

Spiritual, Moral, Social and Cultural (SMSC) development of students is woven into the fabric of every student's individual and collective educational experience at The Quest Academy. Through the formal curriculum, Pastoral care, Academy days, and extracurricular activities a wide range of diverse provision and opportunity supports the needs of all students. The Academy celebrates the wide diversity of background and experience that its students and staff bring and see this as a key strength of the institution.

British values are an integral part of SMSC provision and the Academy is committed to ensuring all students have:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Students learn, explore and develop knowledge and understanding in each concept in the table below.

### SMSC topics

<b>SPIRITUAL DEVELOPMENT:</b> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Faith, worship</li> <li>• Critical thinking</li> <li>• Valuing opinions of others</li> <li>• Emotions and feelings</li> <li>• Reflection and self-reflection</li> <li>• Beliefs</li> <li>• Values</li> <li>• Personal experiences</li> <li>• Relationships with others</li> <li>• Understanding of strengths and weaknesses</li> <li>• Creativity, art, music, literature</li> <li>• Will to achieve, striving excellence</li> <li>• Celebrating success</li> <li>• Wonder and mystery of the natural world</li> <li>• Imagination</li> <li>• Curiosity</li> <li>• Courage</li> </ul>	<b>MORAL DEVELOPMENT:</b> <ul style="list-style-type: none"> <li>• Individualism</li> <li>• Personal behaviour</li> <li>• Responding to views of others</li> <li>• Telling the truth</li> <li>• Helping others</li> <li>• Learning from mistakes</li> <li>• Fairness and justice</li> <li>• Distinguishing between right and wrong</li> <li>• Respecting property</li> <li>• Respecting the environment</li> <li>• Making informed choices</li> <li>• Making independent decisions</li> <li>• Responsibility for own actions, consequences</li> <li>• Moral code</li> <li>• Empathy</li> <li>• Respect</li> <li>• Promoting good behaviour</li> <li>• Discouraging bullying</li> <li>• Respecting different views</li> <li>• Fair play</li> <li>• Assertiveness</li> <li>• Expressing own views</li> <li>• Considerate lifestyle</li> <li>• Making decisions</li> <li>• Welfare of self and others</li> <li>• Taking responsibility for own actions</li> </ul>
<b>SOCIAL DEVELOPMENT:</b> <ul style="list-style-type: none"> <li>• Individual and group identity</li> <li>• Local, national and global belonging</li> <li>• Community</li> <li>• Socially acceptable behaviour</li> <li>• Obeying the rules</li> <li>• Working as a member of the group</li> <li>• Compromise and consensus. Democracy</li> <li>• Family</li> <li>• Citizenship</li> <li>• Positive relationships with others</li> <li>• Equality</li> <li>• Team building</li> <li>• Careers</li> <li>• Being productive in the society</li> <li>• Caring for others</li> <li>• Cooperation</li> <li>• Rights in the society</li> <li>• Responsibilities in the society</li> <li>• Conflict resolution</li> </ul>	<b>CULTURAL DEVELOPMENT:</b> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Tolerance</li> <li>• Inclusion</li> <li>• Different cultures</li> <li>• Traditions</li> <li>• Artistic events</li> <li>• Cultural events</li> <li>• Celebrating talents</li> <li>• Local, national and global belonging</li> <li>• History, geography</li> <li>• Foreign languages</li> <li>• Worldwide communication &amp; ICT</li> <li>• Symbolic communication, images and icons that have meaning in different cultures</li> </ul>

## 1. Curriculum: My Quest Journey

The Academy has a bespoke programme for Years 7-9 which provides students with a comprehensive programme RSE in combination with key aspects of SMSC whilst maintaining British values and exploring the concept of community. This is taught in one lesson a week with a spiral curriculum that is complemented and extended through the tutor programme into KS4.

The next three pages outline the programme of study.

## The Year 7 MQJ Programme of Study:

Year Group Mapping: Progression Plan			Subject:		Year Group: 7	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Transition	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships
Topics covered:	<ul style="list-style-type: none"> <li>Settling into secondary school</li> <li>Developing positive friendships</li> <li>Emotional wellbeing</li> <li>Personal safety, including first aid</li> <li>Study skills</li> </ul>	<ul style="list-style-type: none"> <li>British values</li> <li>Democracy</li> <li>voting system</li> <li>legal system</li> <li>Leadership Qualities</li> <li>Civil Rights and Impact</li> </ul>	<ul style="list-style-type: none"> <li>Power of knowledge</li> <li>Positive role models</li> <li>Perseverance</li> <li>LGBTQ</li> <li>Social media and self esteem</li> <li>Online stress and FOMO</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Healthy Relationships</li> <li>Peer Pressure</li> <li>Family dynamics</li> <li>Parental responsibilities</li> <li>Toxic Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Importance of physical health</li> <li>Healthy brain</li> <li>Changes in puberty and how to manage emotions</li> <li>Addictive substances</li> <li>Vaping</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> <li>Introduction to prejudice and discrimination</li> <li>Why diversity should be celebrated</li> <li>Bullying</li> <li>Cyberbullying</li> </ul>
Keywords & phrases:	Empathy, adjustment, respect, friendship, wellbeing, first aid, auditory, visual, kinaesthetic.	Democracy, voting, law, legislation, LGBT+, research, human rights	Aspiration, resilience, knowledge, power, perseverance, body image, reflection, <a href="#">team work</a>	Diversity, respect, tolerance, difference, exploitation, empathy	Exercise, endorphins, puberty, emotions, addictive, tobacco, nicotine, alcohol.	Prejudice, discrimination, diversity, bullying, cyber bullying, bystander effect.
Assessment opportunities:	Baseline and end point assessment at end of each lesson  Design your own personal safety poster	Baseline and end point assessment at end of each lesson  Who has changed Britain? - research task	Baseline and end point assessment at end of each lesson  Create their own social media post about how to stay safe online.	Beginning and end of topic baseline and end point assessment, I can <a href="#">statements</a> , role play.	Beginning and end of topic baseline and end point assessment, I can <a href="#">statements</a>  Healthy lifestyle pamphlet.	Beginning and end of topic baseline and end point assessment, I can <a href="#">statements</a>  Advice poster for next <a href="#">years</a> year 7s.
[1] Career link opportunities	Police, transport sector, paramedic, medical professional, designer.	politician, police, solicitor, barrister, activist, author, medical professional	Athlete, activist, scientist, presenter, performer, CEO, engineer, politician	Activist	Athlete, coach, psychologist, nutritionist	Activist, police, journalist.
[2] Literacy & wider reading opportunities	Case studies	Case studies, fact files.	Case studies	Case studies	Case studies	Case studies
[3] Independent Learning & developing resilience	Research, work away from the classroom.	Research, group analysis, work away from the classroom.	Explicit teaching on developing resilience	Research, group analysis	Group tasks, group analysis, work away from the classroom	independent research, presentations, group tasks and group analysis
[4] Blended Learning & cultural capital development	Video tasks, discussion tasks, quizzes	Video tasks, discussion tasks, quizzes, presentations, independent research, explicit teaching how to be being a productive member of society and understand society	Video tasks, discussion tasks, presentations	Video tasks, discussions, quizzes,	Video tasks, discussions, quizzes	Independent research, class presentation,
[5] Celebrating diversity & making positive contributions	We are learning how adjust to secondary school life by taking care of ourselves and others around us.	We appreciate British society and celebrate the diversity and its fundamental value to British society.	We celebrate diverse people <a href="#">in order to</a> foster aspiration for all students. Additionally, we look at how to behave positively in online contexts.	We celebrate the diversity in family structures and friendships. Learn how to recognise and tackle discrimination and inappropriate treatment.	We look at barriers that may prevent young people and adults in being a productive member of society and how to overcome this.	We look at common forms of discrimination and prejudice and how to challenge them.

## The Year 8 MQJ Programme of Study:

Year Group Mapping: Progression Plan			Subject:		Year Group: 8	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Health and Wellbeing	Living in the Wider World	Living in the Wider World – First Give	Living in the Wider World – First Give	Health and Wellbeing	Relationships and Living in the Wider World
Topics covered:	<ul style="list-style-type: none"> <li>Emotional wellbeing</li> <li>Mental health misconceptions</li> <li>Digital resilience</li> <li>Unhealthy coping strategies, including <a href="#">self harm</a> and eating disorders</li> <li>Healthy coping strategies</li> <li>Sharing explicit images</li> </ul>	<ul style="list-style-type: none"> <li>Racism</li> <li>Colourism</li> <li>Sexism</li> <li>Homophobia, biphobia and transphobia</li> <li>Religious discrimination</li> <li>Ageism</li> <li>Challenging discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Researching a social issue</li> <li>Designing and carrying out a social action campaign</li> <li>Fundraising</li> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Researching a social issue</li> <li>Designing and carrying out a social action campaign</li> <li>Fundraising</li> <li>Presentation</li> </ul>	<ul style="list-style-type: none"> <li>Physical health refresher</li> <li>Understanding addiction</li> <li>The legal and personal consequences of drugs</li> <li>County lines</li> <li>Sexual pressure (including consent and FGM)</li> </ul>	<ul style="list-style-type: none"> <li>Human rights</li> <li>Individual Liberty</li> <li>Rule of Law</li> <li>Effective money management</li> <li>Mastering memory (revision focus)</li> <li>Campaigning Disability</li> </ul>
Keywords & phrases:	Wellbeing, misconceptions, mental health, strategies, explicit images, victim shaming, child pornography	Racism, colourism, sexism, stereotypes, LGBT+, islamophobia, antisemitism, ageism, 2010 Equality Act, discrimination, prejudice.	Social action, activism, research, fundraising, campaigning.	Social action, activism, research, fundraising, campaigning.	Physical health, addiction, addictive substances, county lines, consent, FGM, consequences	Human rights, individual liberty, budgeting, rent, mortgage, taxes, memory, cognition, disability.
Assessment opportunities:	Baseline and end point assessment for the unit, I can <a href="#">statements</a> , blog post to advise.	Baseline and end point unit assessment, reflection questions at end of each lesson.	<a href="#">Self assessment</a> of skills developed in each lesson.	<a href="#">Self assessment</a> of skills developed in each lesson.	Beginning and end point assessment for the unit, I can <a href="#">statements</a> .  End of unit quiz.	Beginning and end point assessment for the unit, I can <a href="#">statements</a> .  Memory activity.
[1] Career link opportunities	Mental health professional	Campaigner, activist, sportsperson, actor, actress, MP.	Charity sector, wider jobs specific to the classes' choice of charity.	Charity sector, wider jobs specific to the classes' choice of charity.	Support worker, psychologist, GP, police, health worker.	Solicitor, barrister, <a href="#">Politician</a>
[2] Literacy & wider reading opportunities	Case studies, leaflets.	Case studies.	Researching charities, activism and social change, mainly using websites and articles.	Researching charities, activism and social change, mainly using websites and articles	Case studies	Case studies.
[3] Independent Learning & developing resilience	Group tasks and group analysis	Group tasks and group analysis	Independent and group research, presentation skills.	Independent and group research, presentation skills.	Group tasks, group analysis, work away from the classroom.	Group tasks, independent research, work away from the classroom.
[4] Blended Learning & cultural capital development	Video tasks, discussion tasks.	Video tasks, discussion tasks, quizzes.	Students gain insight into wide range of social issues impacting Croydon and subsequently research one social issue in depth.  Video tasks, discussion tasks, presentation	Students gain insight into wide range of social issues impacting Croydon and subsequently research one social issue in depth.  Video tasks, discussion tasks, presentations	Video tasks, discussions, quizzes	Video tasks, discussion tasks, quizzes
[5] Celebrating diversity & making positive contributions	We are addressing mental health misconceptions to be supportive within our community and understand how to take care of our own mental and emotional difficulties when they arise.	We are understanding the root of and how to recognise and challenge discrimination and prejudice within society and our immediate context within school.	All students take an active role in creating a social action campaign to bring about positive change within the local community.	All students take an active role in creating a social action campaign to bring about positive change within the local community.	We are looking at problems impacting young people and adults in society and possible resolutions to this. Students understand the concept of consent and what to do if consent cannot or is not given.	We are looking at how diversity is protected and celebrated within society. Designed to celebrate SMSC values.

First Give is about raising awareness and the concept of social responsibility. It includes a campaigning independent project with students researching, presenting and competing to win up to £1000 for a local charity.

## The Year 9 MQJ Programme of Study

Year Group Mapping: Progression Plan			Subject:		Year Group: 9	
	Autumn		Spring		Summer	
	1	2	1	2	1	2
Unit Title:	Health and Wellbeing	Society	Transition and wider world	Relationships and Health	Health and Wellbeing	Society and preparing for GCSE
Topics covered:	<ul style="list-style-type: none"> <li>Emotional wellbeing revisited</li> <li>Dealing with stress</li> <li>Health and sleep</li> <li>Setting goals</li> <li>Mental illness</li> <li>Grief and Bereavement</li> </ul>	<ul style="list-style-type: none"> <li>Radicalisation</li> <li>Knife Crime</li> <li>Acid Attacks</li> <li>Diverse communities</li> <li>Race Commission</li> <li>Young Offenders</li> </ul>	<ul style="list-style-type: none"> <li>Careers research</li> <li>Interview Skills</li> <li>Creating a CV</li> <li>Organisation</li> <li>Letter/Email Writing</li> </ul>	<ul style="list-style-type: none"> <li>Consent</li> <li>Communication (Gaslighting)</li> <li>Relationship structures</li> <li>Sexual Harassment</li> <li>Introduction to contraception (Safe Sex)</li> <li>HIV and AIDS (STIs)</li> </ul>	<ul style="list-style-type: none"> <li>Cancer – how to check yourself</li> <li>Binge drinking</li> <li>Drugs</li> <li>First Aid</li> <li>Blood Donation and Vaccinations</li> <li>Dentistry</li> </ul>	<ul style="list-style-type: none"> <li>Tax and pensions</li> <li>Avoiding Debt</li> <li>Personal Skills</li> <li>Computer Skills</li> <li>Time management</li> </ul>
Keywords & phrases:	Wellbeing, misconceptions, mental health, strategies, explicit images, victim shaming, child pornography	Ethnicity, statistics, race crime, youth offenders, consequences, the law, islamophobia	Careers, future, cover letter, punctual, professional, confidence, research, UCAS, listening, independence	Respect, consent, tolerance, nuclear family, blended family, <u>step family</u> , assault, sexually transmitted, diseases	Blood tests, scans, death, tumour, sickness, disorder, sorrow, heartbreak, despair	HMRC, retirement, national insurance, planning, organisation, Microsoft, punctuality, deadlines
Assessment opportunities:	Baseline and end point assessment for the unit, I can <u>statements</u> , blog post to advise.	Baseline and end point assessment for the unit, I can <u>statements</u> , blog post to advise.	Creating CVs, Letter writing, Interview practice. Ties in with preparing for careers and options choices.	Baseline and end point assessment for the unit, I can <u>statements</u> , blog post to advise.	Baseline and end point assessment for the unit, I can <u>statements</u> , blog post to advise.	Baseline and end point assessment for the unit.
[1] Career link opportunities	Mental health professional	Police officer, social worker, youth worker, teacher, criminologist, sociologist	Office jobs, personal assistants, recruitment, insurance	Social worker, doctor, nurse, sexual health advisor	Doctor, nurser	Debt adviser, bank clerk,
[2] Literacy & wider reading opportunities	Case studies, leaflets.	Case studies,	Linked In profiles, letter examples,	Case studies, NHS website, pamphlets.	Case studies, NHS website, pamphlets	Case studies, bank information.
[3] Independent Learning & developing resilience	Group tasks and group analysis	Group tasks and group analysis	Group tasks and group analysis, also chances for students to develop their own individual CVs and profiles.	Group tasks and group analysis, discussion points, independent thinking	Group tasks and group analysis	Group tasks and group analysis
[4] Blended Learning & cultural capital development	Video tasks, discussion tasks.	Video tasks, discussion tasks. Students will gain insight into how these issues can affect their local areas and what they can do to combat this.	Video tasks, discussion tasks. Students will learn how to create CVs and write letters to prepare them for when they leave school and apply for jobs as well as how to write emails to their teachers and later those within higher positions.	Video tasks, discussion tasks.	Video tasks, discussion tasks.	Video tasks, discussion tasks. Students gain knowledge on how to prepare themselves for later life, particularly issues that will impact them in their adult lives.
[5] Celebrating diversity & making positive contributions	We are addressing mental health misconceptions to be supportive within our community and understand how to take care of our own mental and emotional difficulties when they arise.	We are looking at problems impacting young people and adults in society and possible resolutions to this. Students will understand how to seek help for themselves and for others.	Content supports students understanding of personal skills. Students develop awareness of how to write emails as well as apply for jobs as well as how to present themselves in interviews.	We celebrate diverse people in order to foster aspiration for all students. Additionally, we look at sexual health to ensure students have an understanding as well as consent and what would be seen as sexual harassment.	We are addressing health concerns and misconceptions to be supportive of our students. Particularly considering how health can be impacted. We are also looking at dealing with grief and bereavement.	Content supports students understanding of finance. Students develop awareness of how to safeguard finances and how impulse can be linked to unwise spending.

## 2. Curriculum: Citizenship GCSE

Citizenship is offered as an option at GCSE. Students study four broad and detailed themes across the two year GCSE course that cover a range of topical and relevant issues.

Theme 1: Life in Modern Britain.

Theme 2: Rights and Responsibilities.

Theme 3: Politics and Participation.

Theme 4: Taking Citizenship Action.

The approach to learning is both theoretical and practical as students at the beginning of Year 11 engage in a project campaigning for a local issue to bring about change for an issue within their community that they care about. This coursework project will then be assessed in a formal GCSE examination alongside the theoretical knowledge of the four themes studied throughout the course.

## 3. Curriculum: Religious Studies

Students explore a range of skills, religious, philosophical and ethical questions in a thematic way with content revisited in different ways across Key Stage 3. Students are guided to look for the key features of each religion and explore the vast similarities that links them, as well as identifying those that make them different. Students are taught to think critically, develop informed and substantiated opinions, and respond tolerantly to a range of worldviews and opinions. By exploring religious, philosophical, and ethical studies in the modern world, students can consider how different religions and non-religious worldviews approach a range of issue.

The Programme of Study is on the next page.

Year	Topic	Autumn Term (September - December)		Spring Term (January - April)		Summer Half Term 1 (April - June)	Summer Half Term 2 (June-July)
7	Key Ideas	<b>Foundation Building:</b> What are Philosophical Questions? Introduction to the 6 World Religions Understanding Culture and Religion		<b>Religious Founders:</b> Who are they? What did they do? What makes them special?		<b>Holy books:</b> What makes them special? Why do religious people use them? Who wrote them?	<b>Sacred Places:</b> What makes a building sacred? What do sacred buildings have in common? Do religious people have to go to sacred places?
	Assessment	<b>Evaluation Assessment:</b> Is there Truth in Religion?		<b>Evaluation Assessment:</b> Are religious founders messengers from God or just people who wanted to change the world?		<b>Evaluation Assessment:</b> Are Holy Books relevant in the 21 <sup>st</sup> Century?	<b>Creative Task:</b> Plan, design and make a multi-faith place of worship
Year	Topic	Autumn Term 1: <u>Judaism</u>	Autumn Term 2: <u>Monotheism</u>	Spring 1: <u>Buddhism</u>	Spring 2: <u>Christianity</u>	Summer: 1: <u>Islam</u>	Summer 2: <u>Environmental Ethics</u>
8	Key Ideas	<b>The Exodus:</b> What was it? Why is it important to Jews? Who was Moses? What is Passover?	<b>The Abrahamic Traditions:</b> Belief in only one God What links Judaism, Christianity and Islam?	<b>Suffering and Enlightenment:</b> What is Suffering? Why do we suffer? What is Enlightenment? How do Buddhists achieve Enlightenment?	<b>Christianity in the 21<sup>st</sup> Century:</b> Who was Jesus? What made him special? How does belief in Jesus affect Christians today?	<b>Prophet Muhammad:</b> Who was Muhammad? What was his life like before he was a prophet and after? What makes him special?	<b>Ethics:</b> How should we treat the environment? How do religious individuals treat the environment? Why is the environment important?
	Assessment	<b>Evaluation Assessment:</b> What does the Exodus mean for the Jewish people?	<b>Evaluation Assessment:</b> Why is Abraham important for three religions?	<b>Evaluation Assessment:</b> What can be done about suffering?	<b>Evaluation Assessment:</b> How does the life of Jesus influence Christians today?	<b>Evaluation Assessment:</b> Why is Muhammad a role model for Muslims?	<b>Creative Task:</b> Create your own religious environmental charity
Year	Topic	Autumn Term 1: <u>God and the World</u>	Autumn Term 2: <u>Ethics</u>	Spring Term: GCSE Begins <u>Christianity</u>		Summer: 1: <u>Islam</u>	
9	Key Ideas	<b>Nature of God:</b> What do Christians and Muslims believe about God? Characteristics of God The Problem of Evil	<b>Moral decision making:</b> How do different ethical theories affect our decision making? Are our decisions our own or predetermined?	<b>Christian Beliefs:</b> What do Christians believe? How do these beliefs influence them?		<b>Muslim Beliefs:</b> What do Muslims believe? How do these beliefs influence them?	
	Assessment	<b>Evaluation Assessment:</b> What do believers think God is like?	<b>Evaluation Assessment:</b> How are moral decisions made?	<b>Assessment:</b> What do the beliefs in the Apostles' Creed mean?		<b>Assessment:</b> What do the six articles of faith and five roots of <u>Usul ad-Din</u> mean?	



## Year 10 and Year 11

Students follow the WJEC Religious Studies GCSE course which is delivered across the two years in a spiral curriculum, building on skills established in KS3.

Year	Topic	Autumn Term: Christian Practices		Spring 1: Issues of Life and Death	Spring 2: Muslim Practices	Summer: Issues of Good and Evil
10	Key Ideas	How do Christians worship? How do Christians pray? What are sacraments – Baptism and the Eucharist Why go on a Pilgrimage? The importance of Christmas and Easter Christian outreach and mission Religious Persecution The growth of the Christian Church in the 21 <sup>st</sup> Century		Creation of the world Interpretations of creation Value of human life Abortion Euthanasia Care for the world	The importance of the 5 Pillars of Islam: Shahadah, Salah, Zakat, Sawm, Hajj Muslims Festivals Understanding Jihad	Understanding morality Different types of crime The aims of punishment Treatment of criminals Death penalty Forgiveness
	Assessment	<b>Assessment:</b> How do Christians put their beliefs into action?		<b>Assessment:</b> Where do we come from and does it mean human life is special?	<b>Assessment:</b> How do Muslims put their beliefs into practice?	<b>Assessment:</b> How should society deal with crime?
Year	Topic	Autumn Term 1: Issues of Relationships	Autumn Term 2: Issues of Human Rights	Spring 1: Religious vs Non religious debates	Spring 2: Revision	Summer: Revision/Exams
11	Key Ideas	Family types Marriage, Divorce and Remarriage Sexual relationships Gender roles Same-sex marriages	Origin of Human Rights Social Justice Censorship vs. Freedom of Speech Prejudice and Discrimination Religious extremism Wealth and poverty	Religious philosophers: Aquinas, Augustine Humanism Secular views Scientific views	Revision of GCSE RS content Practice Exam Skills	Revision of GCSE RS content Practice Exam Skills
	Assessment	<b>Assessment:</b> GCSE Mock Exam	<b>Assessment:</b> What impact do religions and non-religious views have on the world?	<b>Assessment:</b> GCSE Mock Exam	<b>Exam Practice</b>	<b>GCSE RS Exam</b>
	Key Skills	<div>           ➤ Debating            ➤ Critical thinking            ➤ Problem solving            ➤ Analysis            ➤ Literacy         </div> <div>           ➤ Resilience            ➤ Confidence            ➤ Independent thinking            ➤ Oracy            ➤ Evaluation         </div>				



### ***Years 12 and 13***

Students study the OCR Religious Studies A Level course which has three components:

- Component 1: Philosophy of Religion
- Component 2: Religion and Ethics
- Component 3: Developments in Christian thought

Students critique the arguments for the existence of God and consider key ethical theories which they apply to a range of issues such as genetic engineering and war. Students compare and challenge key ideas from Greek philosophers such as Plato and Aristotle, medieval thinkers such as Aquinas, Anselm and Gaunilo, and enlightenment thinkers such as Hume, Descartes and Paley.

### The A Level Programme of Study:

[illegible]

#### 4. Curriculum: Sociology

##### **Year 10 and Year 11**

Sociology is an option subject at KS4. Students make their choices in Year 8 and start the course in Year 9. They have three lessons a week. The final GCSE grade is made up of two written exams lasting 1 hour 45 minutes each; there is no coursework or controlled assessment module. All exams are taken in the summer of Year 11.

##### **Years 12 and 13**

The A Level Sociology course requires students to understand families and households, the position of children and society's attitudes towards childhood. Changes in the size of families, birth and death rates, and in the population as a whole. Changes in marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today. The impact on families of government policies and laws. Education– why do some people achieve more than others? The role of education in society and who benefits from it. The Functionalist v Marxist debate. How pupils experience schooling e.g. girls and boys studying different subjects. The impact of laws and policies that affect education. Research Methods– quantitative and qualitative methods of research.

Students will examine the range of beliefs in society– different theories of ideology, science and religion and the relationship between religious beliefs and social change and stability. Crime and Deviance– different theories of crime, deviance, social order and social control. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class including recent patterns and trends in crime. Theory of Methods–The distinction between primary and secondary data and quantitative and qualitative data.

#### 5. The Pastoral Programme

The morning tutor period is integral to the Spiritual, Moral, Social and Cultural Development of our students. There is a carefully designed weekly schedule of activities:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Hillary</b>	TQA News	Assembly Main Hall	Tutor Guided Reading	Tutor programme	Tutor Guided Reading
<b>Shackleton</b>	TQA News	Tutor Guided Reading	Assembly Main Hall	Tutor programme	Tutor Guided Reading
<b>Livingston</b>	TQA News	Tutor Guided Reading	Tutor Guided Reading	Assembly Main Hall	Tutor programme
Year 12	Q6 designed tutor programme	Seminar Q8/9	Q6 designed tutor programme	Mentoring, careers, UCAS	Seminar Q8/9
Year 13	Seminar Q8/9	Q6 designed tutor programme	Q6 designed tutor programme	Seminar Q8/9	Mentoring, careers, UCAS

The books selected for the Guided Reading session cover a range of issues from moral issues to spiritual experiences and explore different cultures from across Britain and the world. The tutor programme is part of the RSHE spiral curriculum which incorporates British values and SMSC. There is a weekly plan combining the theme of the week, thoughts for the week and religious quotations for discussion, always in the context of global events. This is also tied in with the school ethos of LEARN. An example of one week is below:

Monday 13 <sup>th</sup> November		Theme: Tolerance			ACO - JRL
Thought for the week	"I have seen great intolerance shown in support of tolerance." – Samuel Taylor Coleridge				
Act of Worship	"To you your religion and to me mine." – (Qur'an 109: 1-6)				
KS3 Tutor activity	Y7: What is tolerance? Y8: Why is tolerance? Y9: How can we show tolerance?				
KS4 Tutor activity	Y10: Understanding risk. Y11: Parental responsibilities				
Global / local perspective	Anti-Bullying Week Road Safety Week 13 <sup>th</sup> -World Kindness Day 17 <sup>th</sup> – Children in Need		<a href="#">TOLERANCE DAY - Home</a> <a href="#">Stop, speak, support: Key Stage 3 and 4 school pack : Mentally Healthy Schools</a>		
Learner		Empowered	Aspirational	Resilient	Nice

The tutor session engenders the theme and quotations through discussion-based tasks which are recorded by the tutor on a Google Form so there is a collection of Student Voice activities incorporated. The weekly assembly is focussed on the theme of that week and encourages compassion as well as deep thought and awareness. The combined programme intends to inspire the students to be curious about the community, country, and world they live in.

The tutor programme is flexible which allows extra topics to be included in response to national or global events which have piqued the students' interest.

Examples of additional weekly themes include:

- Atonement
- Resilience
- Gender equality
- Empathy
- Climate
- Careers
- Democracy
- Diversity
- Campaigning
- Tolerance
- Protest
- Poverty
- Press Freedom
- Disease
- Courage
- Pride

### Q6 Programme

The Q6 Tutor programme is designed to develop on knowledge they would have previously explored in the lower school thus showing the development of the seven-year journey. For these the Q6 have themes that have been chosen specifically for each half term. These can be found in the assembly plan at the start of each half term:

Assemblies and Tutor time Calendar, 2022-2023	
Spring Term	
KS5 Spring 1 Theme: Online safety	
Topics covered	Harmful content, rights and responsibilities online, sharing materials, how information is generated, getting support

The Pastoral Team is crucial to student development. Each group is led by an Achievement Coordinator and an Assistant Principal who, together, set the standards, expectations and tone for the year group within the Academy culture. These teams are supported by the Pastoral Director and Deputy Pastoral Director. The latter runs intervention groups to support moral development with students who struggle with meeting the Academy expectations.

## 6. Student Voice and Student Leadership

The Academy has an established and democratically elected student leadership team and student council. Students in the upper school are actively encouraged to apply to join the prefect team which works to support both students and teaching staff.

The Senior Student Leadership Team consists of the Head Students, and their Deputies, plus the six House Captains (two for each house). Half termly meetings between the student leadership and School leadership provide a platform for student-driven issues to be recognised and acted upon.

The three student councils are house-based with cross-year group representation. Two students from each year are voted for by their peers having nominated themselves and are led by the two-House captains.

An annual student survey provides students with the opportunity to contribute to the Academy self-evaluation Form and Academy Development Plan.

## 7. Academy Days, Activity Week and Educational trips

Twice during the year, the timetable is suspended and students are taken on trips to a range of attractions to broaden their cultural experience. They may also have the opportunity to work with visiting Primary School children or participate in RSHE or First Aid workshops.

After the public examinations have been completed in the summer, the timetable is paused to allow for the Activity Week. This allows for a huge range of cultural, moral, social and spiritual development activities. Students have the opportunity to go away on a residential trip to work on team-building, understanding their strengths and weaknesses or simply finding their courage. The Activity Week includes cross-phase opportunities for students to work together on cross-curricular projects, to prompt their curiosity and wonder to see how subjects link outside the context of an academic curriculum pursued in a classroom. The range of activities can be seen in the example below

Year	Student Numbers	Monday 6th	Tuesday 7th	Wednesday 8th	Thursday 9th	Friday 10th
Year 7A	60	Global	Neasden Temple	Play in a day	Geography Fieldwork	Sports Day
Year 7B	60	Citizenship	Geography Fieldwork	Neasden Temple	Play in a day	
Year 7C	60	Day	Play in a day	Geography Fieldwork	Neasden Temple	
Year 8 Residential	46	Year 8 Residential				Impact Day
Year 8 (In-House)	114	Sports Day	Cross- Curricula Projects		Mental Health	
Year 9 (External)	34	DoE Bronze		Study skills	Careers	First Aid
Year 9 (In-House)	100	Sports Day	Cross- Curricula Projects			
Year 10 Residential	32		Year 10 Residential			
Year 10 (DoE)	38		DoE Silver			
Year 10 (In House)	60		Study skills		Careers	Mental Health
Year 11		Finished exams				
Year 12A	51	Vocational Work Experience				
Year 13		Finished exams				

Other school trips include theatre trips, skiing breaks, visiting Spain and France with the MFL faculty and a range of Sporting events. There have also been cultural tours to Berlin, Krakow, Munich and Ypres.

## 8. Academy Enrichment programme

Students in KS3 have two periods of enrichment on Wednesday afternoon. This changes each half-term so that students cycle through the six strands:

TQA Cultural Capital Passport   Enrichment   Strand rotation						
House	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hillary	Health	Teamwork	Beyond the Curriculum	Creativity	Social Responsibility	Careers + Skills
Shackleton	Beyond the Curriculum	Health	Teamwork	Careers + Skills	Creativity	Social Responsibility
Livingstone	Teamwork	Beyond the Curriculum	Health	Social Responsibility	Careers + Skills	Creativity
	School production	School Production	School Production			

Students choose an area of interest to them and work collaboratively with other students from diverse backgrounds to achieve shared goals. This also links with the school values of LEARN and the rewards programme.

Exemplification of the strands:

TQA Cultural Capital Passport   Enrichment   Strands						
	Autumn1- Spring 1			Spring 2 – Summer2		
	Teamwork	Health	Beyond the Curriculum	Careers + Skills	Social Responsibility + Diversity	Creativity
	Learning to develop different skills to work together.	Physical and Mental Wellbeing	Opportunity to explore further across breadth or in depth in particular areas.	Covers careers, leadership and life skills.	Raising awareness of important issues and contributing positively to the local area.	Includes the Expressive Arts, Engineering and Technology.
1	Board Games	Physical 1 – Cycling (8 bikes)	Significant Scientists	Touch-typing	Environment	Art appreciation: hidden messages
2	House News: Media	Physical 2 – Street Dance	Marvellous Mathematicians	Office proficiency (Powerpoint, Excel etc)	Celebrating Diversity	Theatre club:
3	House News: Journalism	Physical 3 – Yoga/ Pilates	Passionate people (who changed the world)	Spelling Bee	TQA Primary	Craft: knitting/ cross stitch
4	Business Enterprise	Physical 4 – Hockey	Journey around the world	Careers 1:	Community action	Choir
5	DoE	Physical 5 - Golf	Ancient Civilisations	Careers 1:	Recycling project	Design club - Textiles
6	Model United Nations	Home-grown food (allotment)	Language + Culture: Japanese	Careers 2:	Peer justice	Design club - graphics
7	The rest is Politics	First Aid	Psychology for beginners	Careers 2:	Read to elders/ Care homes	Design club – Computer Aided design
8	The Law Society	Journaling	How Economics can change the world	Careers 3:	House Charity	Book Club
9	Debate Club	Puzzles	Sociological Awareness	Careers 3:	British Sign Language	Studio Photography
10	School Production			Personal Finance	Cultural Cuisine	Music appreciation: rap is the new opera

Examples of enrichment outlines:

EXAMPLE 1   Cultural Cuisine			STRAND   Skill
<b>Purpose:</b> Students will learn about global cuisines while developing specific cooking skills.		<b>House Points Awarded:</b> a) Research skills, b) menu design, c) food techniques, d) food presentation, e) food taste	
1	Lebanese	These sessions will follow a similar layout. An introduction to the culture focus of the lesson with some facts about it (map showing where, linking to why the cuisine developed in that region etc). Students then spend time researching the food, culture and ingredients. They design a menu of the cuisine. Lastly, they cook a dish from the region (already chosen by LYU so that ingredients are ready). Time for tasting at end with self-reflection and constructive criticism from the group as a whole. Reflect on WWW/EBI. The cuisines are examples: representing different continents/ religions /styles etc.	
2	Thai		
3	Nigerian		
4	Greek		
5	Bangladeshi		
6	Fusion Cuisine: This lesson is slightly different. They reflect on the course: which cuisines they most/ least enjoyed and why; which cuisine they found most straightforward to cook and why. They then design a fusion menu: explaining their choices and why. This should include thoughts about flavour and why they think they will go well together. They will then cook one item from their menu (they can only use ingredients used previously. They will know in advance whether it uses chicken or will be vegetarian etc so that this can be ordered). End of enrichment standard actions.		
<b>Outcome:</b> Students will have travelled the world with their taste buds, exploring the culture behind the different cuisines. They will have developed their cooking skills and expanded their dietary horizons. They will have developed key aspects of LEARN, e.g: NICE – learnt to give constructive criticism, RESILIENT – learnt to receive constructive criticism, EMPOWERED – developed their own menus.			

PASSIONATE PEOPLE		BEYOND THE CURRICULUM
<b>Purpose:</b> Students will learn about people from a variety of backgrounds who changed the world in different ways. They will then conduct their own research on a passionate person of their choice and present their findings to the group		<b>House Points Awarded:</b> a) research skills, b) presentation and organisational skills, c) public speaking, d) participation in group discussion; e)
1	<b>What is passion? Why is it important?</b> This session will serve as an introduction to the idea of passion as a whole. Students will create their own definitions of passion and share them with the group. As a group, we will share what some of our passions are and why we are passionate about those areas. We will then explore why passion is important and how anyone can create meaningful change if they are passionate enough about something (butterfly effect).	
2	<b>Investing in the future: climate change and youth work</b>	These sessions will follow a similar layout. An introduction to the topic and why it is important (history of activism in the field; key moments in time; modern developments) before moving on to the students identifying key figures they have heard of. I will then present 3 passionate people from the field to them. Students will then debate who the most and least influential of the three was and why. Final reflection on what further work in the field has to take place.
3	<b>Activism: race &amp; ethnicity</b>	
4	<b>Activism: gender &amp; sexuality</b>	
5	<b>Research (IT room required)</b> This session will provide students with the opportunity to conduct research of their own. Students choose a passionate person of their choice who has had an impact on the world, no matter how big or small. They will then research the person of their choice and create a presentation about them to present to the class the following week. I will provide students with a list of success criteria referencing what they should include (eg. early life, area of passion, most influential actions, lasting impact etc.) so as to provide them with some scaffolding to base their research upon.	
6	<b>Presentation and reflection</b> In this session, students will take turns to present their findings to the group. Prior to this, I will model presentation skills through a passion presentation of my own centred on the foundation of the Royal Marsden Hospital. After students present, other students will have the opportunity to ask any relevant questions. After the presentations have concluded, students will answer a number of questions independently in written form which will prompt them to reflect on their understanding of passion and how this has changed/developed over the course of the series of sessions. It will also include a call to action, with students pledging what they can/will do to facilitate change in an area they are passionate about.	
<b>Outcome:</b> They will have broadened their horizons and developed key aspects of LEARN: <ul style="list-style-type: none"><li>● LEARNER – developed their curiosity and organisational skills</li><li>● EMPOWERED - improved confidence and developing compassion and empathy for peers</li><li>● ASPIRATIONAL - learning about the world beyond their current experiences</li><li>● RESILIENT - rewarding effort and understanding that we grow and develop continuously</li><li>● NICE - celebrating diversity, being compassionate, being proud of the community</li></ul>		

Students in Years 9,10 and 11 can participate in the Duke of Edinburgh Award scheme. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze or Silver Duke of Edinburgh's Award.

Students are offered the opportunity to become members of the Combined Cadet Force (CCF), a Ministry of Defence sponsored youth organisation in the United Kingdom. It aims to provide a disciplined organisation in a school so that students may develop powers of leadership by means of training to promote the qualities of responsibility, self-reliance, resourcefulness, endurance and perseverance.

Sports Leaders groups work with local primary schools to provide younger children the opportunity to participate in sporting activity using facilities that are not available to them in their own setting. Students volunteer as paired readers to go into local primary schools to support the development of literacy.

#### 9. National and International Events – General Elections

At each national election, students have themed tutor activities about the issues and the different viewpoints of a range of political party. They participate in a mock election, held on the same day as the national election, being carefully instructed on how to use the voting paper so as not to spoil their ballot.