MIV, VI, VII and VIII</p> <p>V, VI, VII and VIII</p>	<p>Fundamental to the teaching of Art history. MIV – introduction; Why we have a free National Gallery. Introduction to value of visual culture in the Western canon. VI- School-Directed course Global Unit and examination-beyond Western canon and issues of decolonisation and contested heritage A-Level. Requirement to teach beyond the Western canon in all four units.</p> <p>The historical and political context of visual culture in Art history frequently addresses these issues: some eg: V: Equestrian Portrait of Charles I, Goya’ 3<sup>rd</sup> May, Propaganda posters, Guernica, just some of the Survey 60 VI- Museums, the Empire and contested history: eg Benin Bronzes VII: “Identities” course – every work studied but particularly those addressing Identity politics in contemporary culture VII: 1848-1900 or 1900-1939. Both courses deal with the emergence of Modernist cultural theory in the context of a democratising Europe. Modernism is predicated on the idea of the foundation stone of individual liberty.</p>
<p><b>BIOLOGY</b></p> <p>Democracy and the rule of law</p>	<p>VIII. Autumn term.</p> <p>VII. Summer term.</p> <p>VI. Spring term.</p> <p>VI. Spring term.</p>	<p>(VIII) EXCRETION: Misuse of anabolic steroids (and detection). Subject content &amp; discussion with students. (VII) Biodiversity: international and local conservation agreements. Subject content &amp; discussion with students. (VI) Cell division &amp; organisation: Differentiation &amp; stem cells. Stem cell therapy and use of embryonic stem cells. Subject content &amp; discussion with students.</p>

<p>Individual liberty and mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>V. Summer term.</p> <p>VIII. Spring term.</p> <p>VIII. Spring term.</p> <p>VIII. Spring term.</p> <p>VII. Spring / Summer term.</p> <p>VI. Autumn term.</p> <p>VI. Spring term.</p> <p>V. Autumn/spring term.</p> <p>UIV. Spring term.</p>	<p>(VI) Genetic manipulation: Cloning techniques and genetic engineering. Subject content &amp; discussion with students.</p> <p>(V) Human population and pollution: Subject content &amp; discussion with students.</p> <p>(VIII) CLONING: natural and artificial clones. Ethics. Subject content &amp; discussion with students.</p> <p>(VIII) GENE TECHNOLOGY: genetic engineering - human Insulin &amp; 'Golden Rice'. Subject content &amp; discussion with students.</p> <p>(VIII) GENE TECHNOLOGY: somatic cell gene therapy and germ line cell gene therapy. Subject content &amp; discussion with students.</p> <p>(VII) Classification and evolution: the evidence for the theory of evolution by natural selection. Subject content &amp; discussion with students.</p> <p>(VI) Evolution - Alternative theories and evidence. Subject content &amp; discussion with students.</p> <p>(VI) Cell division &amp; organisation: Differentiation &amp; stem cells. Stem cell therapy and use of embryonic stem cells. Subject content &amp; discussion with students.</p> <p>(V) Homeostasis: Control of blood glucose (pig versus human insulin) and kidney transplants (choice on transplant surgery). Subject content &amp; discussion with students.</p> <p>(UIV) Reproduction: Contraception &amp; safe sex. Subject content &amp; discussion with students.</p>
<p><b>CHEMISTRY</b></p> <p>Democracy</p> <p>The rule of law</p>	<p>6<sup>th</sup> – Autumn Term: Crude oil</p> <p>5<sup>th</sup> – Autumn Term: Oxygen and oxides</p> <p>6<sup>th</sup> – Autumn Term: Ethanol</p> <p>7<sup>th</sup> – Autumn Term: Atomic structure</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><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>

Individual liberty	L5 <sup>th</sup> – Summer Term: Group 7 elements	<i>In subject content:</i> 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).
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	6 <sup>th</sup> – Autumn Term: Ethanol	<i>In subject content:</i> Discuss that some countries are ‘dry’ and adults living there do not consume alcohol (e.g., Saudi Arabia) on faith/religious grounds.
	6 <sup>th</sup> 7 <sup>th</sup> and 8 <sup>th</sup> throughout: Organic chemistry	In organic chemistry, discussion can relate to different views on evolution / creationism.
<b>CHINESE</b>		
Democracy	A2/Pre-U schemes of work Also during elections in relevant country (current affairs)	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.
The rule of law	A2/Pre-U schemes of work	
Individual liberty	A2/Pre-U schemes of work	
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	A2/Pre-U schemes of work	
<b>CLASSICS</b>		
Democracy	LATIN: MIV Summer Term Elections in Pompeii V Autumn Term Roman social class VI Autumn and Spring Terms Virgil’s Aeneid VIII prose set text (for 2021-22) Tacitus Histories I; (for 2022-23) Annals 4 VIII verse set text (for 2021-22) Virgil Aeneid XI; (for 2022-23) Virgil Aeneid XII	Subject content CLC st.11 Elections- distribution of voting rights; conduct of elections; absence of secret ballot V Autumn Term CLCst32 Roman social class; criteria for membership; allocation of constitutional and unconstitutional power VI and VIII Aeneid: Roman political system: cursus honorum; senatorial career structure; social class; checks against excessive power; move to principate under Augustus – why and how power outside the constitution comes to reside in one individual



<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>LATIN  UIV Spring and Summer Terms: foreign cults in the Roman Empire  LV Local religion in the Roman Empire</p> <p>V Spring and Summer Terms: Jewish rebellion; advent of Christianity in Rome</p> <p>GREEK  V Spring and Summer Term: literature and culture: role of women in Greek religion</p>	<p>Subject content  UIV CLC stage 19: foreign cults in the Roman empire; peaceful syncretism; cults of Isis and  LV CLC Stage 21-22: Sulis Minerva and Roman attitudes towards local religions  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 <i>modi vivendi</i></p> <p>Subject content  V Religious belief and practice in 5<sup>th</sup> century Athens.</p>
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<b>DRAMA</b>		
Democracy	All lessons	Not delivered explicitly, but implicit in all teaching as group work is a democratic process. E.g., group tasks and discussion, evaluations
	UIV (Year Eight) – The Crucible	One lesson in the scheme of work focuses on individual liberty versus collective community, and the whole scheme explores individual choice. The play is a metaphor for the McCarthy trials in USA
The rule of law	N/A	N/A
Individual liberty	MIV – (Year Seven) – Antigone	Antigone focuses on the choices made by the protagonist, whether she follows the will of the gods or the will of the state. She chooses the will of the gods and buries her brother
	MIV (Year Seven) – Matilda	Focuses on the struggle of one student to be an individual against a backdrop of enforced conformity within her family and her school.
	UIV (Year Eight) – The Crucible	One lesson in the scheme of work focuses on individual liberty versus collective community, and the whole scheme explores individual choice. The play is a metaphor for the McCarthy trials in USA.
	VII (Year Twelve) - Yerma	This play and scheme of work focuses on the life of Yerma, a woman growing up in the Catholic Society of 1930s rural Andalucía. The play explicitly explores her individual liberty.
	VIII (Year Thirteen) Jerusalem	This play and scheme of work focuses on the life of Johnny Byron who has chosen to live in the forests and is part of the Romany Culture. This play explicitly focuses on his entitlement to his individual liberty versus the establishment.



Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	<p>All lessons</p> <p>UIV (Year Eight) – The Crucible</p> <p>VII (Year Twelve) - Yerma</p> <p>VIII (Year Thirteen) Jerusalem</p>	<p>This aspect is implicit in all teaching and participation in group work as students work with those of different faiths and beliefs.</p> <p><i>The Crucible</i> explicitly considers puritanism and religious choice</p> <p>This play and scheme of work focuses on the life of Yerma, a woman growing up in the Catholic Society of 1930s rural Andalucía. The play explicitly explores her faith and Catholic beliefs as well as presenting the alternative perspective in the role of the 'Pagan Woman'.</p> <p>This play and scheme of work focuses on the life of Johnny Byron who has chosen to live in the forests and is part of the Romany Culture. This play explicitly focuses on his entitlement to his different beliefs.</p>
<p><b>ECONOMICS</b></p> <p>Democracy</p> <p>The rule of law</p>	<p>VII: Macroeconomic Policy (Theme 2) Government Failure (Theme 1)</p> <p>VIII: Globalisation (Theme 4) Trade policy (Theme 4)</p> <p>VIII: Limitations on and strategies for growth and development (Theme 4)</p> <p>VII: Investment and economic growth (Theme 2) Correcting market failure (Theme 1)</p> <p>VIII: Limitations on and strategies for growth and development (Theme 4) Regulation of firms and markets (Theme 3)</p>	<p><i>All of the following are considered within lessons, and some are also looked at in homeworks:</i></p> <p>Discussion of political motives of democratic governments Assessment of whether democratic governments allocate resources efficiently Look at the rise of capitalist democracy across the world Consider political/democratic motives of governments Assess whether democratic systems are better for growth</p> <p>Importance of rule of law to protect property rights Rule of law fundamental to correcting market failure Effective rule of law fundamental to growth Promotion of economic competition and protection of workers and consumers Role of Trade Unions</p>

Individual liberty	VII: Neo-classical economic models (Theme 2) Free market vs centrally planned (Theme 1)	Assess whether free market systems allow for more liberty The role of market economic systems in facilitating liberty
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	VIII: Limitations on and strategies for growth and development (Theme 4)	Consider liberty in different countries' economic systems
	VIII: Limitations on and strategies for growth and development (Theme 4)	Look at the impact on economic growth of different faiths of individuals in countries across the world
<b>ENGLISH</b> Democracy	Lower School, GCSE and A Level.	We regularly study texts that illustrate dangers of totalitarianism and fascism, as well as dangers of political corruption. Teaching of texts such as <i>Animal Farm</i> , <i>1984</i> , <i>Brave New World</i> , <i>Handmaid's Tale</i> (between MIV and LV) and other dystopian literature explores anti-democratic political systems in much detail. Texts such as <i>Julius Caesar</i> and <i>Antony and Cleopatra</i> (VII) engage with political themes and address issues of political corruption, as do <i>Macbeth</i> (MIV) and <i>King Lear</i> (UIV).
The rule of law	Lower School, GCSE and A Level.	Texts like <i>Coram Boy</i> and <i>The Tempest</i> (MIV) explore the effects of individuals acting outside the rule of law; the UIV study of a Gothic novel explores this in texts like <i>Frankenstein</i> and <i>Dr Jekyll and Mr Hyde</i> . GCSE texts like <i>Great Expectations</i> and <i>Othello</i> facilitate discussions of the rule of law and the criminal justice system; explored too in A Level study of late Victorian prose and rise of crime fiction.
Individual liberty	Lower School, GCSE and A Level.	We study literature that is concerned with individual liberty: study of Romantic poets in UIV, modern poetry unit in LV, poetry anthology at GCSE, Milton's <i>Paradise Lost</i> in the VII/VIII.

Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	Lower School, GCSE and A Level.	This underpins our teaching at all points, not least because of the understanding that there is never one ‘correct’ reading of a text. We actively teach this in relation to faith in the MIV with a study of different culture’s myths and folktales; in the LV when we study poems by writers from different cultural backgrounds; at GCSE in the study of <i>Othello</i> ; at A Level in study of different critical approaches to texts as well as in study of Milton and theological ideas behind the texts.
<b>FRENCH</b>		
Democracy	A2 schemes of work Also during elections in relevant country (current affairs)	Aspects of Society: history of France, the EU.
The rule of law	A2 schemes of work	Aspects of society: crime and punishment, juvenile delinquency (autumn term weeks 3 and 4)
Individual liberty	A2 schemes of work	Aspects of society: womens’ rights (spring term week 4); death penalty (spring term week 5)
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 6 – 8) Aspects of society: religion (autumn term weeks 10 – 11)
<b>GEOGRAPHY</b>		
Democracy	VII Human Rights – Autumn term LV – Population Issues UIV Development – Autumn term	We discuss the idea of freedom of speech being an indicator of development and the role of democracy in developed countries. With the VII we look closely at Human Rights at the importance of democracy. With the LV we consider the One Child Policy in China as well as the non-birth control policy in Kerala, considering the influence of democracy and propaganda.

	<p>VII Changing Spaces; Making Places – autumn term</p> <p>V Rural-urban – autumn term</p> <p>LV – Population Issues</p>	<p>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.</p> <p>Appreciating through discussions that there are alternative pathways when managing cities and rural areas. The students will learn about stakeholders and the power that they have to influence change.</p>
The rule of law	VIII – Future of Food	We consider the legal implications of the OCP and the impacts of implementation of legal changes.
Individual liberty	<p>VII– Human Rights/Migration – Autumn/spring term</p> <p>VI – Development and Economic Issues</p> <p>V Rural-urban including cities and building new housing – autumn term</p>	<p>Problems caused by corruption in less economically developed counties is considered, for example Zimbabwe. The importance of individual liberty is considered in depth during the Human Rights module.</p> <p>We consider the norms in a range of countries and how this impacts individuals</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. We consider the role of individual liberty on life in London and Mumbai.</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>Students design an individual element to their controlled assessment.</p>

<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A core part of all content is based in respect and tolerance of those with different faiths and beliefs. This includes how we learn about them and what skills we can apply to ensure that this is correct. This is based on learning about ways of life, a range of countries, a range of stakeholder viewpoints and different cultures. Some examples:</p> <p>MIV – the ways of life of the Nenets and considering the human and physical geography of Russia. Learning to understand bias in secondary data</p> <p>UIV – development. Considering the variation across the continent of Africa and how we gain our information (considering Chimamanda Ngozi Adiche’s point about a single story) and the idea of ‘white saviour’ when learning about development within Africa</p> <p>LV – population issues – considering how viewpoints vary across the One Child Policy.</p> <p>LV – tectonics – learning and understanding why people live in tectonically active areas</p> <p>GCSE – rural-urban links – considering the ways of life in a variety of cities and countries e.g., Mumbai vs London; Goa and Gambia</p> <p>GCSE – development – understanding the importance of using different indicators and the different elements of development beyond economic</p> <p>A level – CSMP – considering different cultures and ways of life in Kenya (Nairobi) and the Docklands. Considering how place contributes to this, along with age/gender/role e.g., in Barcelona</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>
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	A Level – Human Rights & Migration – why people may move A Level – Future of Food	
<b>GERMAN</b>		
Democracy	A2 schemes of work Also during elections in relevant country (current affairs)	Term 1 weeks 9 – 12 Development of modern Germany. Term 2 weeks 5 – 8 European Union
The rule of law	A2 schemes of work	Term 2 weeks 5 -8 national and international events, terrorism, crime and punishment
Individual liberty	A2 schemes of work	Term 1 weeks 1 – 4 ethical decisions Term 1 weeks 5 – 8 rights of women
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	A2 schemes of work	Terms 1 weeks 9 – 12 Immigration, integration, racism
<b>HISTORY</b>		
Democracy	All key stages	Subject content e.g., Magna Carta (MIV), English Civil War (UIV), Abolition (LV). Democracy lies behind or is at the forefront of the V/VI course on modern world history (Russia 1900-41, and C20th International Relations). VII French Rev; Magna Carta; English Civil War; VIII – EM popular culture
The rule of law		Again, intrinsic to subject content – as above
Individual liberty		As above
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)		Medieval China, Middle East, Africa (MIV); EM Japan, India (UIV); Slavery, post-WW2 immigration (LV); intolerant 20 <sup>th</sup> -century regimes (V & VI), the French revolution; Imperial Spain (VII) and EM popular culture; Indian nationalism; Tokugawa Japan (VIII)

<p><b>MATHEMATICS</b></p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>An appropriate understanding of probabilities – in particular Bayes’ theorem in VII/VIII – has an impact on interpretations and the exercise of justice. (LV through to VII)</p> <p>Throughout, from MIV to VIIIFM.</p>	<p>Context and applications, flagged up in schemes of work.</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><b>MUSIC</b></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><b>PE</b></p> <p>Democracy</p>	<p>All lessons, clubs and fixtures</p>	<p>Within PE lessons democracy is encouraged and opportunities are given for the students to decide. For example, in Year 11, 12 and 13 the students get to choose their options for PE, however that is based on them following school guidance and rules regarding behaviour and kit</p>

The rule of law	All pupils must be in the correct kit, correct place at the correct time with a good attitude and will to work  Playing in teams/representing the school Year 7 - 13	From the start of Year 7 PE lessons it is made clear to the students 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 led. When representing the school in fixtures, tournaments etc. the students learn to follow rules and official decisions.
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	In all lessons and all year groups we promote respect and tolerance for all.	
<b>PHYSICS</b>		
Democracy	VI– energy resources and production	Subject content: different methods of energy production favoured by different countries / governments.
The rule of law	V/VII – car safety (momentum and forces)	Subject content: legal requirement to wear seatbelts, legal requirement for children up to 12 years old or 1.35m in height to use car seats. Legal requirement for rear-facing baby seats and why these exist. Subject content: Reasons for speed limits on roads: stopping and thinking distances.
Individual liberty	V/VII – car safety (momentum and forces)  VI– energy resources and production LV/VIII – radioactivity	Class discussion: smoking ban in cars: infringement on individual liberty?  Class discussion: does the building of fossil fuel / nuclear power stations near peoples’ homes infringe on individual liberty?
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	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. UIV – astrophysics	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...”  Subject content: exploration of different theories from across the world for the origins of the universe, and how these have evolved over time due to collaboration.





Individual liberty	LV - moral philosophy topic  A Level  IGCSE	LV Moral Philosophy – consideration of Jeremy Bentham and John Stuart Mill’s philosophy of liberty influencing moral behaviour. A level students read excerpts from J. S. Mill - <i>On Liberty</i> . Personal responsibility unit includes discussion of issues pertaining to individual liberties – relationship/ gender and sexuality issues as well as drug use.
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	Underpinning the entire curriculum and a key aim of every lesson. Lessons are discursive and allow students 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.	MIV-UIV systematic study of world religions LV – Moral philosophy, political philosophy IGCSE – Philosophy of religion and Christian ethics A level – Ethics and Theories of Knowledge 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 of persecution and discrimination where appropriate. In the LV we also explore 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.
<b>RUSSIAN</b>		
Democracy	A2 schemes of work Also during elections in relevant country (current affairs)	Autumn term second half: the development of modern Russia.
The rule of law	A2 schemes of work	Spring term second half: crime and punishment, death penalty
Individual liberty	A2 schemes of work	Autumn term first half: discrimination against women Spring term first half: rights of animals, ethical decisions Autumn term second half: religious heritage and tolerance. How to combat racism. Immigration and integration.
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	A2 schemes of work	

<b>SPANISH</b> 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)
<b>STANDARD</b>	<b>WHERE IN CURRICULUM</b>	<b>EVIDENCE/ EXEMPLARS</b>
<b>b)</b> ensures that principles are actively promoted which		
<b>i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence</b>		
<b>PSHEE</b>	For all PSHEE content in response to questions a) – d) please see explicit links in the PSHEE SOW.	For all PSHEE content in response to these questions please see explicit links in the PSHEE SOW.
<b>ART</b>	MIV Portraiture/3D – interpreting personal significance of objects, drawing and painting from observation of self and presenting image to others. Middle and Senior School – the independent nature of the projects students undertake mean	RM's MIV assemblage portraits demonstrate students selecting small artefacts for both their visual and symbolic value.

	<p>there are regular opportunities for students to reflect on themselves and develop self-knowledge.</p> <p>This is particularly true of the VIIth introductory course, themed on Portraiture.</p> <p>In all year groups the way students need to plan and manage their time helps them develop self-awareness and confidence.</p> <p>In terms of extra-curricular provision the Digital Arts Studio hosts the creation and editing of numerous student-led magazines and journals, an opportunity for students to develop self-expressions, independence and self-confidence.</p>	<p>Past examples include Flavia Massey's work in the Vth reflecting on the passing of her grandfather, Sangavi Sugumar's VIth self-portrait which reflects her relationship with her cultural heritage, or Aoife Murphy's self-portrait dry point etchings made in the Vth.</p>
<b>ART HISTORY</b>		<p>The school directed Art History course in years 10-11 requires two major independent projects. Both require students to make their own choices and supervise their realisation of personal goals. If they don't have the self-confidence at the outset, they have often acquired more en route. In some/many instances, this allows them to pursue interests that are personal: a student with Hindu Indian heritage looking at how a work made in Mughal India ends up in the V&amp;A. LGBT+ student who looked at the first dedicated exhibition for LGBT artists in New York, a student of colour reflecting on the appropriation of African tribal art by white European Modernists... there are many examples.</p>

<b>BIOLOGY</b>	At all levels, UIV to VIII	<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 &amp; exercise, VI respiration &amp; 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 students who feel they need additional support to access it. Biology staff have an open-door policy and students are expected to be responsible for their own progress and utilise the teaching support when needed.</p>
<b>CHEMISTRY</b>	At all levels (MIV-VIII)	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Active listening, oral communication, written communication, assertive communication and non-verbal communication.</p> <p>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>
<b>CHINESE</b>	At all levels (MIV-VIII)	<p>MIV units include: my family, jobs</p> <p>UIV units include: hobbies</p> <p>LV units include: school</p> <p>V units include: health, food preferences, living environment</p> <p>VI units include: my life, youth issues, where I live, lifestyle</p>

<b>CLASSICS</b>	At all levels (MIV-VIII)	<p>Lesson design and subject content</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 texts 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.</p> <p>Extra-curricular activities</p> <p>Participation in visits of classical interest, especially those which are residential and involve travel, 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 confidence in their ability to deal with change and meet unfamiliar situations.</p> <p>Helping to run Middle School Classics club and Classics Society promotes self-esteem and confidence as individuals assume responsibility for running activities, liaising with speakers, introducing and hosting meetings.</p>
<b>CSCT</b>	<p>At all levels (MIV – VI)</p> <p>End of year evaluations of the course from all students in KS3 and end of module evaluations from all students in KS4. These allow students to tell us what they enjoyed/disliked, whether they had enough help, etc. Results are discussed</p>	<p>All students have opportunities to express themselves in their end of module projects where they use skills they have learned to create their own designs.</p> <p>MIV – hanging decoration, logo, quiz, 3D world</p> <p>UIV – interactive story, box with lid</p> <p>LV – website, music algorithm</p> <p>V – interactive coding project (CT), data science investigation (CS), film production (CT), group project (CT)</p>

	<p>in department meetings and SoWs may be adjusted in response.</p> <p>KS4 teachers work closely and individually with students embarking on assessed group projects to support them in developing their confidence in their contribution to the work. Also to ensure problems can be addressed early and help them understand how their contribution affects the group if necessary.</p>	<p>VI – individual projects (CS and CT), group project (CS)</p> <p>VII – students undertake their own learning journey with an expert in their field of interest and present it at the end.</p> <p>KS4 students taking part in group projects have 1:1 weekly sessions with teachers where any concerns with learning or group dynamics can be addressed.</p>
<b>DRAMA</b>	<p>All lessons. Development of self-esteem and self-confidence is evident in students' participation in performance and evaluation work.</p>	<p>Students are required to perform at the end of each lesson.</p> <p>All students critique and evaluate their own work and work of others.</p> <p>At KS3, students complete a self-evaluation form at the end of each scheme of work where they reflect on their own development of skills, consequently these feeds into building their own self-esteem and self-confidence.</p>
<b>ECONOMICS</b>	<p>VII &amp; VIII:</p> <p>Focus on encouraging students to conduct their own research and develop their own opinions.</p>	<p>Homework is often set with independent reading for the students 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.</p>
<b>ENGLISH</b>	<p>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.</p> <p>Creative writing is an important means of self-exploration. We celebrate the achievements of</p>	<p>MIV Reading Project: all students produce a folder of independent work on texts of their choice. Each student gives a talk to class.</p> <p>A Level coursework VII/VIII is an entirely independent project.</p> <p>Creative Writing group(s) encourage independent creative work</p> <p>Arvon Foundation visit (or equiv) every year.</p>

	our pupils through participation in creative writing competitions	Literary magazine run by students Monica Dickens Short Story Competition SPGS Imaginative Writing Competition
<b>FRENCH</b>	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 VI: accidents, jobs, environment
<b>GEOGRAPHY</b>	<p>MIV – Russia and ecosystems. Autumn and summer term</p> <p>UIV – consideration of the SDGs and the role of women in economic development of states</p> <p>LV – population – autumn term</p> <p>GCSE &amp; A Level – all courses</p> <p>All year groups:</p>	<p>Undertake research, building self-knowledge, to take part in a class debate on the drilling of North Sea oil. This will help build self-confidence with public speaking.</p> <p>Allowing students to develop points of view about the role of women in society and identifying their importance.</p> <p>Undertake research, building self-knowledge, to present ideas on the relationship between population and resources. This will help build self-confidence with public speaking. LV are also asked to present on tectonic areas, with constructive feedback.</p> <p>Students are frequently asked to discuss their ideas, volunteer their opinions and develop arguments. This varies in format from whole class presentation to small group sharing. The variety of practice methods develops self-confidence.</p> <p>Undertake fieldwork investigations collecting data and working both independently and in a group. Creating a project.</p>
<b>GERMAN</b>	From MIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process	<p>MIV: introducing yourself, where you live, your family, your likes and dislikes</p> <p>UIV: school, eating out, accepting/refusing invitations, expressing opinions</p> <p>LV: discussing personalities and relationships</p>



		V: routine and daily life VI: personalities, friendships, peer pressure, aspirations
<b>HISTORY</b>	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.
<b>ITALIAN</b>	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
<b>MATHEMATICS</b>	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)
<b>MIV SCIENCE</b>	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 Ear defenders Spring second half term Group investigation Autumn first half term Science fair projects Spring second half term Electricity investigation Summer term

<b>MUSIC</b>	<p>All students 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 (e.g., Ukulele). This develops these things at all parts of the curriculum and ensures opportunities even if they don't play an instrument normally. All groups perform to each other and evaluate their pieces.</p> <p>The special study in the SDC allows students to tackle a topic of interest to them.</p> <p>A level students prepare their own musical analyses and lead discussions in class. They also perform to each other in workshops.</p>	<p>Scheme of work. Recordings of work. MIV conducting classes.</p> <p>Symphony and Musical Theatre AoS Schemes of work</p>
<b>PHYSICAL EDUCATION</b>	<p>Dance/Gymnastics Year 7 Dance/Gymnastics Year 8</p> <p>ABL Year 9</p> <p>Leadership Skills &amp; Development Year 9</p> <p>Sports Mentoring programme</p>	<p>In Year 7 &amp; 8 dance the students are given opportunities to develop their understanding and explore dance and gymnastics to use expression of emotion through movement. There are opportunities to be choreographers and/or performers and all collaborate to create group routines/dances</p> <p>Adventure based learning – students 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</p> <p>New curriculum (21-22) aimed to improve confidence and leadership skills with aim to lead youth sessions of Bute primary school.</p> <p>New initiative from 2019 to incorporate students in year 9 to year 13 to engage, interact, coach &amp; lead students in year 7 and 8. They attend practice sessions and also assist at</p>

	Out of curriculum – Team Captaincies (Year 7 – 13) and Sports Captains in Year 12	<p>fixtures to help when not playing. Umpiring is also coached alongside of this.</p> <p>Sports Captains help lead and officiate at the inter form events, they run whole school assemblies and are an integral part of the initial brainstorming and drive of inter form sports.</p>
<b>PHYSICS</b>	All years	<p>Use of “gap analyses” after exams where pupils analyse their strengths and weaknesses and identify what steps they need to take to address these.</p> <p>Regular independent practical work, requiring teamwork and troubleshooting.</p> <p>Independent research tasks requiring subsequent presentation (e.g., energy production in LV)</p>
<b>POLITICS</b>	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.	<p>Benefits of direct and representative democracy explored in written tasks.</p> <p>Structured debates form a central part of most lessons.</p> <p>Pupils have helped to organise and have taken part in mock elections.</p>
<b>RELIGION AND PHILOSOPHY</b>	Across the entire curriculum in all year groups	<p>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.’</p> <p>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.’</p> <p>A concrete example would be the LV projects on ethical dilemmas undertaken in the Autumn term. The students present an issue of their choosing and must consider a wide range of varying moral stand points on the issue. They</p>

		become more confident in understanding their own position as a result and boost self-esteem in presenting and debating the ideas with their peers.
<b>RUSSIAN</b>	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
<b>SPANISH</b>	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, home life, household chores, school life LV: healthy lifestyle, holidays, health, accidents, jobs, environment V: healthy lifestyle, holidays, health VI: accidents, jobs, environment, media
<b>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)</b>		
<b>BIOLOGY</b>	VIII. Autumn term.  VII. Summer term.  VI. Autumn term.  VI. Spring term.  V. Summer term	Moral dilemmas & laws relating to the following (for example): (VIII) EXCRETION: Misuse of anabolic steroids (and detection). Subject content & discussion with students. VIII Populations & Sustainability: Ethics of managing populations e.g., fish stocks vs economic stability (VII) Biodiversity: international and local conservation agreements. Subject content & discussion with students. (VI) Cell division & organisation: Differentiation & stem cells. Stem cell therapy and use of embryonic stem cells. Subject content & discussion with students. (VI) Genetic manipulation: Cloning techniques and genetic engineering. Subject content & discussion with students. (V) Human population and pollution: Subject content & discussion with students.

<b>CHEMISTRY</b>	At all levels, UIV to VIII  8 <sup>th</sup> – Spring Term: Amino-acids and Chirality	<i>In theory lessons and laboratory sessions:</i> Observe laws on the disposal of toxic and harmful chemicals encountered during practical sessions. <i>In theory lessons and laboratory sessions:</i> 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
<b>CHINESE</b>	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (taught in second half of spring term)
<b>CLASSICS</b>	At all levels (MIV-VIII)	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.
<b>CSCT</b>	Where appropriate in all SoWs	MIV – informal discussion on copyright when designing logos UIV – understanding parts of the copyright, designs and patents act 1988, and trademarking. LV – classroom discussions on copyright and plagiarism when considering copying music in their algorithms as opposed to making a piece inspired by but substantially different to commercial pieces. V CS & CT– ethics – explicit consideration of most tech laws relating to technology VI CS – networking – discussions on network security, breaching computer security, penetration testing
<b>DRAMA</b>	N/A	

<b>ECONOMICS</b>	<p>VII Government correction of market failure (Theme 1) Macroeconomic policies (Theme 2) Property rights (Theme 1 &amp; 2)</p> <p>VIII Regulation of markets and firms (Theme 3) International regulation (Theme 4) Property rights and market failure in developing countries (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>
<b>ENGLISH</b>	See section on Rule of Law above	See section on Rule of Law above
<b>FRENCH</b>	A level schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (autumn term)
<b>GEOGRAPHY</b>	<p>Schemes of work throughout all units considering the rules of law. Topics that are embedded include:</p> <p>International agreements e.g., in climate change (MIV, LV, VI, VII)</p> <p>The role of national governments when changing places and ideas (MIV, UIV, LV, V, VII)</p> <p>The rights and responsibilities of differing groups of people are considered across all year groups</p> <p>The use of laws to protect the environment from damage are considered across all units</p>	<p>VI – UK and international responses to climate change – Kyoto, Paris, Glasgow</p> <p>VII – national government intervention in Stratford, Birmingham, Nairobi, Barcelona</p> <p>MIV – the role of young people in protecting ecosystems and the importance of laws within this, particularly in the Arctic</p>

<b>GERMAN</b>	A level schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns
<b>HISTORY</b>	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)
<b>ITALIAN</b>	A level schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (unit 8 spring term)
<b>MATHEMATICS</b>	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)	Mathematical study promotes the fostering of consistent frameworks of thought and action, and emphasises the need for order in a harmonious society.
<b>MIV SCIENCE</b>	n/a	
<b>MUSIC</b>	n/a	
<b>PHYSICAL EDUCATION</b>	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. In lessons the students 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
<b>PHYSICS</b>	LV/VIII – radioactivity	Consideration of case studies of accidents in nuclear power stations (e.g., Chernobyl, Fukushima) and if/how these could have been avoided by those in charge. Exploration of hazards vs. uses of radioactive substances. Discussion of implications and morality of scientific discovery, e.g., research in nuclear radioactivity being used for military purposes.

<b>POLITICS</b>	The Judiciary	The role and importance of the Supreme Court and ECHR are studied. Examples of significant court rulings are examined. Discussion and debate on the interpretation of the law.
<b>RELIGION AND PHILOSOPHY</b>	LV - Autumn Term VI – Autumn-Spring Term VII/VIII - Study of ethics	<p>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 and Kantian ethics. Lessons include consideration of case studies and are largely discursive considering the differing views and complexities of making moral decisions.</p> <p>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 <i>Laïcité</i> 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.</p> <p>The VI engage in a more detailed consideration of ethical issues and consider issues such as: eating meat, the impact of computer games etc. In each case the students learn the variety of ways humans respond to such issues. 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.</p> <p>In the senior school students 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 impact on, and implications for, present day understanding of morality.</p>
<b>RUSSIAN</b>	A level schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns



SPANISH	A level schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns
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	<p>UTV 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 students the chance to reflect on their setting and relationship with it.</p> <p>LV Photography (CB + AD) – taking the school environment as initial subject matter enables students to reflect on their locality and those around them.</p> <p>Middle and Senior School – the independent nature of the projects students undertake mean there are regular opportunities for students to consider social issues important to them, or to make work inspired by and reflecting their locality.</p> <p>In all projects students use studio spaces/the workshop collaboratively with others meaning they need to act responsibly and with initiative to help those around them. During Studio Time at lunch and in the evening, students arrange to attend together. Extra-curricular programs including The Flat Project and the Backtrack film competition directly engage students with locations and students they would not necessarily work with in lessons, whilst contributing positively to the school community.</p>	Prints from AD's class will appear in the annual school magazine, <i>Paulina</i> . Prints have also been exhibited in the Marble

<b>ART HISTORY</b>	At all levels, UIV to VIII	Outreach co-curricular work with Larmenier and Sacred Heart Primary School Members of the VIth and VIIth run art history lunch time sessions on Wednesdays in Spring term.
<b>BIOLOGY</b>	Pupils are expected to be responsible for their behaviour & show initiative throughout their biology lessons.	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
<b>CHEMISTRY</b>	At all levels, UIV to VIII	<i>In theory lessons and laboratory sessions:</i> Observe laws on the disposal of toxic and harmful chemicals encountered during practical sessions. 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 new information and skills related to the workplace and elsewhere.
<b>CHINESE</b>	Units of work on home and local environment (MIV – VI) Units of work on protecting the environment (GCSE)	VI units on ‘where I live’ the world around us (taught second half of spring term).
<b>CLASSICS</b>	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 entirely 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.
<b>CSCT</b>	Skills are developed in critique, respecting others’ opinions, putting forward advice & opinion in a kind way	MIV logo drafts are critiqued by their peers with enough time for them to incorporate useful advice.

	<p>V CS and CT group projects</p> <p>All years (MIV – VII) are encouraged to consider others</p> <p>Tech competitions</p>	<p>MIV &amp; UIV VR work, UIV robot work, V CS app development group projects and CT group projects— whenever students work together, they are working together towards a common goal. They learn about solving differences of opinion successfully as they work through the project.</p> <p>V CT and VI CS group work 1:1 weekly mentor meetings to evaluate personal reviews of progress and group dynamics</p> <p>V or VI group projects aim to find solutions to one of the UN strategic development goals. In each, students are supported in reaching out to user groups to find out exactly what the problem is that they are finding solutions for. Design thinking is being embedded here as a vehicle for enabling useful problem solving.</p> <p>V CT have an open brief to use any creative technology. VI CS use the medium of App Development.</p> <p>Keeping the labs tidy, respecting equipment</p> <p>Consideration of the user in whatever they develop, use of Design Thinking guidelines</p> <p>Many competitions that students enter have a focus on improving life for humans, or for the environment. Students often choose to enter ideas they develop which show deep consideration and care for others.</p>
<b>DRAMA</b>	<p>UIV (Year Eight) – Political Theatre</p> <p>VIII (Year Thirteen) Jerusalem</p>	<p>This scheme of work focuses on the use of theatre for social change, using the works of Bertolt Brecht and Augusto Boal. Both of these practitioners’ work explicitly focuses on consideration of community.</p> <p>This play and scheme of work focuses on the life of Johnny Byron who has chosen to live in the forests and is part of the Romany Culture. This play explicitly focuses on his role within and beyond the community. It poses questions regarding each character’s responsibility and contribution (or not) to their community.</p>

<b>ECONOMICS</b>	<p>Strict department policy on deadlines and time management.</p> <p>VII&amp;VIII: Topics of UK inequality, unemployment, relative poverty and meritocracy. (Theme 1 and Theme 4)</p>	<p>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.</p> <p>Lessons and homework look at how each of these factors affects the students' local community and the community of the UK.</p>
<b>ENGLISH</b>	Students are taught to show initiative and take responsibility in all of their work in English from MIV-VIII	MIV students develop these qualities throughout the summer term reading project. Pupils are encouraged to show initiative and responsibility through organisation of extra-curricular activities such as Literary Society, running book groups for junior students, inviting visiting speakers, working with students from partner schools
<b>FRENCH</b>	<p>Units of work on home and local environment (MIV – VI)</p> <p>Units of work on protecting the environment (GCSE and AS)</p>	<p>The world around us: V Unit 3</p> <p>The environment: VI Unit 10</p>
<b>GEOGRAPHY</b>	<p>VII (spring term), VI (summer term), UIV (winter term) development geography.</p> <p>VIII – skills focusing on Hazardous Environments – autumn term.</p> <p>V- rural – urban – autumn term</p>	<p>Consider Fair Trade as a mechanism to help improve the lives of others. Considering the sustainable development goals and how they can be implemented by all.</p> <p>Students learn about risk assessments and the importance of identifying risks and finding strategies to minimise them.</p> <p>The concept of sustainable communities is considered which displays a positive approach to building and living in both rural and urban communities.</p>
<b>GERMAN</b>	Units of work on home and local environment (MIV – VI)	Units of work on home and local environment (MIV – VI) Units of work on protecting the environment (GCSE and AS)

<b>HISTORY</b>	MIV-VIII in a more general sense.	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.
<b>ITALIAN</b>	Units of work on home and local environment (UIV – VI) Units of work on protecting the environment (GCSE)	The environment VI (spring term from 25.01 – 2 weeks)
<b>MATHEMATICS</b>		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.
<b>MIV SCIENCE</b>	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)
<b>MUSIC</b>	This is both an academic and co-curricular thing in music. Group work in MIV-V lessons allows pupils to work together without direct teacher intervention. Individual work in LV, VI-VIII also allows them to take responsibility for their own learning.	Outcomes of group and individual work e.g., SDC/A level work in performing and composing.
<b>PE</b>	All lessons and clubs we encourage pupils to accept responsibility for their behaviour. Going off site for lessons (Year 11 – 13) or fixtures (all years)	For example, going to external classes with Year 12 & 13 the students 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.

	Standards enforced on how to act within the local area I.e., use of sidewalks	Students are told expectations of how we reflect the school on the streets to and from lessons off-site. It is reinforced throughout the year to make space and have awareness of those with prams/elderly/etc.
<b>PHYSICS</b>	<p>All years – during group work and collaborative problem-solving.</p> <p>LV/VI – energy transfer and energy resources</p> <p>VI – domestic electricity</p> <p>VI/VIII – 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>
<b>POLITICS</b>		<p>Pupils have helped to organise and have taken part in mock elections</p> <p>Discussion of the role of MPs and pressure groups in society.</p>
<b>RELIGION AND PHILOSOPHY</b>	VI- Autumn Term	The VI study a module called Rights and Responsibility which encompasses the following topics: prejudice and discrimination, the parable of the good Samaritan, race, colour and religion, gender and disability. We look at examples of how religious and non-religious people would work in their societies to respond to the above issues and consider local charities and organisations which work within the Hammersmith locality. For example, we consider the work of the local foodbank (a charity supported by the school).

<b>RUSSIAN</b>	Units of work on home and local environment (MIV – VI) Units of work on protecting the environment (GCSE and AS)	UIV autumn week 12 – where I live LV autumn week 4 – town and country VI autumn weeks 5 - 7 ecology and sustainable tourism VIII Spring term: the environment
<b>SPANISH</b>	Units of work on home and local environment (UIV – VI) Units of work on protecting the environment (GCSE)	The environment: VI (autumn term, 2 <sup>nd</sup> half term) Crime and solving problems: VI (spring term, weeks 7+8)
<b>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 &amp; how they relate to daily life)</b>		
<b>ART HISTORY</b>	MIV  VI	Intro to Art history at The National Gallery is fundamentally teaching them that the gallery is theirs to treasure and use and therefore support. Museology returns in the school directed course year 2 when the Global project is tied to the British Museum and or the V&A
<b>BIOLOGY</b>	Regular reference to the NHS / health care which is free at the point of delivery. For example: LV. Spring term.  V: Spring term.  V: Spring term. VI. Spring 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.

	<p>VII. Summer term.</p> <p>VIII. Autumn term.</p> <p>VIII. Autumn term.</p>	<p>(VII) Communicable disease: types of immunity, autoimmune diseases &amp; principles of vaccination</p> <p>(VIII) HORMONES: compare Type 1 and Type 2 diabetes</p> <p>(VIII) ECRETION: renal dialysis and transplants.</p>
<b>CHEMISTRY</b>	<p>L5<sup>th</sup> – Summer Term: Group 7 elements</p> <p>7<sup>th</sup> – Summer Term: Group 7 elements in Inorganic Chemistry and the Periodic Table</p> <p>8<sup>th</sup> – Spring Term: Synthesis</p>	<p><i>In theory lessons and laboratory sessions:</i></p> <p>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.</p> <p><i>In theory lessons and laboratory sessions:</i></p> <p>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</p>
<b>CHINESE</b>	not applicable - we study how these institutions function in other countries when we visit them.	<p>School exchanges and visits to eight different countries.</p> <p>MIV, LV and V syllabuses explore Chinese education system</p> <p>V syllabus includes healthcare in China</p>
<b>CLASSICS</b>	At all levels MIV-VIII	<p>Subject content</p> <p>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.</p> <p>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</p>



		Roman worlds (MIV, GCSE sources) leads to comparison with provision today and educational debate; and 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.
<b>CSCT</b>	<p>At all levels MIV-VII</p> <p>Review Copyright, Trademarks and Patents laws</p> <p>Laws relating to technology</p> <p>Rights of individuals</p>	<p>MIV – designing logos</p> <p>Laws relating to their design of a box with hinges - UIV</p> <p>Discuss morality/legality of copying/adapting/ developing music - LV when writing music algorithms</p> <p>Review of all current tech laws in England. Understanding of how laws are created and the process of reaching Royal Assent. Following the development of the Online Harms Bill</p> <p>Detailed look at Privacy issues, safe internet, ethics in robotics, consideration of effect of tech on the environment. Investigation of their own into an area of ethics - V CS</p> <p>Discussions on rights of individuals when filming – need for consent forms – V CT</p>
<b>ECONOMICS</b>	<p>VII: Throughout Theme 2</p> <p>Market and government failure (Theme 1)</p> <p>VIII: Trade and protectionism (Theme 4)</p> <p>VIII: Limitations on and strategies for growth and development (Theme 4)</p> <p>Regulation of firms and markets (Theme 3)</p>	<p>Constantly assess the role of politics, the welfare state and public provision of goods and services in the UK macro-economy.</p> <p>Assess the role of the public sector in correcting market failure and providing goods and services</p> <p>The role of the government in regulating trade</p> <p>Compare the role of public institutions in different countries</p> <p>Public institutions' role in the promotion of economic competition and in overseeing the protection of workers and consumers</p>

<b>ENGLISH</b>	As many of the texts that we study are from the past, we can trace the development of institutions such as parliament and public services such as education, the law, hospitals, post offices	<p>MIV-LV The history of education in novels like <i>Coram Boy</i>, <i>Oliver Twist</i>, <i>Jane Eyre</i>; of criminal justice/the law in <i>Dr Jekyll and Mr Hyde</i>; medical and scientific ethics in <i>Frankenstein</i>.</p> <p>V-VI Learn about Victorian institutions (education, courts of justice, prisons) and public services (post office) in texts such as <i>Great Expectations</i></p> <p>VII-VIII Students learn more about the history of parliament and the monarchy through study of <i>Paradise Lost</i>.</p>
<b>FRENCH</b>	Not applicable - we study how these institutions function in other countries when we visit them	<p>School exchanges and visits to eight different countries.</p> <p>UIV: exchange to Marseille</p> <p>V: study visit to Montpellier with homestay</p> <p>VII: study visit to Bordeaux with homestay</p> <p>French education system: studied in V Unit 4</p> <p>French healthcare: studied in VI Unit 8</p>
<b>GEOGRAPHY</b>	<p>V – UK landscapes- autumn/spring term</p> <p>UIV – development; LV – population issues; VI – development; VII Changing Places (Autumn term)</p>	<p>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.</p> <p>Will consider the importance of the NHS, education and welfare state in the development of the UK and other countries.</p> <p>The role of different players, including local and national government, in driving economic change is considered.</p>
<b>GERMAN</b>	Not applicable - we study how these institutions function in other countries when we visit them.	<p>School exchanges and visits to eight different countries.</p> <p>UIV Bonn exchange</p> <p>V cultural visit to Dresden</p> <p>VII Munich exchange in partnership with SPS</p> <p>V summer term: consulting a doctor</p>

<b>HISTORY</b>		Magna Carta (MIV) through Civil war (UIV/VII) and deeper exposure to institutions and public services in Britain (LV & VII)
<b>ITALIAN</b>	Not applicable - we study how these institutions function in other countries when we visit them.	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)
<b>MATHEMATICS</b>	<p>The use of data pertaining to national and international organisations (e.g., NHS, Gapminder) for statistical study in the middle and senior school.</p> <p>In applying percentages during the IGCSE course, pupils learn how income tax is calculated and deducted. They are routinely shocked.</p>	IGCSE scheme of work for V
<b>POLITICS</b>	VII and VIII schemes of work	<p>Pupils study in-depth the major political institutions of the UK.</p> <p>Once a year pupils visit Parliament and the Supreme Court for a guided tour.</p>
<b>PHYSICS</b>	<p>V/VIII – astrophysics</p> <p>VI/VIII – electromagnetism</p> <p>UIV/V – satellites</p>	<p>Discussion of publicly funded bodies e.g. the Science and Technology Facilities Council and why fundamental research is funded using public money.</p> <p>Uses of electromagnetic radiation in the medicine industry and the dangers associated with this for healthcare professionals.</p>

		Uses of different satellites, e.g., GPS/weather/mapping/military and discussion of how these are shared between many countries.
<b>RELIGIOUS STUDIES</b>	V	In IGCSE course we study a unit on justice and as part of this talk about how systems of punishments and prison systems have evolved over time in the UK.
<b>RUSSIAN</b>		School exchanges and visits to eight different countries. Cultural trip to Moscow and St Petersburg for students from LV upwards Volunteering trip to Kitezh for students from VI upwards.
<b>SPANISH</b>		School exchanges and visits to Gredos (LV), Barcelona exchange (VI) and Argentina exchange (VIII) Spanish education system: studied in V (spring term weeks 1-3) Spanish healthcare: studied in V (spring term after half term)
<b>v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of &amp; respect for their own and other cultures</b>		
<b>ART HISTORY</b>	VIIth VIIIth	At present the VIIth Unit 2 course has a specific Gender, 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.

<b>BIOLOGY</b>	<p>LV:Spring &amp; summer term</p> <p>V. Summer term.</p> <p>VII. Summer term.</p> <p>VIII. Autumn term.</p>	<p>(LV) History of food production in different cultures/developing ideas about the circulatory system: broaden students' knowledge of science in ancient cultures in non-European countries</p> <p>(V) Human population and pollution: Conservation of resources / global warming / destruction of the rainforest / exploitation of fossil fuels.</p> <p>(VII) Biodiversity: the factors affecting biodiversity, maintaining biodiversity &amp; international and local conservation agreements.</p> <p>(VIII) Populations and sustainability: discuss the economic, social and ethical reasons for conservation of biological &amp; the effects of human activities on the Galapagos Islands.</p>
<b>CHEMISTRY</b>	8 <sup>th</sup> – Spring Term: Synthesis	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Consider how some cultures/religions do not allow use of synthesised drugs (e.g., aspirin) or blood transfusions for healthcare.</p>
<b>CHINESE</b>	Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.	<p>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.</p> <p>Different year groups:</p> <p>MIV explores nationalities; lucky numbers in Chinese, languages and dialects, families, education, one child policy; Chinese New Year.</p> <p>UIV explores Chinese Spring Festival., traditional painting, pandas, kit flying, Dragon Boat festival, mid-autumn festival.</p> <p>LV explores tea and China, the Yangtze River, the Yellow River, the Beijing Opera, Confucius</p>

<b>CLASSICS</b>	At all levels MIV-VIII	<p>Subject content</p> <p>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 to acquire an appreciation of, and respect for, their own and other cultures, and to develop their self-knowledge and self-confidence.</p> <p>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.</p>
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<b>CSCT</b>	<p>MIV</p> <p>LV</p> <p>V CS</p>	<p>Consideration of codes and why we use ASCII Thinking about programming languages and thoughts about programming in languages other than English.</p> <p>Understanding why HTML and other programming language keywords are written in American English.</p> <p>Ethics discussions on the social divide, tech pollution from e-waste landing in less developed countries Internet technology and domains from different countries</p>
<b>DRAMA</b>	All schemes of work	Each scheme of work introduces students to a new style of theatre and stimuli from a different country/culture with different traditions. E.g., Greek Theatre
<b>ECONOMICS</b>	VIII: Limitations on and strategies for growth and development (Theme 4)	Discuss different cultures and faiths that exist around the world and how they influence their respective economies.
<b>ENGLISH</b>	We mainly study British literature and introduce students to some of the founding texts of British culture. We also introduce students to literature from different cultures both within and outside of the UK. The study of the literature of different cultures and periods develops an understanding of different traditions.	See section above on mutual respect of different faiths. In line with our D&I aims and exercises taken to widen our curriculum students in each year will encounter texts that enable them to engage with a different culture (emphasis has been on former colonised nations such as India, Ireland and African nations, as well as on unique cultures in different regions of the UK)
<b>FRENCH</b>	Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.	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.

		<p>Enrichment units in French taught as follows:</p> <p>MIV – geography</p> <p>UIV – history</p> <p>LV – literature</p> <p>V – cinema</p> <p>VI and above encouraged to keep up with current affairs.</p>
<b>GEOGRAPHY</b>	<p>MIV Near and Distant places – Autumn term</p> <p>Term</p> <p>V – rural – urban – autumn term</p> <p>All years groups. See notes on understanding and tolerance of different beliefs and cultures</p>	<p>Comparing life in the UK with life in Russia. Considering the ways of life of the nenets</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>Case studies from across the world are constantly being considered. E.g., China and the one child policy in the LV.</p>
<b>GERMAN</b>	<p>Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units</p>	<p>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 students learn German carols in the run-up to Christmas.</p> <p>Students also study the following enrichment units:</p> <p>MIV – geography</p> <p>UIV – history</p> <p>LV – literature</p> <p>V – cinema</p> <p>VI and above encouraged to keep up with current affairs.</p>
<b>HISTORY</b>	MIV- VIII	<p>Medieval religion and reformation (MIV &amp; UIV); Orthodox Christianity (Russia –V/VI); Islam and Middle East (MIV, UIV, V/VI). Religious disputes and the search for harmony in 16/17<sup>th</sup> century (UIV &amp; VII); rival religious traditions in Britain (VII).</p>



<b>ITALIAN</b>	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.
<b>MATHEMATICS</b>	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!	
<b>MIV SCIENCE</b>	All resources-select images that represent diversity	Autumn term: Different types of scientist: Images used show diverse range of women in scientific roles. Female scientist biography: examples as stimulus include women from different ethnicities. Energy topic: machines lesson includes example of medieval water wheel in Syria  Spring term: Light -The work of Ibyn Al Haytham. Chemical reactions: examples of chemical processes developed by ancient cultures around the world (mostly non-European).
<b>MUSIC</b>	See above (KS3). Our own school identity is reflected in study of Gustav Holst (MIV). Annual Gamelan workshop encourages careful observation of cultural values.	Scheme of work
<b>PE</b>	All lessons and clubs	We encourage respect for all in every lesson and club
<b>PHYSICS</b>	UIV/V/VIII – Big Bang theory  UIV – solar system	Discussion of different cultural and religious explanations for the origin of the universe.

		Discussion of why the geocentric model of the solar system was accepted for so long, and how scientific views are incremental and self-correcting (in the long term).
<b>POLITICS</b>	VII and VIII schemes of work	Pupils study a broad range of political ideologies including liberalism, socialism and conservatism. Pupils debate their ideas in class and are encouraged to be confident to express their own opinions. Political culture of US explored at A-level and compared to UK.
<b>RELIGION AND PHILOSOPHY</b>	MIV – VIII	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.’ 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. Students see the hall where marriages and festivals take place as well as the main prayer hall. In the V, students visit Regents Park Mosque.
<b>RUSSIAN</b>	Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.	Russian Day: on a chosen date in January the school celebrates Russian Orthodox Christmas with various activities, a themed lunch and speakers. VII and VIII students also visit an orthodox church. Various students take part in cultural events such as the spring festival at Harrow School.
<b>SPANISH</b>	Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.	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. Enrichment units in Spanish taught as follows: UIV – culture – Spanish Christmas traditions, literature in reading week

		<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>
<b>vi) encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010</b>		
<b>ART</b>	Again, the personal nature of the projects students undertake means that there is extensive scope for students to explore issues of discrimination or injustice, generally and towards specific groups	Some examples include Isobel Mather’s sensitive representation of her grandfather’s age and Alzheimer’s Disease, Julie Mo’s and Julia Kennish’s pieces on vulnerable mental states in young people, and numerous works related to food-related health and eating disorders created in response to the AP1 title, ‘Food’.
<b>BIOLOGY</b>	<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 &amp; VARIATION: the behaviour of chromosomes during meiosis (including non-disjunction and chromosomal diseases e.g., Down’s syndrome).</p>
<b>CHEMISTRY</b>	At all levels, UIV to VIII	<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>
<b>CHINESE</b>	Communication and listening skills are taught integrally in every lesson.	
<b>CLASSICS</b>	At all levels MIV-VIII	See above <i>passim</i>
<b>CSCT</b>	All years	Discussions, often impromptu, on gender imbalance in tech, on accessibility issues’ impact on interface design

<b>DRAMA</b>	Through texts such as: The Curious Incident of the Dog in the Night-Time.	This scheme of work focuses on the play whose lead character has learning difficulties (Asperger's/Autism). One lesson is specifically focused on the way that Christopher interprets the world. Students must consider playing this character in a truthful and respectful manner.
<b>ECONOMICS</b>	VII: Inequality of income, wealth, gender... (Theme 2) Role of the welfare state (Theme 2) Negative externalities (Theme 1)	Lessons and homework look at subgroups 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
<b>ENGLISH</b>	At all levels, all the time. The study of literature develops skills of empathy, tolerance and respect for others: this is something that is developed in each year of our curriculum.	Some texts we have taught that particularly enable this: MIV-LV: Coram Boy, The Tempest, Frankenstein, Purple Hibiscus, To Kill a Mockingbird, Caleb Femi's Poor V-VI: Their Eyes Were Watching God, Othello, poetry from other cultures VII-VIII: Translations, Mrs Dalloway, A Streetcar Named Desire, Wuthering Heights
<b>FRENCH</b>	Communication and listening skills are taught integrally in every lesson.	
<b>GEOGRAPHY</b>	MIV – Ecosystems – Spring/Summer term  UIV – Development and Glaciated Landscapes – Autumn and Spring term  LV – One Child Policy and Kerala  VII- Changing Spaces; Making places    All year groups	Debate the drilling of oil taking into account different stake holders on the Yamal peninsula  Students learn about understanding other people in greater depth during development then apply this knowledge in the next unit – focusing on how different people will respond to the growth of tourism in glaciated landscapes.  Students consider a range of viewpoints in response to the policies controlling birth rates  An exploration of the role of different players in driving economic change, this includes the roles of local and

		<p>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.</p> <p>Students are encouraged to think about and respect different viewpoints as well as their own in discussions.</p>
<b>GERMAN</b>	Communication and listening skills are taught integrally in every lesson.	
<b>HISTORY</b>	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
<b>ITALIAN</b>	Communication and listening skills are taught integrally in every lesson.	
<b>MUSIC</b>	Collaboration in group work, giving and taking direction. Studying musicians from different backgrounds and cultures.	Group recordings producing good work, evaluation of group tasks.
<b>PE</b>	All lessons and clubs	We encourage respect for all in every lesson and club
<b>PHYSICS</b>	All years	Regular discussion of historical discrimination towards scientists, e.g., Marie Curie, Rosalind Franklin.
<b>POLITICS</b>	VII – Component 1 and Component 2 (The Judiciary)	Britain’s membership of the Council of Europe and the impact of the HRA on British politics examined. Court cases that have upheld the Equality Act of 2010 examined in class.
<b>RELIGION AND PHILOSOPHY</b>	MIV-VIII	The religion and philosophy department touch on a variety of issues pertaining to ‘protected characteristics’. As well as having a full provision for students with SEN (see handbook). We are also aware of the nature of our IGCSE

	(issues of sexuality, gender and race are all studied in the current IGCSE and A level curricula)	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.
<b>RUSSIAN</b>	Communication and listening skills are taught integrally in every lesson.	
<b>SPANISH</b>	Communication and listening skills are taught integrally in every lesson.	
<b>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</b>		
<b>STANDARD</b>	<b>WHERE IN CURRICULUM</b>	<b>EVIDENCE/EXEMPLARS</b>
<b>ART</b>	Extensive opportunities to engage with this in Visual Arts Course and A-Level independent projects.	Orla Quilligan– a study of political implications of Thatcherism
<b>ART HISTORY</b>		Not specific in any part of the art history syllabus but I flag any cultural policies in General Election years.
<b>CHEMISTRY</b>	6 <sup>th</sup> – Autumn Term: Synthetic polymers  8 <sup>th</sup> – Autumn Term: Polyesters and polyamides	<i>In theory lessons and laboratory sessions:</i>  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.

<b>CLASSICS</b>	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. Examples include: Athenian democracy (studied in Greek classes from V-VIII); Roman society and government (studied from MIV-VIII).
<b>CSCT</b>	Lower school (MIV – LV)  Middle School (V, VI)	Copyright discussed in lessons involving design Data protection discussed in lessons on filming Understanding of how laws are created and the process of reaching Royal Assent Following the development of the Online Harms Bill V CS – discussion of dangers to democracy, Facebook, social media and elections...
<b>ECONOMICS</b>	VII: Macroeconomic Policy (Theme 2)  Market failure (Theme 1) VIII: Globalisation (Unit/Theme 4) VIII: Limitations on and strategies for growth and development (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
<b>ENGLISH</b>	We teach Shakespeare in most years: many Shakespeare plays, especially history and tragedy, explore good and bad government and the dangers of tyranny.	<i>Macbeth and The Tempest</i> (MIV); <i>King Lear</i> (UIV); <i>Hamlet</i> (LV), <i>Antony and Cleopatra</i> (VII) <i>Paradise Lost</i> is all about government and dangers of tyranny

<b>GEOGRAPHY</b>	<p>VII Human Rights/Migration (Autumn) Development – spring term</p> <p>LV – ageing populations</p> <p>VI – responses to climate change - spring term</p> <p>UIV Development / VI Development – Autumn term / summer term</p>	<p>We discuss the role of freedom of speech within human rights and the importance of engaging in the democratic process</p> <p>We consider the role of the ‘grey vote’ in contributing to national policies and the importance of engaging with national governments to promote change</p> <p>We consider the importance of local activism in responding to climate change which work with the international responses, considering how policy at different scales can be implemented</p> <p>In the topic of development, we discuss the indicators of a developed society. We discuss the idea of freedom of speech being an indicator.</p>
<b>HISTORY</b>	UIV-VIII	Parliament (UIV & VII); the evolution of and challenges to democracy (V/VI, Russia and Germany). Law making in Britain (VII)
<b>PHYSICS</b>	VI – energy production	Discussion of laws relating to energy production and climate change, including the role of scientists in the formation of policy.
<b>POLITICS</b>	VII – Component 1 and Component 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.
<b>RELIGION AND PHILOSOPHY</b>	<p>LV</p> <p>V-VI</p>	<p>Students study half a term on political philosophy, including an exploration of the philosophical arguments around democracy, the democratic process and the making a application of law.</p> <p>The IGCSE topic ‘Peace and Justice’ includes a study of the legal system as applied to the rule of law and the prison system.</p>



<b>c) Precludes the promotion of partisan political views in the teaching of any subject in the school</b>		
<b>ART</b>	In written work both for AP3 (VIth) and the Senior School students 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.	
<b>ART HISTORY</b>	A Level	The requirement for reading of Critical texts at A Level would mean that students can encounter methodology that has a clear political lens. John Berger would be the obvious example. This would be identified and discussed.
<b>BIOLOGY</b>	At all levels, UIV to VIII	Teachers' professionalism ensures this, but particularly in areas such as medical research and fertility treatments.
<b>CHEMISTRY</b>	At all levels, UIV to VIII	<i>In theory lessons and laboratory sessions:</i> Teachers' professionalism ensures this.
<b>CHINESE</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	
<b>CLASSICS</b>	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
<b>CSCT</b>	All year groups	Open debate and balanced discussions on ethical issues in class. Teachers facilitate discussions in class.

		V CS and VI CT ethics essays – students research technology issues and are encouraged to determine their own assessments of problems and to formulate their own suggestions for solutions.
<b>ECONOMICS</b>	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>  A range of news sources and viewpoints are used, and speakers are invited from across the spectrum to provide plurality and balance of views.
<b>ENGLISH</b>	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> .	Students are encouraged to consider texts from multiple viewpoints, from the MIV upwards. At A Level it is a requirement that readings of texts consider and engage with alternative viewpoints.
<b>FRENCH</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	International politics: spring terms weeks 8 – 10.
<b>GEOGRAPHY</b>	All year groups	When writing discussion responses/essays, students are encouraged to be balanced in their approach and consider both sides of a discussion.
<b>GERMAN</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	International politics: spring terms weeks 8 – 10.
<b>HISTORY</b>	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

<b>ITALIAN</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	International politics: spring terms weeks 8 – 10.
<b>POLITICS</b>	VII and VIII	Balanced arguments always presented by teachers in lessons. Students encouraged to justify their opinions based on evidence rather than assertion.
<b>RELIGION AND PHILOSOPHY</b>	Across year groups	In outlining the specific aims of the department the handbook states: ‘the religion and philosophy department fosters the ability to be able to form arguments from contrasting standpoints and to evaluate them.’ All views/ opinions/ stances are subject to respectful enquiry. No religious or political view is taught as superior to any other.
<b>RUSSIAN</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	International politics: spring terms weeks 8 – 10.
<b>SPANISH</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	International politics: spring terms weeks 8 – 10.
<b>d) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils</b> 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.		
<b>CHINESE</b>	Politics units taught in Year 13 present fact rather than opinion; students develop their own views based on research.	

<b>CLASSICS</b>	At all levels MIV to VIII	Careful, informed and professional design and delivery of curriculum lessons and extra-curricular activities
<b>CSCT</b>	All year groups	Open debate and balanced discussions on ethical issues in class. Teachers facilitate discussions in class. V CS and VI CT ethics essays – students research technology issues and are encouraged to determine their own assessments of problems and to formulate their own suggestions for solutions.
<b>DRAMA</b>	Year Eight - Political Theatre  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. The Street of Crocodiles</i>
<b>ECONOMICS</b>	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.	
<b>ENGLISH</b>	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> .	In all classroom and co-curricular activities students are encouraged to listen to views and opinions that differ from their own; they are taught the difference between fact and opinion in the MIV and learn the finer points of differentiating the two as part of English Language GCSE.
<b>FRENCH</b>	Politics units taught in Year 13 present fact rather than opinion; students 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.

<b>GEOGRAPHY</b>	<p>V- rural and urban – autumn term</p> <p>VII – changing spaces; making places</p> <p>MIV – near &amp; distant places – Autumn term</p> <p>All year groups</p>	<p>Migration – both the positive and negative impacts are discussed</p> <p>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> <p>When discussing human activity in Russia 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>
<b>GERMAN</b>	<p>Politics units taught in Year 13 present fact rather than opinion; students 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>
<b>HISTORY</b>	<p>Careful selection of external speakers</p>	<p>History Society</p>
<b>ITALIAN</b>	<p>Politics units taught in Year 13 present fact rather than opinion; students 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>
<b>MATHS</b>	<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>	

<b>PHYSICS</b>	LV: nuclear physics	Advantages and disadvantages of electricity generation by nuclear power stations and why there is economic and political controversy surrounding these. Discussion of differing views and how these are equally supported by the evidence.
<b>POLITICS</b>	VII and VIII	Balanced arguments always presented by teachers in lessons
<b>RELIGION AND PHILOSOPHY</b>	Across year groups	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.
<b>RUSSIAN</b>	Politics units taught in Year 13 present fact rather than opinion; students 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.
<b>SPANISH</b>	Politics units taught in Year 13 present fact rather than opinion; students 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.

<b>e) Sustainability</b>		
<b>ART</b>		
<b>ART HISTORY</b>	GCSE	Currently updating GCSE course content to have leading 'issues' running through. Sustainability will be one. It will pop up as a question through the Survey 60 and the Global course through talking points such as use of materials – ivory. Religious attitudes to nature - Use/abuse of nature – Landownership versus Land Art. When do critical voices emerge... NATURE = A Level course. This is a quarter of the whole A Level. The current climate crisis frames the course as a lens through which we study diverse responses to the natural world through time and across cultures. Chinese, Japanese and Hindu visual culture as well as European theory and practices UIV: Spring term Animal diversity topic
<b>BIOLOGY</b>	A Level  Awareness of biodiversity and its importance is integral to the study of biology	: LV: Autumn term Classification: The nature and variety of living organisms V: Autumn term: Crop Production Organic vs intensive farming methods V: Summer term Feeding relationships and ecosystems: Food webs, nutrient cycles & fish farming V: Summer term Human Impacts on Environment: water and air pollution including enhanced GHE. V: Field trip to Juniper Hall VI: Spring term: Use of genetically modified organisms in food production & potential effects on ecosystems VII: Spring term Classification & Natural Selection VII Summer term: Biodiversity including importance of BD, evaluations of national & international agreements &

		<p>evaluation of <i>in situ</i> vs <i>ex situ</i> conservation, effect of human populations on biodiversity</p> <p>VIII Autumn term: Ecosystems &amp; Populations &amp; Sustainability: Intensive vs organic farming practises with respect to energy efficiency, Sustainable management of resources including fisheries &amp; forestry, Conservation case study research on important ecosystems &amp; national parks, conservation vs preservation &amp; evaluation of conservation strategies</p>
<b>CHEMISTRY</b>	Lower school	UIV Air quality topic
<b>CHINESE</b>	Our teaching of everyday different topics at KS3, IGCSE and A Level naturally lend themselves to discussion around sustainability and the protection of the environment.	<p>MIV: Sustainable ways to celebrate birthdays in China.</p> <p>UIV: Travel and transport – exploring ecological ways to travel.</p> <p>LV: Ecological travel; buying second hand clothes; recycled furniture; responsible food waste; climate change and the weather</p> <p>V: Research on weather changes as a result of climate change; changes of cities/landscapes/sustainability in Chinese schools</p> <p>VI: Environmental awareness in China; sustainable shopping; ecological travel; saving the planet.</p>
<b>CLASSICS</b>	MIV - Senior School	<p>MIV: Vesuvius and effects of the eruption of AD 79 (importance of Vesuvius for Roman agriculture; exploitation vs danger); gladiatorial games – effects on animal population.</p> <p>UIV: discussion of extent of Roman empire and farming practices in Roman Britain; ancient attitudes towards the environment; effects of ancient culture on the environment (e.g., Mary Beard on evidence for ancient pollution in polar ice caps).</p> <p>Trade issues with Alexandria and the Roman Empire.</p>



	Co-curriculum	<p>LV: effects of Romanisation on the empire; the Roman army and its effect.</p> <p>Seniors: where relevant, we study texts that raise questions of attitudes towards the world around us and the environment (e.g., Virgil's Georgics, Lucretius, Plato).</p> <p>Sustainability issues are addressed within our co-curricular programme (e.g., talks on impact of Greek and Roman civilisations on the climate, ethics and problems in museum collections, such as the Elgin Marbles).</p>
<b>CSCT</b>	Whenever the opportunity arises, all year groups	<p>UIV 3D printing – discussions on plastics and recycling, recyclable plastic, etc.</p> <p>V – ethics lessons on the effect of tech on the environment</p> <p>Battery safe disposal scheme in use</p>
<b>DRAMA</b>	<p>Sustainability will be addressed whenever the opportunity arises in all year groups. We have identified specific units of work where sustainability will become more of a focus. We expect to develop this further with time.</p> <p>We are considering sustainability in both form and content and aiming to reduce the carbon footprint of our productions.</p>	<p>MIV – Metamorphosis SoW – exploring different environments as part of storytelling</p> <p>UIV – Political theatre – exploration of issues related to sustainability – students create a performance communicating messages about sustainability</p> <p>LV – Technical theatre, developing awareness of sustainability in design choices in practical theatre</p> <p>V – The Seagull – Naturalism - the impact of the environmental words on the individual</p> <p>VI – Devised work may focus on environmental themes</p> <p>VII – Live theatre may focus on environmental issues, devised work may explore the theme</p> <p>VIII – Jerusalem – Jez Butterworth – the pastoral</p>

<b>ECONOMICS</b>	<p>The environment is discussed in the context of Macroeconomic Objectives, and as a common case study in the topic of Externalities.</p> <p>Past exam paper contexts are often focusing on sustainability.</p>	<p>Case studies relating to sustainability and renewable/non-renewable.</p> <p>The principle of scarcity is central to the course, and so is a common theme in lessons.</p> <p>Speakers from outside school on the topic discuss the economics of environmental issues. We also recommend Doughnut Economics on our reading list which is an important text on the issue.</p>
<b>ENGLISH</b>	<p>Our teaching of pastoral literature and specifically the Romantics and nature poets lends itself to ecocritical discussion</p> <p>We increasingly put handouts and resources in OneNote rather than printing</p>	<p>Romantics in the UIV, contemporary poetry in the LV, <i>Paradise Lost</i> and other English pastoral texts in the VII and VIII, poetry of Ted Hughes and Sylvia Plath in the VIII.</p> <p>MIV: exploitation of natural resources in <i>The Tempest</i></p> <p>UIV: whole unit on Romantic (and eco) poetry that explores our relationship with environment</p> <p>LV: pastoral and respect for natural world in <i>Far From the Madding Crowd</i> and <i>Kes</i></p> <p>V-VI: rural v urban discussion in <i>Great Expectations</i>; nature poetry; debating and writing about sustainability issues in English Language</p> <p>VII-VIII: pastoral literature, <i>Paradise Lost</i>; poetry of Ted Hughes and Sylvia Plath</p> <p>Ecocriticism is a mainstream critical approach that we teach from the VI upwards.</p>
<b>FRENCH</b>	<p>Our teaching of everyday different topics at KS3, IGCSE and A Level naturally lend themselves to discussion around sustainability and the protection of the environment.</p>	<p>MIV – Countries and cities – exploring adjectives to describe ecological and unecological spaces. Sports and activities – cycling/running/trekking in the outdoors.</p> <p>UIV – second hand shopping; modes of transport</p> <p>LV - Theme 2 – Local, national, international and global areas of interest - Home town, neighbourhood and region</p> <p>V – environment (IGCSE topic)</p> <p>VI – environment (IGCSE topic)</p> <p>VII – Theme 3 - volunteering we teach parts of this topic in the context of sustainability and the protection of the</p>

		<p>environment. Theme 4 – national heritage, regional and local heritage (impact of tourism on the environment/travelling near rather than far).</p> <p>VIII – Voting and the political system (questions of environment); immigration and politics – climate change.</p>
<b>GEOGRAPHY</b>	<p>Sustainability is embedded throughout the geography curriculum and detailed within all schemes of work. This includes continued consideration of sustainability being more than an environmental concept, but also a social and economic concept. We consider the role of sustainability at a range of scales and encourage students to develop their depth of understanding about sustainability throughout their geography careers. Although exemplars from all year groups are included, this is a key geographical concept which is considered very frequently.</p> <p>There are many definitions of sustainability, but one that is widely used by policy-makers is the <a href="#">Egan Wheel</a>. This shows the sustainability of communities. We discuss the Egan Wheel at length in geography and apply it to communities. In geography society, we are going to be applying the Egan wheel to the school community which encourages students to go beyond a face-value, environmental focused definition of sustainability.</p>	<p>MIV – Autumn term – Russia &amp; oil drilling in the Yamal peninsula. The destruction of ecosystems. Climate change</p> <p>UIV - the impact of global warming on development; the consideration of the increasing severity and frequency of droughts. The impact of warming on glaciated environments and the necessity for sustainable tourism.</p> <p>LV – the changing nature of population and considering the impacts of consumerism on the environment</p> <p>V – sustainable development of cities e.g., Mumbai and London including learning from Dharavi (rural-urban links). Adaptation and mitigation to increasing coastal hazards (Coastal Hazards)</p> <p>VI – Weather, Climate &amp; Ecosystems - the impact of humans on our environment and the responses to this at different scales</p> <p>A Level – sustainability is a keyword and is therefore embedded throughout all units</p> <p>Geography Society – sustainability</p> <p>Classification: Autumn term introduces idea of climate change and how it affects coral reef ecosystems and Arctic food webs</p> <p>Joint geography &amp; Science field trip in summer term</p>
<b>GERMAN</b>	<p>Our teaching of everyday different topics at KS3, IGCSE and A Level naturally lend themselves to discussion around sustainability and the protection of the environment.</p>	<p>MIV – School subjects (teaching sustainability in school); adjectives to describe towns (eco-friendly towns); sustainable shopping; transport (public transport/cycling); weather.</p> <p>UIV – Sustainable transport; weather; eco-friendly towns; sustainability in schools</p>

		<p>LV – sustainability in festivals; second hand clothes; fairtrade fashion.</p> <p>V/VI- Local, national, international and global areas of interest; living in a eco-friendly way (house and home); travel and tourism; environment.</p> <p>VII/VIII - Festivals and traditions; Art and Architecture (how can it impact/protect the environment); Berlin as a city – ecological aspects</p> <p>VIII – migration of people and its impact on the environment; refugee crisis as a result of environmental issues; German in the EU – environmental initiatives; young people and politics from an environmental perspective.</p>
<b>HISTORY</b>	MIV-VIII	<p>Social - Process in which our systems, processes and structures promote well-being, equality, diversity, and overall good quality of life.</p> <p>MIV – Anglo-Saxon England; Anglo-Norman anti-slavery measures; study of global perspectives in West Africa, China, Middle East.</p> <p>LV – abolition; welfare state; female suffrage.</p> <p>V/VI - democracy in C20th international relations</p> <p>VII – growth of parliament; medieval antisemitism; French Revolution; Spanish empire in Americas.</p> <p>VIII – Partition; persecution in witchcraze; Little Ice Age</p>
<b>ITALIAN</b>	Our teaching of everyday different topics at KS3, IGCSE and A Level naturally lend themselves to discussion around sustainability and the protection of the environment.	<p>UIV – Unit 3 (describing local area); daily life (sustainable actions); Unit 5 (sustainability in schools); Unit 6 and 7 (eco-tourism; travelling locally within Italy); Unit 10 (describing a town); Unit 12 (responsible consumption of food).</p> <p>LV – revision of the above, plus Unit 15 (ethical fashion); Unit 17 (protection of the environment/pollution).</p> <p>V – Units 1-3 (describing our homes – environmentally friendly ways of living; responsible shopping and fair trade; protection of the environment; protection of Italy’s national parks)</p>

		<p>VI – Unit 5 (eco-friendly travel and tourism; protection of the environment)</p> <p>VII /VIII - Sustainability in schools; the demise of traditional Italian industries and possible solutions; jobs in sustainability; the power of advertising sustainability</p>
<b>MATHS</b>		
<b>MUSIC</b>	<p>The majority of our curriculum is now paperless, students use their laptops to access resources and do their work.</p> <p>We repair resources whenever possible, including sending instruments for repairs / servicing on an annual basis and having a supply of small parts available for on-site repairs and maintenance.</p>	
<b>PE</b>	<p>Stopped distribution of plastic waterbottles at fixtures/lessons. Have mandated re-usable waters in lessons and at fixtures home and away.</p> <p>Turn off lights in venues when not in use.</p>	
<b>PHYSICS</b>		<p>Efficiency of energy transfers (LV) and processes regularly discussed, whether electrical transfers (e.g., VI, VII), mechanical (e.g., V, VII) or heating (e.g. V, VIII) and choices that we can make, e.g. LED vs filament lamps, electrical vs mechanical cars.</p> <p>New course designed by GBD on climate science, explaining how the climate works, differences between climate and weather, the greenhouse effect, global warming and calculating energy values for different types of energy resources to assess feasibility of the different options.</p> <p>Advantages and disadvantages of different energy resources for electricity generation, particularly renewable vs non-renewable.</p>

		Advantages of disadvantages of nuclear power and use of radioactive sources in industry, including consideration of waste and lasting impact on environment. Discussion of nuclear fusion and how this could “solve” the energy crisis if made viable.
<b>POLITICS</b>		<p>VIIth – discussion of environmentalism and sustainability as a political party and pressure group issue, as part of the government agenda and as a political philosophy.</p> <p>VIIIth – discussion of sustainability as part of the US political agenda – individual states, parties, pressure groups and the extent it forms a part of the government programme and election party offer.</p> <p>MUN – a regular discussion point on the MUN programme both in school and at conferences.</p> <p>Politics Society – a topic of discussion in the meetings.</p> <p>Discussion of sustainability as a party policy across the range of political parties.</p> <p>Teacher on SPEAC team.</p>
<b>RELIGION AND PHILOSOPHY</b>	<p>MIV-UIV</p> <p>LV</p> <p>V-VI</p> <p>VII-VIII</p>	<p>In the MIV and UIV students study a range of major world religions including each tradition’s approach to world issues is considered. For example, they are asked to produce a poster on Islam’s approach to the environment.</p> <p>In the final term of the LV, as a culmination of their year of study in philosophy, students study a unit called ‘Thinking About the Future: Risk and Short-/Long-term Planning’ which includes consideration of how we might approach issues such as: The Environment, Future Generations and Population, Existential Catastrophe and Activism.</p> <p>The IGCSE course includes study of the topic ‘The Universe and the place of human beings within it’ which includes environmental ethics and discussion of the treatment of animals.</p>

		The A Level course includes a paper on ethics, in which students consider their moral responsibilities towards others, including animals and the environment.
<b>RUSSIAN</b>	Our teaching of everyday different topics at KS3, IGCSE and A Level naturally lend themselves to discussion around sustainability and the protection of the environment.	<p>UIV – Sustainability in towns; furniture (reusable); different types of houses; ecological transport; vegetarian and local food; ecological travel and transport on holidays.</p> <p>LV – Celebrations and festivals; local area, holiday and travel; sustainability in schools; house and home/daily routine; sustainable shopping; weather.</p> <p>V/VI – ecotourism; sustainable travel; dwellings in towns and problems with contamination/rubbish; sustainable shopping; jobs in sustainability; sustainability in schools.</p> <p>VII/VIII -</p>
<b>SCIENCE (overall)</b>	<p>All years – efficiency</p> <p>UIV – climate science</p> <p>VI/VII/VIII - electricity generation</p> <p>LV/VIII - radioactivity &amp; nuclear power</p>	<p>Science: More sustainable use of resources:</p> <p>Dept documents digitally shared not hard copies</p> <p>Encourage use of Onenote for lesson resources and hwk submission to reduce paper use</p> <p>Heating mats (electric) to replace Bunsens (gas) to be trialled in 2022/3</p> <p>Pen recycling in all labs</p> <p>Battery recycling in prep rooms</p> <p>Repair and reuse including donations to LabAid of apparatus where possible</p> <p>Recycling of plastic, glass &amp; cans in work room</p> <p>Use of rechargeable batteries or devices with USB input where possible instead of single use batteries</p> <p>Reduced use of disposable items e.g., syringes, gloves, plastic aprons where possible</p> <p>Peat free compost use and non-pesticide controls for aphid break outs in biology labs</p> <p>Bulk soap used to fill soap dispensers</p> <p>Compost bin purchased -once installed biology plant waste from practical work will be composted</p>

		General studies (Plant biology, animal behaviour) & Plant Captains & Sustainable Chemistry clubs promote awareness of environmental issues
<b>SPANISH</b>	Our teaching of everyday different topics at KS3, IGCSE and A Level naturally lend themselves to discussion around sustainability and the protection of the environment.	<p>UIV - My town; Daily routine; sustainability in schools.</p> <p>LV – Ecological travel; weather; responsible shopping; jobs in sustainability; environmental concerns; the natural world; environmentally friendly festivals and celebrations</p> <p>V – Tourism and environment; sustainable housing; the schools of the future sustainable shopping; sustainable transport; daily routine; weather; sustainable eating.</p> <p>VI – Environmental issues/natural world/suggestions for a greener life; eco-friendly festivals and celebrations; current affairs in the context of sustainability; emergencies and natural disasters</p> <p>VII – Environmental concerns; EU transition to green energy in Spain; the impact of tourism on environment; sustainable fashion; sustainability in schools; politics and the environment; political activism; advertising, consumerism and sustainability.</p> <p>VIII – Consumer power and responsibility; sustainable economic development; environmental concerns; nature conservation and national parks in Spain; endangered species in Spain; sustainable cities; the green transition.</p>



## APPENDIX 2: CLUBS/SOCIETIES

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Senior Rowing	U16 Rowing	Senior Rowing	U16 Rowing	Senior Rowing
U15AB Netball	Senior 1st & 2nd Lacrosse	Swim Training	U15 Lacrosse	U15 Rowing
U14 Netball	Conditioning, Agility & Skill Work	U16AB Netball	U14 Lacrosse	Senior 1st, 2nd, 3rd Lacrosse
U13 Lacrosse	Jazz Duo	U12 Lacrosse	Senior Netball	U12AB Netball
Cricket	Lacrosse Skills Session	Spanish Literature Society	U13 Netball	Brass Group
Close Harmony	U14AB Lacrosse (autumn term)	Bassoon Quartet	Percussion Ensemble	Chamber Music
Chamber Music	U14A-E Netball (spring term)	Chamber Music	U13 Lacrosse	Harping On
Harptastic	Senior Netball	Senior Lacrosse 1st, 2nd, 3rd	U16 Rowing	SPEAC - VII committee meeting
U12AB Lacrosse	Netball Shooting	U12A-H Netball	Basketball	U15AB Netball
U13A-F Netball	Middle Distance Cross Country	U15 Rowing	Middle Distance Cross Country	U14A-E Netball (Autumn term)
U15 Rowing	Swim Training	Play rehearsals	Swim Training	U14AB Lacrosse (Spring term)
Bimble (Cross Country)	New Views playwriting	Drama Scholars Masterclass (every 2 weeks)	MIV Drama Club	Lacrosse Goalie Work / Open Shooting
Volleyball	Play rehearsals	Drama Platform (every 2 weeks)	Play rehearsals	Cricket
Costume Club	Junior Choir	Middle School Choir	Brook Green Strings	Karate

Play rehearsals (Autumn term)	Chamber Orchestra	Architecture Society (from beginning of spring term)	Concert Band	Evolve theatre company (starting January)
Senior Choir	Senior World Drumming	Experimental Film Society (every 2 weeks)	Music Theatre Club	Improv Club
Jazz Ensemble	Chemistry & Sustainability Club	Java Coding Club	AI & Ethics Society	Band Space
Junior World Drumming	Crochet Club	Law Society	German Culture Club	Chess Club
Creative Writing Club	Junior Feminist Society	Science Society	UIV & LV Hans Woyda	Creative Coding
History Society	Table Tennis Club	Senior Philosophy Society	Japanese Club	MIV Debating
Junior Economics Society	Yoga	American Flag Football	MedSoc	Friday lecture
MIV Science Club	Flute Ensemble	Basketball	Model United Nations	Clarinet Ensemble
Ready, Set... Russian	Groove Monsters	Contemporary Dance	PoCSoc	Recorder Ensemble
Senior Feminist Society	Platform Concert	UIV Drama Club	Portrait Painting	Play rehearsals
German Club at local primary school	Coding for Competitions	Chamber Music	Badminton	Charities Committee meeting
VR Club	V+ Debating	Wind Band	Kickboxing	Maths Doodles
Football	Film Society	Computer Science Society	Netball Skills/Drills	Meccano Club
LV Drama Club	Junior Engineering Society	UIV/LV Debating	S&C Weight Training (for elite and invited athletes)	SPEAC project meeting
Chamber Music	Literary Society	Finance Society	Drama Tech Club	Citizen Science: Prototype Engineering
Classical Guitar Ensemble	Open Lab Science Investigations Club	Junior Philosophy Society	Cantamus	Debate training

Saxophone Ensemble	Politics Society	Plant Captains	Highly Strung	
Christian Union	Studio Production rehearsals	Russian Literature & Film Club	SPGotSoul	
Classical Society	U12AB Lacrosse (1st half autumn term)	Spectrum	Hispanic Culture Club	
Cover to Cover (Book Club)	U13AB Lacrosse (1st half autumn term)	Creative Writing group	Italian Club	
Dissection Society	Chamber Music	Equestrian Club	Linguistics Club	
Latin American Legends Club	Paulina Voices	Life Drawing Class	Pepper Robotics Club	
Physics Society	Coding for Competitions	Scuba Club	Junior Team Maths Challenge Club	
Vet Soc (every 2 weeks)	Launch Engineering (starts 2nd half autumn term)	Studio Production rehearsals	Pottery Throwing Club	
Studio Production rehearsals	Textiles and Fashion Club	U16 Rowing	Fencing	
Play rehearsals (Autumn term)		Chamber Music	Rowing	
Junior Art Club		Opera/Musical	Sinfonia	
Launch Engineering (starts 2nd half autumn term)		AWS App Development (starts 2nd half autumn term)	Symphony Orchestra	
Self Defence		Robotics Club	Afro-Caribbean Society	
Chamber Music			Joint Philosophy Society (with SPS)	
Opera/Musical			London Schools Eco Network	
VR Club				

## APPENDIX 3: ASSEMBLIES

### AUTUMN TERM 2022/23

Day	Date	Whole-school Assembly - Speaker	Subject	Singing	Year groups attending in person (rest watch live stream in classrooms, except for year assembly rota)	Year assembly rota
WEEK 1						
Friday	02-Sep	High Mistress		Climb every mountain	MIV, UIV, LV, VI, VII	No year assembly
WEEK 2						
Monday	05-Sep	Head of School Team		Jerusalem	MIV, UIV, V, VI, VIII	LV
Friday	09-Sep	High Mistress	The Queen	I vow to thee my country	MIV, UIV, LV, VII, VIII	V, VI (live stream)
WEEK 3						
Monday	12-Sep	Kate Frank	Tracking animals in the Pantanal	Circle of Life (The Lion King)	UIV, V, VI, VII, VIII	MIV
Friday	16-Sep	Charities Committee			MIV, LV, V, VI, VII	UIV
WEEK 4						
Monday	19-Sep	High Mistress		Three Little Birds (Bob Marley)	MIV, UIV, LV, V, VIII	VI
Friday	23-Sep	SPEAC			MIV, UIV, V, VI, VII	LV
WEEK 5						
Monday	26-Sep	Harriet Oliphant	European Day of Languages	Lean on Me (Bill Withers)	MIV, UIV, LV, VI, VIII	TBC
Friday	30-Sep	Chaplain			MIV, LV, V, VI, VII	UIV
WEEK 6						
Monday	03-Oct	Afro-Caribbean Society	Black History Month	Make me a channel of your peace	UIV, LV, V, VI, VIII	MIV
Friday	07-Oct	Fred Hitchcock	TBC		MIV, UIV, LV, V, VII	VI
WEEK 7						
Monday	10-Oct	PE department / sports captains	Interform launch		MIV, UIV, LV, VI, VII	V
Friday	14-Oct	High Mistress	Presentation assembly	I vow to thee my country	MIV, UIV, LV, V, VIII	No year assembly
HALF TERM						
WEEK 8						
Monday	31-Oct	High Mistress		Don't stop me now (Queen)	MIV, UIV, V, VI, VII	LV
Friday	04-Nov	Senior Scholarship presentations			MIV, UIV, LV, VI, VIII	V
WEEK 9						
Monday	07-Nov	Coco Stevenson	Islamophobia Awareness Month		MIV, UIV, LV, V, VII	VI
Friday	11-Nov	Remembrance Assembly - High Mistress	Remembrance	Abide with me	MIV, UIV, LV, VI, VIII	No year assembly
WEEK 10						
Monday	14-Nov	Agi Geras	Period Taboo	Reach for the Stars (S Club 7) - When the world leaves you feeling blue	UIV, LV, V, VI, VIII	MIV
Friday	18-Nov	OCCASIONAL DAY				
WEEK 11						
Monday	21-Nov	MUN Society	Model United Nations	A million dreams (The Greatest Showman)	MIV, LV, V, VI, VII	UIV
Friday	25-Nov	Cat Graham & Jade Ramsay-Overall	Theology and the study of religions		MIV, UIV, V, VI, VIII	LV
WEEK 12						
Monday	28-Nov	Leigh O'Hara / SPEAC	Partnerships (including eco-partnerships)	Count on Me (Bruno Mars)	MIV, UIV, LV, VI, VII	V
Friday	02-Dec	Chaplain			UIV, LV, V, VI, VIII	MIV
WEEK 13						
Monday	05-Dec	Bernard Hughes	How we listen to music	In the bleak midwinter (Holst)	MIV, LV, V, VI, VIII	UIV
Friday	09-Dec	PE assembly - Sports Captains			MIV, UIV, LV, V, VII	VI
WEEK 14						
Monday	12-Dec	NO ASSEMBLY				
Wednesday	14-Dec	High Mistress	Christmas assembly and presentations	O come all ye faithful/Hark the herald	MIV, UIV, LV, VI, VIII	No year assembly

## APPENDIX 4: LIST OF PARTNERSHIP/MENTORING ACTIVITIES

### Primary Schools Project (all of which fall under volunteering and mentoring)

Name of School	Project	Run by
Flora Gardens	Panathlon, Extended Reading & Enrichment Days	7ths & HoST
St Stephens	Panathlon, Sports Tournament Book Clubs and Enrichment Days	7ths & HoST
Park Walk School	Book Clubs and Enrichment Days	7ths & HoST
Azbuka School	Enrichment Day	HoST
Derwentwater School	Music Junction	Various
Sacred Heart and Larmenier	French & German Clubs, Minimus, Enrichment Days Living Library and sports days	Various
John Betts School	Panathlon, French Club and Music Junction	Various
Good Shepherd	Panathlon & Sports Tournament	PE
St John XXIII	Panathlon	PE
Holycross	Sports Tournament	PE
Greenside School	Sports Tournament	PE
Kenmont School	Sports Tournament	PE
Brackenbury School	Sports Tournament	PE
Old Oak School	Sports Tournament	PE
St Mary's	Sports Tournament	PE
St Augustine's	Sports Tournament	PE
St Peter's	Sports Tournament	PE

## Secondary Schools Project

Most of these are collaborations and knowledge sharing between teachers and students.

Name of school	Project	Run by
Various	West London Partnership	SPGS, SPS, Wimbledon High School, Putney High, West London Free, Hammersmith Academy, Cardinal Vaughan, Christ's School, Latymer Upper, Sacred Heart High School
Hammersmith Academy	HE Support, Drama Workshops, Creative Technologies, STEM Summer classes and Easter Revision	Science/Maths with our 8ths as mentors
West London Free School	HE Support, Debating Training, STEM Summer classes and Easter Revision	Science/Maths with our teachers - 8ths as mentors
Cardinal Vaughan Memorial School	HE Support, Creative Technologies, Drama Workshops, STEM Summer classes and Easter Revision	Science/Maths with our teachers - 8ths as mentors
IntoUniversity	Mentoring and work experience	Students and parents
Sacred Heart (Hammersmith)	Space use, HE Support and Creative Technologies	CSCT/HE/teachers
Sacred Heart	Drama workshops	Director in Residence
Fulham Boys'	Drama Workshops	Director in Residence
Collyer's	Talks/event	Various

## APPENDIX 5: THE FRIDAY PROGRAMME

### Friday Lectures- Autumn term 2022

September	9	Leigh O'Hara, Assistant Head, Director of Partnerships and Director of Music
	16	Anja Saso, Paediatrician and Wellcome Trust Global Health Clinical PhD Fellow
	23	Malcolm Green, Film maker, Writer and Creative Director
	30	Susan Acland-Hood, Permanent Secretary at the Department of Education
October	7	Ansel Wong, Cultural and Political Activist
	14	Elizabeth Prochaska, Barrister specialising in Equality and Human Rights Law
November	4	Hannah Parry, Organist, Writer and Volunteer Aid Worker
	11	Geoffrey Govier, Pianist – Parfitt Day Lecture
	25	Helen Grant, Member of Parliament for Maidstone and the Weald, UK Special Envoy for Girls' Education and the Prime Minister's Trade Envoy to Nigeria
December	2	His Honour Judge Richard Marks Q.C., Common Serjeant of London
	9	Surya Bowyer, Curator and Historian, Collaborative Doctoral Student at Science Museum Group and Birkbeck Department of History of Art