





































**Subject:** - After School Clubs

**Group:** KS4

**Title:** Alpha Club

**Description:** 15 students regularly attend this session facilitated by Rev Nick Barr Hamilton (school governor) from St Georges Church in Harraton. They explore topical issues from around the world and relate these to their own feelings and beliefs and those of others.

**Date:** 08/03/2017

**Frequency:** Weekly

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Assemblies

**Group:** All

**Title:** Autism Awareness

**Description:** Integral to our school is the Unity Centre, a thirty place provision for young people with Autism. Through assemblies and work carried out in tutorial sessions all young people learn about Autism and it's impact on individuals. By learning about this in detail it helps understand some of the behaviours and adjustments made for young people in our school. It also breeds a culture of understanding and respect for every individual and fosters an environment of respect and safety. Young people with Autism feel safe and valued in Biddick Academy. This is something that we are extremely proud of. Student testimonials demonstrate that at Biddick Academy a student with Autism can thrive and feel a part of the whole school community.

**Date:** 01/03/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs

**Subject:** - Assemblies

**Group:** All

**Title:** Understanding Extremism

**Description:** This emotive topic was introduced by JH to the whole school through assemblies and then followed up in tutorial sessions. It explored what extreme values were, how they were presented and what how people can be

targeted and groomed to perform extreme acts. This is on going content that will be discussed throughout the year.

**Date:** 11/11/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Charity Work

**Group:** All

**Title:** Whole School Fundraising Event

**Description:** Biddick Academy has a proud tradition of raising the awareness of both local and national charities. This year our chosen charities are to be decided by year group and work in PAUSE time and Tutorial will allow for reflection and understanding of what charities do and how they work.

**Date:** 23/03/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs

**Subject:** - Charity Work

**Group:** All

**Title:** Wulugu Project

**Description:** Biddick Academy became involved in this charity work two years ago. It helps more than a quarter of a million children in the most deprived districts of Northern Ghana receive an education and improve their chances. The school has raised £8000 so far and our students are being educated to understand how providing this education will take families out of dire poverty and help tackle problems with poaching. In the Prime Minister's speech, Biddick Academy received a special mention for the work our students have done to support this charity.

**Date:** 16/07/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Charity Work

**Group:** 08 - Year 08

**Title:** Sport-a-thon

**Description:** 12 hour non stop sporting activities by students and staff in support of a Cape Town charity Beautiful Gate which is supported by Mr Robertson

**Date:** 03/11/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Competitions

**Group:** 07 - Year 07

**Title:** Singing Competition

**Description:** A competition for all year students to enter either solo, or group

**Date:** 01/11/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** - Educational Visits

**Group:** 10 - Year 10

**Title:** Dreams and Teams

**Description:** Celebrating 12 years of working together with Zespol Skolno Przedszkolny in Poland enabled 50 students in Year 10 spend after school sessions and 2weeks (1in Poland and 1 in UK)working with primary and secondary students. Understanding a different culture/tolerance and developing their leadership skills to become more independent culminating jointly organizing a Diversity Festival day. Theyplan and lead a 1 day festival for year 5 students in Sunderland in June. challenges from , fire lighting, archery to problem solving activities. Live music provided by GCSE music students.



**Attachments:** Dreams and Teams training programme 2016.pdf, Plan \_ review Dreams \_ Teams 2014.docx

**Date:** 14/06/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Educational Visits

**Group:** 10 - Year 10

**Title:** New York

**Description:** 20 students were taken to New York at Half Term. They visited key landmarks, reflected at ground zero and appreciated the differences and similarities in culture and society.

**Date:** 17/02/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Educational Visits

**Group:** KS4

**Title:** Krakow visit

**Description:** Visit to Krakow including excursions to Auschwitz, Oscar Schlinder's factory and the Salt Mines. Learn big lessons such as the value of equality and how they can eradicate persecution and discrimination

**Date:** 28/09/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Sporting Events

**Group:** 09 - Year 09

**Title:** Infant Agility

**Description:** 30 Y9 Sports Leaders completed training to help host a Y1/2 Infant Agility for over 250 local Primary children. This involved leading the warm up, running stations and officiating games.

**Date:** 03/04/2017

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Sporting Events

**Group:** 09 - Year 09

**Title:** Sports Leaders

**Description:** Helping host and officiate a Primary cluster sporting festival

**Date:** 12/10/2016

**Frequency:** On-going

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Staff Training/CPD

**Group:** CPD

**Title:** SMSC training

**Description:** JH delivered a session to all leaders of learning to look at how we plan effective opportunities for SMSC

development. Specific reference was made to the changes to OFSTED guidance in 2015 to how British Values was integral to this work.

**Attachments:** IMG\_0640.JPG

**Date:** 29/02/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Staff Training/CPD

**Group:** CPD

**Title:** Child Sexual Exploitation/ Keeping Children Safe

**Description:** Safeguarding first delivered a session to all staff. This included our biannual statutory Keeping Children Safe updated guidance and a focus on raising the awareness and understanding of the dangers of CSE

**Date:** 08/12/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions

**Subject:** - Themed Day/Week

**Group:** All

**Title:** Biddick General Election

**Description:** Students looked at the work and manifestos of each party and students voted for who they thought would best govern the country. Whilst our results didn't reflect the voice of the nation, students could experience what it was like to part of the democratic process and give them a valuable insight into how an election can effect us. In five years time, most of our school population will be eligible to vote for real!

**Date:** 12/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Understanding the consequences of actions, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** - Themed Day/Week

**Group:** All

**Title:** Holocaust Memorial Week

**Description:** Speakers from Bosnia, Rwanda and The Holocaust considering the theme "Don't stand by."

**Date:** 08/02/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Themed Day/Week

**Group:** All

**Title:** Christmas Church Services

**Description:** An opportunity for every student to explore the true meaning of Christmas from a Christian perspective. Services held at St Georges Parish Church at Harraton. All students attend.

**Date:** 18/12/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Moral codes and models of moral virtue, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Themed Day/Week

**Group:** All

**Title:** Remembrance Day

**Description:** Wreath laid in memorial garden by staff and students who are members of Durham Army Cadets. 2 Minute silence in classroom. Discussion in PAUSE on the reasons for reflection

**Date:** 11/11/2015

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Themed Day/Week

**Group:** 08 - Year 08

**Title:** Listen

**Description:** Yr 8 have worked closely with Spark FM to learn the skills needed to set up Niddicks First Radio Station. Students learned about Radio Broadcasting, how to script a show and recorded their very own broadcast. As well as the practical skills needed, they designed a logo and came up with the name 'Listen;'. The Spark FM representative was so impressed with Biddick Students that he allowed a Biddick takeover on his very own radio show. It was amazing to tune into Spark FM and listen to radio casts that were written and recorded by our own students.

**Date:** 12/05/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** - Transition

**Group:** TRN - Transition

**Title:** Year 6 Transition Week

**Description:** All students are invited to spend a week within the Academy to prepare them for life in Secondary School. They will take part in a range of lessons, an offsite problem solving day, meet key staff, familiarise themselves with other students and become aware of our culture and expectations.

**Date:** 20/06/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Transition

**Group:** TRN - Transition

**Title:** Dance Festival

**Description:** Biddick Academy held a Primary Dance Festival for the 3rd year. The festival involved Year 2 pupils from Barnwell, Biddick, JFK and Rickleton. All primary schools took part in workshops led by Biddick Leaders. Our students also performed a small show. Each primary school then danced a prepared piece which ranged from Salsa dancing to Chariots of Fire, using some Olympic inspiration. Over 50 Biddick students were involved with over 200 taking part from the Primary Schools.

**Date:** 09/02/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and

responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Transition

**Group:** TRN - Transition

**Title:** Summer School

**Description:** 160 students from our Partner Primary Schools attend our annual summer school in preparation for starting secondary school in September. Student, staff and parent feedback has been overwhelmingly positive and this provides a valuable additional opportunity for all students should they wish to attend.

**Date:** 28/07/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Art and Design

**Group:** KS3

**Title:** How are pupils encouraged to develop their personal qualities and social skills?

**Description:** During Curriculum Week 2015 the theme of British Values was used to make students aware of the changes within our own society and to develop their understanding of how important it is to have an appreciation for others and their differences, the `British values were used to ensure students have a better understanding of the British culture and the beliefs in which the British citizens live by.

In recent Curriculum Week the themes vary 2014 the theme was Enterprise and the Olympics. We ran a daylong tasks throughout the week that encouraged pupils to study the Olympic values of friendship, respect, loyalty, work in groups and work collaboratively to incorporate them into their artwork including relevant images.

Historical themes for Curriculum Week have also included Cultural Diversity with an appreciation for the uniqueness and individuality of others from across the world and within our own culture/communities.

We have also used Chinese Culture as an inspiration for discussion and creating artwork.



**Date:** 15/03/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, SOCIAL:Understanding how communities and societies function

**Subject:** Careers

**Group:** All

**Title:** Year 7

**Description:** The tutorial programme in year 7 gives all students the first chance to explore the world of work. In the autumn term students create a presentation about themselves and their future aspirations. This will be followed by inviting visitors into school to talk to students about their jobs and experiences. These will be a mixture of individuals talking through personal experience and local companies to talk about the range of opportunities that are held within their workplace.

**Date:** 01/09/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** English

**Group:** All

**Title:** Literature from Other Cultures

**Description:** Students study a range of literature (novels, poetry, articles e.t.c) from many cultures over the course of

KS3 and KS4. The literature studied also covers a range of moral and ethical issues.

**Date:** 22/03/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, MORAL:Investigating moral values and ethical issues

**Subject:** English

**Group:** 08 - Year 08

**Title:** Anderson Shelters

**Description:** Year 8 modelling Anderson Shelters for the book they are studying 'Goodnight Mr Tom' set in WW2

**Date:** 22/10/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English

**Group:** 10 - Year 10

**Title:** Presentations

**Description:** During a presentation on a person of inspiration, one student elected to reveal his sexual orientation to the class. Received warmly and openly. Student felt safe and valued enough to disclose within an all-boys class. Wonderful moment.

**Date:** 25/02/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity

**Subject:** Geography

**Group:** All

**Title:** Cultural Development

**Description:** Cultural Development. Understanding different cultures is a key part of Geography at GCSE. At GCSE and in Year 8 and 9 Geography, students explore the concept of migration. Lessons are spent discovering why people migrate and why this is necessary for refugees. The topics help to give students a greater awareness of such a current issue. In Year 7 students also look into why various cultures of polar and arid environments are necessary for conservation, and how these cultures play an important role in today's society.

**Date:** 24/03/2017

**Frequency:** On-going

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences

**Subject:** Geography

**Group:** All

**Title:** Cultural Development

**Description:** In Year 9, students take part in a trading game when studying development. This lets them take on the role of different countries and experience what it is like to have lots of resources, but little technology. This helps students to understand the issues faced by countries in developing parts of the world. Year 9 students look into how various cultures, both developed and undeveloped, cope with the strain of natural disasters. We look at case studies in Japan, Southern Asia, and North America, to identify how and why various cultures are prepared for these disasters. At GCSE we explore how multicultural communities work together, contribute to society and provided specific facilities for their local community.

**Date:** 24/03/2017

**Frequency:** On-going

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences

**Subject:** Geography

**Group:** 09 - Year 09

**Title:** Multicultural

**Description:** Exploring how multicultural communities work together and provide facilities. In this lesson we are specifically looking at the Aston Pride scheme in Birmingham where the government pumped millions of pounds into regeneration and community cohesion projects.

**Date:** 06/04/2017

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity

**Subject:** History

**Group:** 09 - Year 09

**Title:** Holocaust

**Description:** Students study the Holocaust in Y9 which includes the causes, effects and solutions to prejudice and discrimination. Historical as well as ethical issues are discussed and focus given to how this dark period of human history still reverberates down the generations today.

**Date:** 11/04/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** History

**Group:** 09 - Year 09

**Title:** Black Peoples

**Description:** Students study the impact of slavery and prejudice on the black peoples of America. This includes a look at African culture, slavery in America, abolition and the Civil Rights Movement.

**Date:** 01/09/2015

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Using imagination and creativity in learning

**Subject:** History

**Group:** 11 - Year 11

**Title:** Krakow Trip

**Description:** Y10 & Y11 students visited Krakow in Poland. This included a visit to Auschwitz, Schindler's Factory and a meeting with a survivor.



**Attachments:** IMG\_0215.JPG

**Date:** 21/09/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes

and models of moral virtue, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** ICT

**Group:** 07 - Year 07

**Title:** e-safety

**Description:** All students in year 7 complete an introductory unit to e-safety.

Module attached.

**Attachments:** online safety.zip

**Date:** 09/11/2017

**Frequency:** Half Termly

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions

**Subject:** ICT

**Group:** 10 - Year 10

**Title:** Business Studies

**Description:** Students prepare a real business idea including business model (finance) and plan.

Students have to research existing successful businesses (CEIAG- considering those people who are self-employed).

Students gain a wider understanding of the world around us.

Assessment time line attached to provide an idea of where we are going with this topic.

**Attachments:** Assessment Timeline Overview v2.xls

**Date:** 09/11/2017

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Leadership and Volunteering

**Group:** All

**Title:** Y2 Dance Festival

**Description:** Annual Biddick cluster Y2 Dance festival, involved Leaders from all Year groups leading and supporting workshops for Primary children culminating in the showcase performance. JE organised and utilised BTEC Dance students to spearhead the festival. Fantastic day had by all.

**Date:** 14/03/2017

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Leadership and Volunteering

**Group:** 09 - Year 09

**Title:** Tennis Leaders

**Description:** Sports Leaders undertook training to become LTA qualified Tennis Leaders- with 100% pass rate

**Date:** 24/01/2017

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Leadership and Volunteering

**Group:** 09 - Year 09

**Title:** Sports Hall Athletics Leadership

**Description:** Sports Leaders officiated and helped run Partnership SHA Final

**Date:** 08/11/2016

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** Leadership and Volunteering

**Group:** 10 - Year 10

**Title:** Visit from Poland

**Description:** In June this year, we welcomed our Polish visitors from Milikowo, a small village 3 hours south of the city

of Gdansk. The PE classrooms were turned into temporary dormitories and 25 year 10 students spent time during the week working with our guests, developing their teamwork skills in order to organise and run a Festival for Primary Children later that week.

**Date:** 18/06/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** Leadership and Volunteering

**Group:** KS3

**Title:** Change 4 Life Festival

**Description:** Sports Leaders helped plan and run a carousel based festival for local Primary's in order to educate them on healthy, active lifestyles. This included use of external providers to engage participants and provide opportunities and experiences of activities they may not have accessibility to.

**Date:** 15/11/2016

**Frequency:** Termly

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Leadership and Volunteering

**Group:** KS4

**Title:** Peer Mentors

**Description:** The peer mentor programme within school trains and utilises the skills of our young people to support students across the academy with social and emotional support. This group of 12 students works with our student welfare professional.

**Date:** 11/02/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Leadership and Volunteering

**Group:** TRN - Transition

**Title:** Young Leaders Award

**Description:** 20 students from each of our Partner Primary Schools are trained in the Young Leaders Award supported by the Youth Sport Trust. They are provided with a full days training and use this to implement programmes back within their Primary School. This provides an excellent basis for future work when they arrive into the Academy.

**Date:** 18/11/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** This is language

**Description:** MFL department purchased an online tool [www.thisislanguage.com](http://www.thisislanguage.com) which allows students to watch and listen to other students from around the world respond to a variety of questions linked to what the students are studying. This gives students the opportunity to hear more authentic accents and cultural points of view.

**Date:** 10/07/2017

**Frequency:** On-going

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** German after school club

**Description:** RH runs a German afterschool club which is regularly attended by a variety of students. This gives the students the opportunity to learn another language which is not on the curriculum at this time

**Date:** 04/07/2017

**Frequency:** Weekly

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Spain trip

**Description:** JD will lead a Y9 trip to Spain. Students will visit a variety of cultural and historical monuments.

**Date:** 03/07/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Y9 Barcelona Trip

**Description:** JD organised a 6 day trip to Barcelona with a large group of year 9 students. Students were able to visit many of Barcelona's famous cultural sites including the Sagrada Familia and the Camp Nou. Furthermore, students were able to practise speaking Spanish in real life contexts and make life long memories

**Date:** 06/06/2017

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Year 9 carousel

**Description:** In Summer 2 (post options) year 9 experience a carousel of activities which include: Polish, Russian, Portuguese, Spanish cinema and Spanish culture. This allows students who have chosen not to continue French or Spanish at GCSE to experience something new for the remainder of year 9 and gain extra linguistic and cultural understanding

**Date:** 05/06/2017

**Frequency:** Half Termly

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Year 7 letter exchange

**Description:** AP has worked with Y7 to exchange letters with a partner school in France.

**Date:** 10/12/2016

**Frequency:** On-going

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** European Day of Languages

**Description:** 26th September 2016 - All KS3 students took part in a variety of activities (song, acting, games) which promoted languages across the Academy.

**Date:** 26/09/2016

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** French trip

**Description:** RH will take 26 students to France on 23.6.16. Students will visit a variety of historical and cultural sites.

**Date:** 23/06/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Francophone countries

**Description:** Students look at where in the world French is spoken and the differences in culture

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Dispelling stereotypes

**Description:** Tolerance of other nationalities is encouraged whilst dispelling stereotypes

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and

appreciating personal influences, MORAL:Developing and expressing personal views or values, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Understanding others

**Description:** In all lessons students consider how MFL can be useful in understanding others' opinions and reasoning as well as how language can be used to change perception, opinion, action and cause reaction

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Group work

**Description:** Pupils show humility when working in groups and compassion when doing Peer Assessment

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** School

**Description:** Students talk about their feelings about school, how school is different in France and England

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities

**Subject:** Modern Foreign Languages

**Group:** 07 - Year 07

**Title:** Year 7 French letters

**Description:** Year 7 French students have written and received letters from a French partner school over the course of the year. This has given them a fabulous opportunity to make new friends as well as practise their linguistic skills and improve their confidence.

**Date:** 10/07/2017

**Frequency:** On-going

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** 07 - Year 07

**Title:** Les Misérables Curriculum Week day

**Description:** Y7 students took part in a whole day of activities centred around the film Les Misérables which looks at the French Revolution. We discussed how the French revolution links in with British Values such as democracy and we analysed the French motto of Liberté, Egalité and Fraternité

**Date:** 28/06/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** 09 - Year 09

**Title:** Tolerance

**Description:** Y9 students took part in day centred around looking at tolerance and mutual respect, linked with Euro 2016 and the violence experienced there. Students look at what tolerance is, how they can show it, how it was not shown at time at Euro 2016 and how important it is to show mutual respect

**Date:** 01/07/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** KS3

**Title:** G&T trip to Tyneside Cinema

**Description:** GP took a small group of G&T y8/9 Spanish students to watch a Spanish film at Tyneside cinema. The

students watched the movie and took part in a variety of activities about the film - all completed in Spanish.

**Date:** 06/06/2017

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** KS4

**Title:** French towns

**Description:** Students learn about different towns in France and what you can do there. They then discuss the differences between their town and French towns / cities

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Modern Foreign Languages

**Group:** KS4

**Title:** French fashion

**Description:** Students discuss the differences between French and English fashion and discuss stereotypes of both nationalities

**Date:** 05/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Music

**Group:** 07 - Year 07

**Title:** Folk Music

**Description:** Learning about folk music from different cultures, including Scottish, Irish, Local, Sea Shanties and Spirituals. Singing/playing different pieces from each culture. Discussion of slavery, work songs, oral traditions and local stories.

**Date:** 08/06/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating,

cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Music

**Group:** 08 - Year 08

**Title:** Music for Special occasions

**Description:** Learning about music from different eras, composed for special occasions. Learning to play "God Save the Queen" and compose their own fanfare. Listen to each other's work use critical analysis.

**Date:** 18/04/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Music

**Group:** 08 - Year 08

**Title:** Jazz Improvisation

**Description:** A series of six lessons exploring the history and development of Jazz and learning to improvise. This will allow opportunities for self composition and experimentation with different musical instruments.

**Date:** 21/01/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Music

**Group:** 09 - Year 09

**Title:** Music of the Caribbean

**Description:** Learning about different styles of music from the Caribbean including Reggae, Salsa, Calypso and Steel pan music. Learning about the history of the Caribbean and the different cultures.

**Date:** 07/06/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and

responding to cultural activities, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** 07 - Year 07

**Title:** The Existence of God

**Description:** Students looked at various arguments around the existence of God, key terms such as Theist, Agnostic and Atheist and where they fit into the debate. Students formed their own opinions and challenged the beliefs of others.

**Date:** 28/09/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** 07 - Year 07

**Title:** The Good Samaritan & Europe's Refugee Crisis

**Description:** Students debated and produced written work about Europe's refugee crisis, contemplating their own views, the views of others and discussing the issue in the context of Christian teachings.

**Date:** 22/09/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** 09 - Year 09

**Title:** Crime and Punishment

**Description:** Series of lessons looking at crime and punishment, the moral and ethical implications of reform, punishment and retribution and how the teachings of Hinduism guide believers in their views on such topics. The concept of forgiveness in Hinduism was explored in relation to capital punishment and students own beliefs of how far

forgiveness can be achieved.

**Date:** 09/11/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** RE

**Group:** 10 - Year 10

**Title:** Islam, Reason & Revelation

**Description:** Unit of work from the OCR GCSE Syllabus Religious Studies B: Philosophy & Ethics which covered themes such as; The importance of the Qur'an in Islam, the nature of revelation and its place in the life of believers, the example of the Prophets (pbuh) and the importance of the Prophet Muhammed (pbuh)

**Date:** 12/01/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** 10 - Year 10

**Title:** Islam & Science

**Description:** Unit of work from the OCR GCSE Syllabus Religious Studies B: Philosophy & Ethics which covered themes such as; Are religion and Science compatible, scientific miracles of the Qur'an, creation stories and scientific theories of the origins of the universe and the origins of mankind.

**Date:** 21/09/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** RE

**Group:** 11 - Year 11

**Title:** Islam, Reason & Revelation

**Description:** Unit of work from the OCR GCSE Syllabus Religious Studies B: Philosophy & Ethics which covered themes such as; The importance of the Qur'an in Islam, the nature of revelation and its place in the life of believers, the

example of the Prophets (pbuh) and the importance of the Prophet Muhammed (pbuh)

**Date:** 18/01/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** 11 - Year 11

**Title:** Islam & Science

**Description:** Unit of work from the OCR GCSE Syllabus Religious Studies B: Philosophy & Ethics which covered themes such as; Are religion and Science compatible, scientific miracles of the Qur'an, creations stories and scientific theories of the origins of the universe and the origins of mankind.

**Date:** 22/09/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** KS4

**Title:** Islamic Diversity Centre School Visit

**Description:** The Islamic Diversity Centre came into school to discuss issues around being a Muslim in the UK and misconceptions about Islam with the KS4 Philosophy & Ethics students, including a Q & A.



**Date:** 19/10/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Science

**Group:** All

**Title:** Pollution

**Description:** Covered in KS3 and KS4 topics. How the overuse of fossil fuels is contributing to global warming and changing weather patterns, biodiversity, migration patterns, alternative forms of energy generation. The advantages and disadvantages of each are discussed with students. Discussions on why not all peoples/countries may hold the same beliefs to changing fuel usages.

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Science

**Group:** KS3

**Title:** Science Trip to London

**Description:** Yr 8s & 9s

Seeing science used in the wider world in the Centre for the Cell. Looking back at the history of biology, ecology, geology, evolution in the Natural History Museum. Looking at current scientific knowledge and uses of science in the Science Museum

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Student Support/Unity Provision

**Group:** All

**Title:** Sunderland School Games - Pan Disability Football Tournament

**Description:** Students from years 7-11 were invited to take part in the Sunderland School Games, in particular the football tournament. Students will compete against other schools in rounds and may progress to the finals to be held at a later date. If progressing further they will be representing Sunderland Schools in the tournament. Students compete against other students with varying degrees of special education needs and disabilities.

**Date:** 02/03/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, MORAL:Moral codes and models of moral virtue, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts

**Subject:** Student Support/Unity Provision

**Group:** 07 - Year 07

**Title:** Social Skills - Accepting Differences in Others

**Description:** Students learned about differences in people, considering both physical and personality characteristics. Students looked at the story of 'The Sneetches' to highlight how easy it is to treat people differently just because of their appearance, however in doing so we discussed whether it was moral to do this in society. Students also completed some work around not judging a book by it's cover and stereotyping.

**Date:** 18/11/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Student Support/Unity Provision

**Group:** 07 - Year 07

**Title:** Social Skills - Accepting Differences in Others

**Description:** Students learned about differences in people, considering both physical and personality characteristics. Students looked at the story of 'The Sneetches' to highlight how easy it is to treat people differently just because of their appearance, however in doing so we discussed whether it was moral to do this in society. Students also completed some work around not judging a book by it's cover and stereotyping.

**Date:** 06/11/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Student Support/Unity Provision

**Group:** 11 - Year 11

**Title:** CoPE- Planning a Christmas Party in a Elderly Residential Home

**Description:** As part of their CoPE course, students were challenged to plan and deliver a Christmas party to an elderly residential home in the local community. Students initially visited the home to complete questionnaires and research about what the residents wanted to see in their Christmas party. Students then worked as a group to plan all aspects of the party before being welcomed back to the home to set the party up. Activities involved singing, a quiz,

bingo and baking cakes to take with them. Students were given time to socialise with the residents whilst there and enjoyed the experience of being able to meet new people and take control over their own learning by planning everything themselves,

**Date:** 15/12/2015

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Student Support/Unity Provision

**Group:** KS3

**Title:** Social Skills - Empathy

**Description:** Year 8 and 9 students completed a module in their social skills lessons around empathy. Students were made aware of what empathy was and why it is important in society and how this impacts on current issues globally. Students completed various empathy role plays, acting out how they would act in a given situation when being empathetic and how they would act if they were not showing any empathy. Focus was placed upon the treatment of two Jewish sisters that survived a concentration camp during WW2. We looked in depth at their story as a case study into why it is important to show empathy and we tried to imagine ourselves in their position.

**Date:** 11/09/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** Differences

**Description:** Students gain an understanding of the differences in people and learn the definitions of key words; prejudice, tolerance, racism, islamophobia, sexism etc. They will also learn about invisible differences such as autism, aspergers and Tourette's.

**Date:** 22/02/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Tutorial

**Group:** 08 - Year 08

**Title:** Family Life

**Description:** Exploring different types of families and understanding family values.

**Date:** 01/02/2017

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Tutorial

**Group:** 08 - Year 08

**Title:** Relationships

**Description:** Exploring negative and positive relationships. Recognizing negative features in a relationship and how to rectify them.

**Date:** 01/02/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Myself in Society

**Description:** To explore the issue of homophobia, racism, immigration and radicalisation.

**Date:** 01/01/2016

**Selected Criteria:** CULTURAL:Exploring, understanding and respecting diversity, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Understanding the consequences of actions, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** - After School Clubs

**Group:** All

**Title:** Sports Leaders

**Description:** Pupils enrolled in Leadership Academy attend regular workshops providing them with fundamental skills for Leadership. Sport specific training such as umpiring and scoring enables Leaders to organise, lead and officiate

events for local Primary's and Secondary's.

**Date:** 09/09/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - After School Clubs

**Group:** KS3

**Title:** Science Club

**Description:** Science club creating explosions and reactions including screaming Jelly baby, carbon snake and a green fire pumpkin to celebrate Halloween and Bonfire Night

**Date:** 05/11/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Assemblies

**Group:** All

**Title:** Internet Safety & e-cigarettes

**Description:** Themed assemblies and work within PAUSE time supporting work already carried out on e-safety as well as recognising the dangers of e-cigarettes

**Date:** 18/01/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Investigating moral values and ethical issues, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Competitions

**Group:** All

**Title:** Indoor Rowing

**Description:** 16 Boys and Girls across all Year groups took part in the Sunderland School Games Indoor Rowing competition at Durham Rowing Club.

**Date:** 07/10/2016

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Competitions

**Group:** 09 - Year 09

**Title:** Indoor Girls Cricket

**Description:** Our U15 girls reached the Durham County Lady Taverners indoor cricket final having qualified from previous rounds.

**Date:** 24/03/2017

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** - Educational Visits

**Group:** 07 - Year 07

**Title:** 24 hour tutor challenge

**Description:** Visit to Gibside for residential. 100% participation by year 7. Development of social skills, team work, beauty of the surroundings.

**Date:** 05/11/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** - Educational Visits

**Group:** 07 - Year 07

**Title:** Year 7 Ultimate Challenge

**Description:** All Year 7 are challenged to spend 5 days in the lake district camping together. During the time a range of challenges aimed at stretching/taking out their comfort zone to enable them to challenge their cultural, social, emotional, spiritual and moral compass. This is done through regular review from group leaders.

See attached programme for greater depth of activities.



**Attachments:** staff planning sheet march 2015.docx, grouping over.docx

**Date:** 11/06/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Educational Visits

**Group:** 10 - Year 10

**Title:** Belfast visit

**Description:** Opportunity to visit old shipyards in Belfast to see changes in employment and also to develop a greater understanding of students study of titanic and the sacrifices many made for others.

**Date:** 14/12/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Educational Visits

**Group:** 10 - Year 10

**Title:** Visit to working farm and owl sanctuary

**Description:** Developing understanding about agriculture as part of their work on the Countryside Code

**Date:** 08/10/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** - Educational Visits

**Group:** 11 - Year 11

**Title:** Visit to Coronation Street!

**Description:** Support learning about TV production

**Date:** 02/10/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills

**Subject:** - Sporting Events

**Group:** 08 - Year 08

**Title:** Sporting Success

**Description:** Year 8 Girl's Football Team were under 14 County Champions. Supporting teamwork and application.

**Date:** 25/03/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills

**Subject:** - Sporting Events

**Group:** KS3

**Title:** Gymnastic workshop

**Description:** Year 7 and 9 pupils entered and won a competition to attend a gymnastic workshop and audience with local Olympic medallist Amy Tinkler.

**Date:** 24/11/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** - Themed Day/Week

**Group:** All

**Title:** World Book Day

**Description:** A celebration of authors, illustrators, books and most importantly, it's a celebration of reading.

**Date:** 04/03/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills

**Subject:** - Themed Day/Week

**Group:** 07 - Year 07

**Title:** Star of Junior Bake off bakes for class

**Description:** Benjamin Smith 7A - star of this years Junior Bake off programme bakes cakes for his peers based on the poem "Witches Broth and Belly Bum Spread Iced Cakes"

**Date:** 17/11/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** - Themed Day/Week

**Group:** 11 - Year 11

**Title:** Positively MAD exam busters!

**Description:** Positively MAD exam busters in school - seminar for year 11 to support and motivate them for their exams.

**Date:** 23/10/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs

**Subject:** - Transition

**Group:** All

**Title:** 24 Hour Tutorial Challenge

**Description:** As the final part of transition each form class spends 24 hours together at a local venue.

- students are challenged to work together and be independent.
- they spend 1 day doing conservation work at Gibside Estate as part of their John Muir Award
- they cook/eat/sleep/clean together
- Tutorial games/activities encourage group formation and develop feelings and emotions
- star gazing/night walk to develop sense of place- why are we here? this is then reinforced in the summer 5 day challenge.
- students are taught/skill developed taking responsibility for the accommodation/litter/respect.



**Attachments:** 24 hour tutor challenge rationale.docx, pack for teachersa.pdf

**Date:** 08/10/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Art and Design

**Group:** All

**Title:** How are pupils helped and encouraged to explore, understand and respect diversity?

**Description:** Within every project in Art pupils will look at other artists work. This may be artwork from another cultures, historical artists, contemporary artists as well as artwork from the local community. They are encouraged to accept and analyse artists work and views opposing their own.

**Date:** 15/03/2017

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities

**Subject:** Art and Design

**Group:** All

**Title:** Are there opportunities embedded in the curriculum for exploring different cultures?

**Description:** The year 8 Art From Another Culture project in particular has been based around Japanese paper toys, Native American totem poles and Day of the Dead Sugar skulls.

The year 8 Illuminated letters project is based around the Medieval Manuscripts and religious texts. The year 9 graffiti project explores the graffiti cultures within large European cities. The portraits project in year 9 focuses on personal identity, personal expression and an appreciation for the uniqueness of others.



**Date:** 15/03/2017

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Art and Design

**Group:** G&T

**Title:** Do pupils participate in and respond to cultural activities?

**Description:** Groups of students have been encouraged to participate in working with groups of students from other countries as part of the Polish and American exchange partnerships with school from around the world.

Students have also taken part in producing artwork for holocaust memorial week, using artwork to educate and emphasis the harrowing events of this particular time period.



**Date:** 15/03/2017

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills

**Subject:** Art and Design

**Group:** KS3

**Title:** Do pupils participate in and respond to cultural activities?

**Description:** Art and artists work is very strongly linked to culture and cultural activities



**Date:** 15/03/2017

**Selected Criteria:** CULTURAL: Participating and responding to cultural activities

**Subject:** Art and Design

**Group:** KS3

**Title:** How are pupils helped to understand and appreciate personal influences on culture which have influenced the way we live today?

**Description:** A number of the KS3 projects in particular Year 8 work focus on the cultural aspect and have an appreciation for how others society's and culture are unique yet inspire other culture across the world.

As well as analysing and discussing artists work pupils will study the circumstances surrounding particular artwork and artists such as Picasso and the emotions surrounding some of his most famous artwork.

We aim to get pupils looking at their surroundings and the role of design within their lives.

Across Ks3 and KS4 students analysis artwork from different time periods, different culture and genres. Students are encouraged to discuss the artwork and the impact within the art world and how artwork plays an important part in most communities and cultures around the world



**Date:** 15/03/2017

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** English

**Group:** 08 - Year 08

**Title:** Poetry Workshop

**Description:** Visit for yr 8 and yr 9 to a poetry workshop @ Washington Library with poet and comedienne Kate Fox

**Date:** 02/10/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English

**Group:** KS3

**Title:** Remembrance Service

**Description:** So far Year 9 and Year 8 have taken part in Remembrance Day services over the last two years.

**Date:** 22/03/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SPIRITUAL:Understanding human feelings and emotions

**Subject:** ICT

**Group:** 08 - Year 08

**Title:** Online communication

**Description:** Year 8 students consider how the internet is used as a method of communication. This includes considering how we collect information, the validity of the information we read/see and how to be selective and safe users of the internet.

Unit attached.

**Attachments:** online communication.zip

**Date:** 09/11/2017

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions

**Subject:** ICT

**Group:** 09 - Year 09

**Title:** Sweet Retreat business!

**Description:** Business venture set up by enterprising year 9 students as part of Peter Jones (Dragons Den) initiative - Tycoon in Schools

**Date:** 03/11/2015

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** Leadership and Volunteering

**Group:** 09 - Year 09

**Title:** Sports Hall Athletics Leadership

**Description:** Sports Leaders hosted and officiated Primary Athletics competition. Commended by visiting School Staff for their leadership abilities.

**Date:** 18/10/2016

**Frequency:** One-off

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Extra Curricular classes

**Description:** German, French and Spanish GCSE classes take place after school. Students develop their knowledge and understanding of a foreign language and learn about different cultures. Through this they develop their own self awareness.

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Chinese Penpals

**Description:** RH has arranged for G&T students to communicate via email with students from a partner school in China. This will allow students to communicate with pupils of their own age from another culture.

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Use of authentic materials in lessons

**Description:** Use of authentic materials in lessons by all staff. This gives the students the opportunity to immerse themselves in another culture while improving their linguistic skills

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Developing oral fluency in a foreign language

**Description:** Students develop the confidence to communicate in a foreign language in front of an audience and to listen in a supportive way

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Developing and expressing

personal views or values, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Ski trip

**Description:** EM led ski trip to Austria . This gave students the opportunity to develop a new skill, experience a new culture and meet new people instilling awe and wonder.

**Date:** 02/04/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Understanding the consequences of actions, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** Modern Foreign Languages

**Group:** KS3

**Title:** French club

**Description:** Y9 students lead a French club every Wednesday for KS3 students. Students leading the group develop their leadership skills while KS3 students enhance their knowledge of French language and culture.

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities

**Subject:** Physical Education

**Group:** All

**Title:** Games

**Description:** Taking part in activities which are part of our cultural heritage - football, rugby, badminton, hockey

**Date:** 09/11/2017

**Frequency:** Weekly

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs

**Subject:** Physical Education

**Group:** KS3

**Title:** Cricket

**Description:** Learning how to bowl correctly & play technically correct strokes while batting during the summer term.

**Date:** 09/11/2017

**Frequency:** Termly

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Understanding and appreciating personal influences

**Subject:** Science

**Group:** KS4

**Title:** Genetic Engineering

**Description:** BIO: should we be genetically modifying crops/livestock? Students ideas on whether these techniques should be used and then discussing where they can be used to advantage e.g. golden rice with added vitamin A for people with protein deficient diets and pest resistant crops to reduce the use of pesticides

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** John Muir Award

**Description:** students spend 2 hours per week over 6-week block, 24 hour tutor challenge and 5 days in the lake district within which students work towards achieving the highest level of award. Biddick Academy, Nationally provides largest successful cohort.

Key themes:

- 1.(Creation vs Science debate)Star Gazing whilst students sleep under the stars for a night
2. Conservation for Environment - students explore a range of environments and investigate these themes.
3. Recycling - Learn and and apply understanding about recycling
4. Biodiversity -Conservation Project- students spend time increasing biodiversity within the school grounds
5. Students given a range of challenges in groups where PLTS are reviewed and developed outside the classroom.



**Attachments:** JMA summer planning.docx, John Muir Award launch lettera.doc

**Date:** 02/03/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Drowning Prevention Advert

**Description:** year 9 participated in a competition set by Sunderland City Council and Sun FM on preventing drowning. One team 1st and one team joint second!

**Date:** 08/02/2016

**Selected Criteria:** CULTURAL:Participating and responding to cultural activities, CULTURAL:Preparing for life in modern Britain, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - After School Clubs

**Group:** KS3

**Title:** Science Club

**Description:** Students have had the opportunity to visit Durham University School Science Festival looking at insect pollution to slime and rocks to light. Back at school, they have been working with Rolls Royce who came to explain how jet engines are made in a factory just around the corner from school! An engine blade was brought in - it was small enough to fit in your hand and it was worth £10000!

**Date:** 16/07/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** - Assemblies

**Group:** All

**Title:** The world of work

**Description:** The world of work/ careers/ employer expectations/ training routes and providers

**Date:** 10/02/2017

**Frequency:** Termly

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills

**Subject:** - Assemblies

**Group:** All

**Title:** E Safety

**Description:** Assembly to reinforce the positive and negative influences of ICT in todays society. To reinforce key messages of how to use ICT appropriately and to keep yourself safe whilst online.

**Date:** 23/02/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Competitions

**Group:** All

**Title:** Young Innovators Award 2015

**Description:** The Young Innovator of the Year Awards is a national schools competition open to all students between 11 and 19 years of age. Each year Harper Adams University takes entries from thousands of students to promote design and innovation across the country. The brief was: "What could robots do for us in the future that would solve a real-world problem" 10 of our students were shortlisted as '@Young Innovator of the Year' and school won 'Best School Award' beating last years winners

**Date:** 18/06/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** - Competitions

**Group:** 09 - Year 09

**Title:** Ryman Enterprise Challenge

**Description:** An entrepreneurial activity looking at how a business could be operated in school. National competition organised by ICT and Business Department

**Date:** 09/12/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts

**Subject:** - Educational Visits

**Group:** 08 - Year 08

**Title:** Centre of Life Visit

**Description:** Using computers to program called NetLogo as well as visit to the Planetarium

**Date:** 03/10/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Staff Training/CPD

**Group:** CPD

**Title:** Prevent

**Description:** The ex chief of the North East Prevent Team delivered a whole staff training session to raise an awareness and understanding of the Prevent Strategy and how this relates to schools in todays society.

**Date:** 15/12/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** - Themed Day/Week

**Group:** All

**Title:** St John Ambulance 'One Big Lesson'

**Description:** All students within Academy took part in 'One Big Lesson'. It is an hour online first aid session streamed live into classrooms across the country. The Academy feels that the skills students learn could stay with them for a lifetime. Work continues to support the delivery of our Heart Start Programme and tutorial curriculum that every student has access to throughout their time in the Academy.

**Date:** 07/05/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs

**Subject:** Careers

**Group:** 08 - Year 08

**Title:** EDF Partnership

**Description:** A selection of year 8 students have been chosen to visit EDF Energy on 14 July and meet with their Executives. The idea is for them to negotiate a project with them which will support Year 8 into thinking about work and industry. They will gain valuable knowledge about careers routes, work environment, careers routes, work environment, employability features and of course salaries! The work will be shown to the whole year group in a bid to raise aspirations before they choose their options in year 9

**Date:** 14/07/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** Careers

**Group:** 09 - Year 09

**Title:** Royal Logistics Corp

**Description:** A day of challenge and exercise looking at careers in the armed forces.

**Date:** 08/02/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts

**Subject:** Careers

**Group:** KS4

**Title:** Careers Convention

**Description:** A careers convention for yrs 9-11 featuring support from 42 organisations including employers, training providers, colleges, 6th form centres and NRAP (University)

**Date:** 13/01/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, SOCIAL:Developing personal qualities and using social skills

**Subject:** Geography

**Group:** KS4

**Title:** Y11 Revision Trip

**Description:** Revision trip

**Date:** 10/04/2017

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions

**Subject:** History

**Group:** 07 - Year 07

**Title:** Medieval England

**Description:** Students study the Battle of Hastings and Magna Carta which have a direct impact on their lives today. Their cultural heritage has been shaped by these events in particular Britain's parliamentary system.

**Date:** 01/09/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** History

**Group:** 09 - Year 09

**Title:** Curriculum Week

**Description:** Students studied the Jarrow March of 1936 and the desperate attempt by those 200 men to fight injustice, poverty and unemployment. As part of this study they took part in an 8 mile walk during which they were encouraged to empathise with the marchers.

**Date:** 29/06/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** ICT

**Group:** 07 - Year 07

**Title:** Office applications- CEIAG

**Description:** Students complete skills using office/admin packages in year 7.

This is a link to the wider world as these are skills they need to survive in the world of work as they are skills that are so commonly used.

Topic tests are attached, use these to see what skills are developed.

**Attachments:** topic test.docx

**Date:** 09/11/2017

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills

**Subject:** Mathematics

**Group:** KS3

**Title:** World Trade Game

**Description:** Work as teams (countries) within the rules and laws explained and discussed. Countries trade, manufacture and sell items, fostering teamwork and a wide variety of skills

**Date:** 27/06/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Physical Education

**Group:** 08 - Year 08

**Title:** Tennis education day

**Description:** 15 girls and 10 boys attended the tennis centre to learn about the game of tennis including visually impaired tennis

**Date:** 08/03/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Physical Education

**Group:** 11 - Year 11

**Title:** Olympic Ambassadors

**Description:** the programme has run for the last 5 years set up for the London Olympics and to develop our specialism in the Arts and Sport. The group have taken on a number of additional activities for example year 8 G and T super stars competition and a show at the Arts Centre called ARTiculate to express the views of teachers, governors and pupils in the specialism and this was for parents, primary heads, governors and artists linked to the school. A video 'run like a girl' was developed to be used whole school to share attitudes and beliefs from the commercial and how Biddick tackles and encourages individual achievement.

**Attachments:** ARTiculatepupilslist.pptx, ARTiculate2015.pptx, governors presentation.pptx, Super Stars 6th February 2013.pptx, IMG\_2378.JPG

**Date:** 02/03/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** RE

**Group:** 08 - Year 08

**Title:** The Argument from Design

**Description:** Students investigated the key themes around the creation of the universe, the role God may or may not have played in this and how Christianity, Islam and Buddhism react to the care of the planet in light of key teachings on this topic.

**Date:** 20/10/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Science

**Group:** All

**Title:** Effect of Science on life

**Description:** Various topics cover the use and effect of science in everyday life from the enhancement of plant growth, use of satellites, development of polymers, development of medicines

**Date:** 06/05/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** Science

**Group:** KS3

**Title:** Extra curricular

**Description:** Various science and STEM based projects encourage students to use science in the wider world.

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Tutorial

**Group:** All

**Title:** Charity Day

**Description:** Biddick participates in a charity day; the whole school attends in fancy dress for a small fee. There are events throughout the day which promote and explore the issues of charity, sharing and social conscience. Each Year group chooses a charity to support and through tutorial the students are educated as to the nature of such a charity.

**Date:** 23/03/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Tutorial

**Group:** 08 - Year 08

**Title:** Drugs and Alcohol

**Description:** Students learn the dangers of alcohol and drug abuse. they explore the legal boundaries and implications of putting themselves at risk.

**Date:** 07/03/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function

**Subject:** Tutorial

**Group:** 08 - Year 08

**Title:** E-Safety

**Description:** Students learn about the dangers of the internet, how to keep themselves safe and the dangers of grooming.

**Date:** 22/02/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, SOCIAL:Developing personal qualities and using social skills

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Teenage Life

**Description:** Explore what it is to be a teenager in 2016. Drugs and drug abuse, alcoholism, grooming, e-safety.

**Date:** 01/06/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Study Skills

**Description:** To explore time management skills and look at how to study, personal goals and coping strategies for stress.

**Date:** 01/04/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Water Safety

**Description:** Groups to design and record their own water safety advert.

**Date:** 01/02/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Stress and Diet

**Description:** How stress can affect our diet and using correct nutrition to fuel thinking

**Date:** 01/01/2016

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating personal influences, MORAL:Understanding the consequences of actions

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Ambitions/careers

**Description:** Explore your own ambitions and desired career paths. Use U Explore to examine how to access careers.

**Date:** 01/10/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Understanding how communities and societies function

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Success

**Description:** How is success measured? Media perception of success, personal goals and team work. Create a year group success charter.

**Date:** 01/09/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Year Ambassadors

**Description:** Year 9 meet twice a week. They are separated into community group, PAUSE patrol and media group.

**Date:** 01/09/2015

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** Tutorial

**Group:** 10 - Year 10

**Title:** WORKS EXPERIENCE

**Description:** Introduction to the world of work, role,responsibilities,personal skills and attributes required. Top 10 skills employers value.

Rules guidelines - scenarios, health and safety, discrimination

.Organisation of a placement.

**Date:** 02/04/2018

**Selected Criteria:** CULTURAL:Preparing for life in modern Britain, CULTURAL:Understanding and appreciating

personal influences, MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs

**Subject:** - Assemblies

**Group:** All

**Title:** Healthy, Active Lifestyles

**Description:** For a week, the LAF team (Lifestyle, Activity and Food Programme) came in and held assemblies for all Year groups informing them about positive choices to maintain physical, mental and emotional health and signposting them on how to access advice and support- in collaboration with DM, Biddick's Health and Wellbeing Officer.

**Date:** 20/03/2017

**Frequency:** Other

**Selected Criteria:** CULTURAL:Understanding and appreciating personal influences, MORAL:Understanding the consequences of actions

**Subject:** - Educational Visits

**Group:** 08 - Year 08

**Title:** Harry Potter

**Description:** The magical experience to London has inspired 20 students in Year 7 and 8 to add creativity to their own writing experiences. They explored sets and character design and engaged together in what was an unforgettable experience.

**Date:** 19/11/2015

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** ICT

**Group:** KS4

**Title:** Business studies

**Description:** All students complete a finance unit in business. SOL attached.

**Attachments:** Finance SOW.docx

**Date:** 09/11/2017

**Frequency:** Annual

**Selected Criteria:** CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs

**Subject:** Science

**Group:** KS3

**Title:** Pesticides

**Description:** Should pesticides like DDT be banned based on bioaccumulation and the effects it has at the top of the food chain? Or should it be used to tackle the problem of mosquitoes and malaria for humans?

**Date:** 04/05/2016

**Selected Criteria:** CULTURAL:Understanding and appreciating personal influences, MORAL:Developing and expressing personal views or values, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** Bullying

**Description:** Students gain an understanding of the concept of bullying and look at the reasons why people are bullies and the impact this can have.

**Date:** 23/11/2015

**Selected Criteria:** CULTURAL:Understanding and appreciating personal influences, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Participating, cooperating and resolving conflicts

**Subject:** - Educational Visits

**Group:** 09 - Year 09

**Title:** Belfast Titanic Trip

**Description:** Links to the Year 9 History SOW on the WW1 and WW2 period. The SOW centers on what life was like at the beginning of the 20th century for different people depending on gender or class. It uses the fatal trip of the Titanic to the as a centerpiece to investigate these areas. It also looks at the sinking of the ship itself and whether it was an unfortunate accident or could it have been prevented.

The trip is designed to encourage an independent investigation of the not only the sinking of the titanic but also the social aspects that link to the topic and the SOW such as the difference between classes and the role of women. They will get an in depth look at the making of the ship and the complexity of the ships manufacture.

**Date:** 02/03/2017

**Frequency:** Annual

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Educational Visits

**Group:** 10 - Year 10

**Title:** Magistrates Court Visit

**Description:** To examine the court system during the modern period and how crimes are dealt with and punished. This is to link to the GCSE History topic of Crime and Punishment through time. The visit enables to see the court system in action and to get an idea about crimes that are common during the period so they can examine change between the modern period and the past.

**Date:** 14/02/2017

**Frequency:** Annual

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** English

**Group:** 09 - Year 09

**Title:** Who Inspires Me Presentations

**Description:** Year 9 conducted a practice GCSE style presentation on the subject of a person they are inspired by or admire.

**Date:** 22/03/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values

**Subject:** Geography

**Group:** All

**Title:** Moral Development in Geography

**Description:** Moral Development. Moral questions in Geography help to form a key part of Geographical Issues that are present within the world today. Population is a key area of discussion for Geography. GCSE students investigate the current theories being proposed in order to manage and control global population levels, as this may have a significant impact on resources in the near future. GCSE Geography students study China's attempts to reduce their population growth through the use of the one child policy. Students discuss the successes of this, but also question whether it is morally correct and how they would feel if they were forced to live under its rules. Understanding the consequences of our actions is extremely important in Geography.

**Date:** 16/03/2017

**Frequency:** On-going

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions

**Subject:** Geography

**Group:** All

**Title:** Global Warming

**Description:** Global warming is an issue we are being forced to recognise now with our changing atmosphere. Both Key Stage 3 and GCSE geographers study the reasons as to how humans have contributed to the issues and problems surrounding global warming. We study the human impacts and causes of this, and analyse the repercussions of this for future predictions. Year 11 geographers discuss the impact of climate change on fragile lands such as Antarctica and crowded nations such as found in the Indian subcontinent, they also discuss how the UK copes with extreme weather events. In Geography we see it as important that students understand the issues faced by people in different parts of the world and develop an opinion towards them. Year 9 look at how the people in parts of Africa and Asia face tougher working and living conditions as a consequence of decisions made in more economically developed countries. They have debated the conflicts and benefits of these actions and are aware of the moral dilemmas associated with buying products from companies that may have poor human rights records.

**Date:** 16/03/2017

**Frequency:** On-going

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions

**Subject:** Geography

**Group:** KS4

**Title:** Flooding

**Description:** Students are studying why some towns get more assistance with flood defenses than others. Is this fair? Morally right?

**Date:** 13/04/2017

**Frequency:** One-off

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions

**Subject:** Leadership and Volunteering

**Group:** KS4

**Title:** Leadership Pathway

**Description:** The Leadership Pathway at KS4 gives the opportunity to apply the knowledge and skills gained into an area of focus. These really show that a young person goes above and beyond. Opportunities include the D Of E award, Dreams and Teams, Peer Mentor programme and our Ambassador Programme.

**Attachments:** leadership model overview.pptx

**Date:** 02/03/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving

conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Climate for learning

**Description:** All staff ensure we all use behaviour watch consistently to ensure a positive climate for learning which ensures pupils feel safe and secure in their learning.

**Date:** 04/05/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions

**Subject:** Modern Foreign Languages

**Group:** KS4

**Title:** Marriage and family

**Description:** Students talk about their feelings about marriage and children in French - encourages listening to others' opinions and views

**Date:** 05/05/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Modern Foreign Languages

**Group:** KS4

**Title:** The environment

**Description:** Students talk about global issues and the effects they have on different groups of people.

**Date:** 05/05/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** RE

**Group:** 07 - Year 07

**Title:** Founders & Leaders

**Description:** Series of lessons in which students explore the founders and leaders of the main faiths represented in modern Britain. Founders lives were used as a gateway to discussing the key beliefs and teachings of religion. Students also contemplated questions such as 'Was Jesus a Revolutionary' & 'Did Moses have the right character to be the leader of the Israelites'

**Date:** 17/12/2015

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Moral codes and models of moral virtue, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Science

**Group:** KS4

**Title:** STEM Cell Research

**Description:** BIO: Students cover the ethics of stem research, how it can affect the individuals needing STEM cells and disorders that it can alleviate, the procurement of embryonic stem cells, potential 'distruction of life', how this research can drive forward our knowledge of medicine

**Date:** 04/05/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** Student Support/Unity Provision

**Group:** 08 - Year 08

**Title:** Social Skills -Resolving Conflict

**Description:** Students completed a social skills module on resolving conflict peacefully. Students learned whether it was appropriate to use violence as a way of resolving conflict. Students also recalled their own experiences of handling conflict to determine whether they could have handled past situations in more positive ways. Students learned that conflict can be part of everyday life, however it is the manner in which situations are handled that can determine the outcome of the conflict.

**Date:** 03/10/2017

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Student Support/Unity Provision

**Group:** 08 - Year 08

**Title:** Key Steps Lessons - Exploring Upsetting Stories in the News

**Description:** Students recognised different emotions then shared with a partner their emotions surrounding different life events. Students then looked a different sad news articles. They had to present their chosen article to the rest of the class retelling the story in their own words and also explaining how certain language was used in the article to make the reader feel the sadness of the article.

**Date:** 11/09/2017

**Selected Criteria:** MORAL:Developing and expressing personal views or values, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Student Support/Unity Provision

**Group:** 09 - Year 09

**Title:** Social skills - Online safety

**Description:** Students learn about the negative uses of the Internet and why people would choose to use the internet to do certain things. Students given scenarios of possible unsafe uses of the Internet and asked to have a group discussion about appropriate and inappropriate actions, urging students to make the more appropriate and morally right choices.

**Date:** 15/01/2018

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** Health

**Description:** Students look at body image, smoking and healthy lifestyle.

**Date:** 06/06/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** PLTS

**Description:** Students learn about memory skills, how to work as a team, how to become a better communicator and how to become more reflective.

**Date:** 28/09/2015

**Selected Criteria:** MORAL:Developing and expressing personal views or values, SOCIAL:Developing personal qualities and using social skills

**Subject:** Tutorial

**Group:** 08 - Year 08

**Title:** Puberty

**Description:** To explore the differences which occur during puberty for both male and female. To explore and understand the menstrual cycle.

**Date:** 18/01/2016

**Selected Criteria:** MORAL:Developing and expressing personal views or values, MORAL:Investigating moral values

and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** - Assemblies

**Group:** KS4

**Title:** The Hobbit - Good triumphs over evil

**Description:** The key theme was that ultimately good will overcome evil pointing to the victory at Easter of Christ over death.

**Date:** 15/02/2016

**Selected Criteria:** MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Art and Design

**Group:** All

**Title:** How are ethical issues and moral values investigated?

**Description:** In KS4 pupils are given a starting point for each project and then encouraged to develop their ideas and express their own individuality through their artwork.

In KS3 pupils are encouraged to explore their creativity through a variety of projects allowing them to express their own personal ideas.

Wherever appropriate we discuss with the pupils any ethical issues surrounding artwork such as during the year 9 Graffiti project. Is it art or vandalism?

Year 9 Portraits project discussing appropriate terms when describing the colour of someone's skin. This project also has an element of creativity and an appreciation for what makes a person unique in the way in which we dress with regards to fashion trends and being part of a social group.

The Art department is known to pupils as a quiet and calm department. This is achieved through setting out clear rules and expectation from all pupils. We encourage and reward excellent behaviour within the classroom as well as during social time around the department.

Through the use of clear boundaries and moral codes it is clear to pupils how they are expected to behave whilst in the department leading to very few exceptions in behaviour.

In addition to pupils being given firm guidelines and boundaries for behaviour they are encouraged that it is good to make and learn from their mistakes as part of their work.



**Date:** 15/03/2017

**Selected Criteria:** MORAL: Investigating moral values and ethical issues, SPIRITUAL: Understanding human feelings and emotions

**Subject:** Geography

**Group:** KS4

**Title:** China's One child Policy

**Description:** Investigating attempts to reduce population growth in china with their one child policy.

**Date:** 06/04/2017

**Selected Criteria:** MORAL: Investigating moral values and ethical issues

**Subject:** Leadership and Volunteering

**Group:** 08 - Year 08

**Title:** Volunteering Programme

**Description:** Volunteering Programme -embedded in Year 8

Helping at school events/festivals/clubs

Helping at local primary schools/visiting residential homes (unity)

Pupils can take initiative and organise their own experiences

Pupils can develop the confidence to lead and develop activity with adults and peers

Pupils understand the importance of making a positive contribution and can reflect on the difference individual actions can make to society

**Date:** 06/01/2016

**Selected Criteria:** MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs

**Subject:** Modern Foreign Languages

**Group:** KS4

**Title:** Healthy living

**Description:** Students talk about health and what constitutes a healthy lifestyle. Talking about smoking, drinking and drugs.

**Date:** 05/05/2016

**Selected Criteria:** MORAL:Investigating moral values and ethical issues, MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Tutorial

**Group:** 09 - Year 09

**Title:** Xmas Charity Appeal

**Description:** Collect selection boxes, research food banks and deliver them to help those affected by poverty in the community.

**Date:** 17/12/2015

**Selected Criteria:** MORAL:Investigating moral values and ethical issues, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions

**Subject:** - Transition

**Group:** TRN - Transition

**Title:** Unity Centre Transition

**Description:** Students attending Biddick in September 2018 have been invited into school to complete a lengthy transition programme. Within this they will be able to alleviate any anxieties or worries they may currently have about the change in schools. They are able to become more familiar with the school and various staff members and can already start developing peer relationships before the who year group transition week. Transition also gives an opportunity to assess students' skills in the following areas: working with others, independence and organisation skills and attention so that we can best tailor their academic programme when starting in Year 7, deciding whether it is

necessary for them to take part in social skills lessons. Transition has always allowed students and their families to feel more comfortable and confident in their leap from Year 6 to Year 7.

**Date:** 25/01/2018

**Selected Criteria:** MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English

**Group:** 07 - Year 07

**Title:** Debating

**Description:** In the Harry Potter and the Philisophers Stone scheme of learning, students debate character attitudes to magic, trying to evaluate which is right and wrong. They also also this with character actions.

**Date:** 22/03/2016

**Selected Criteria:** MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** English

**Group:** 10 - Year 10

**Title:** Frankenstein Nurture vs Nature S&L

**Description:** Students discussed the ethical morality evident in humans via upbringing and social surroundings v the biological predisposition through genetics.

**Date:** 12/11/2015

**Selected Criteria:** MORAL:Moral codes and models of moral virtue

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Listening activities

**Description:** The use of listening activities encourages students to show mutual respect

**Date:** 05/05/2016

**Selected Criteria:** MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts

**Subject:** Student Support/Unity Provision

**Group:** KS4

**Title:** Gardening

**Description:** Our KS4 students followed a programme to redevelop an allotment. This involved talking to the local community, understanding environmental issues and working together to transform a patch of land.

**Date:** 06/10/2015

**Selected Criteria:** MORAL:Moral codes and models of moral virtue, MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function

**Subject:** - Sporting Events

**Group:** TRN - Transition

**Title:** Netball Festival

**Description:** Three primary schools competing in a partner festival in Years 5 and 6. The preparation, teamwork and collaborative working supports the social and moral development and highlights the values of school sport.

**Date:** 27/09/2016

**Selected Criteria:** MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Physical Education

**Group:** All

**Title:** Fair Play

**Description:** Playing within the rules, accepting decisions made by officials without question

**Date:** 09/11/2017

**Frequency:** On-going

**Selected Criteria:** MORAL:Recognising right and wrong and applying it

**Subject:** Science

**Group:** All

**Title:** Practical Work

**Description:** Students are encouraged to seek the truth through finding evidence in investigations. They are taught to treat situations honestly where experiments don't give expected results and take responsibility for their own actions even when things go 'wrong'

**Date:** 06/05/2016

**Selected Criteria:** MORAL:Recognising right and wrong and applying it, MORAL:Understanding the consequences of actions, SOCIAL:Developing personal qualities and using social skills

**Subject:** Physical Education

**Group:** All

**Title:** Health & Safety

**Description:** Working with regard for instructions/rules which keep everyone safe eg. gymnastics, rugby, rock climbing, trampolining, etc

**Date:** 09/11/2017

**Frequency:** On-going

**Selected Criteria:** MORAL:Understanding the consequences of actions

**Subject:** Science

**Group:** All

**Title:** Expectations

**Description:** All students have high expectations set for them in terms of behaviour in lessons and attitude to work, respect for peers and staff and progress in learning

**Date:** 04/05/2016

**Selected Criteria:** MORAL:Understanding the consequences of actions

**Subject:** - Sporting Events

**Group:** All

**Title:** Pulse Dance competition

**Description:** This is open to all pupils in creating and developing a piece of dance to put forward to the local and then regional final linked with Dance City . It is organised through Dance Uk. This year we entered two groups, one year 7 group alienation had a piece choreographed by a year 9 pupil the second piece was performed by year 9 pupils working with Dance City degree students in extra curricula time.

**Attachments:** pulse.doc

**Date:** 02/03/2016

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Art and Design

**Group:** All

**Title:** What opportunities are there for pupils to cooperate, participate and help to resolve conflicts / celebrate success?

**Description:** Pupils work in groups on occasion to aid idea creation for projects and are encourage to share thoughts and ideas on each other work.

**Date:** 15/03/2017

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Art and Design

**Group:** All

**Title:** Are pupils offered opportunities for social interaction within school and in the wider community?

**Description:** Where possible we try to offer visits to galleries and exhibitions to pupils as part of the Art curriculum. It is important that pupils experience artwork in context in it's environment. As part of taking pupils out we impress upon them that it is important to give the local community a very positive impression of them and the school.

KS3 Peer Assessment provides opportunities for students to interact with others in the group with regards to assessing their work and that of others. These opportunities enable students to work collaboratively when identifying individual

strengths and setting appropriate targets for continued progress within the subject.

**Date:** 15/03/2017

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** English

**Group:** All

**Title:** Speaking and Listening

**Description:** Activities include: group discussions, debates, formal presentations e.t.c

**Date:** 22/03/2016

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Geography

**Group:** All

**Title:** Social Development

**Description:** Social Development. Social issues and the needs of different groups of people are also common themes that are explicitly recognised on a regular basis such as the need to create a sustainable society. In year 10, students research how our living spaces in urban areas need to be sustainable in the future to cope with population changes in these areas. The year 9 geography curriculum focusing on investigating a wide variety of natural disasters around the world. Students work in teams throughout each unit to come up with a creative overall presentation of what they have learned throughout their research.

**Date:** 30/03/2017

**Frequency:** Annual

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** Geography

**Group:** All

**Title:** Social Development

**Description:** Students in year 10 have also been exploring how tourism can have a positive and negative impact on social environments across the world. Understanding how our communities and societies function is important in Geography. Our year 11s completed their controlled assessment focus last year on how Tynemouth demonstrates the characteristics of a honeypot site. They spent a day in the town speaking to the local community, completing surveys, communicating with the locals and analysing how people and the environment cope with tourism. Working with members of the general public required the Year 11 geography pupils to be polite, courteous and they were without exception well received and complimented.

**Date:** 30/03/2017

**Frequency:** Annual

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function

**Subject:** Mathematics

**Group:** TRN - Transition

**Title:** G and T primary Maths

**Description:** Six students from each partner primary school attend weekly Maths sessions. They follow an annual programme and focus on contexts that support transition to the Academy.

**Date:** 09/09/2015

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Ski trip

**Description:** EM organised the ski trip for Year 10 students - giving them the chance to see new places and experience new things

**Date:** 06/03/2017

**Frequency:** One-off

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Modern Foreign Languages

**Group:** KS4

**Title:** Family relationships

**Description:** Students talk about their family relationships and who they get on with in their family.

**Date:** 05/05/2016

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Physical Education

**Group:** All

**Title:** Core PE

**Description:** An essential part of social skills in all PE activities is developing an ability to work as part of a group/team/with a partner. This encourages good communication skills, leadership skills including taking on roles of responsibility and the ability to learn about winning and losing. Empathy and understanding others strengths and weakness' and taking into account the feelings and views of others is essential when developing a team work approach. Examples of this would be seen especially in gymnastics with partner balances and contact work in dance.

**Date:** 02/03/2016

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Understanding

human feelings and emotions

**Subject:** Physical Education

**Group:** 09 - Year 09

**Title:** Leadership Programme

**Description:** Year 9 leaders work with local primary & secondary schools to deliver the School Games programme.

**Date:** 09/11/2017

**Frequency:** On-going

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Science

**Group:** All

**Title:** Independence in own learning

**Description:** Students are given plenty of opportunities to complete independent learning at home using devices such as BBC Bitesize, YouTube channels, other apps

**Date:** 04/05/2016

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Student Support/Unity Provision

**Group:** 07 - Year 07

**Title:** Social Skills - Understanding Autism

**Description:** Students to explore what autism is and how it can affect the person and other people around them. Students research the following elements of autism: social imagination, social interaction and social communication, concentrating on the difficulties people with autism may face, specific to these three areas. They also learned about strategies to help people with autism.

**Date:** 04/10/2017

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Student Support/Unity Provision

**Group:** 07 - Year 07

**Title:** Social Skills - Conversation Skills

**Description:** Students completed work on conversation skills. They were taught what is appropriate when having conversations and what is not appropriate. Students were given the opportunity to engage in conversations in lessons and peer assess each other's skills that they were developing through lessons. Students learned about good body language, avoiding distractions and maintaining eye contact in conversations, something which autistic learners typically tend to struggle with. Students also completed work linked into non-verbal communication in conversations studying hand gestures in different cultures, facial expressions and interpreting body language.

**Date:** 09/01/2017

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Student Support/Unity Provision

**Group:** 09 - Year 09

**Title:** DofE

**Description:** Students in Year 9 have been given the opportunity this year to complete their Duke of Edinburgh Award, using three lessons a week where they were previously doing social skills. Students complete all sections of the award in school: physical, volunteering and skills. Students are currently volunteering in the school library, hopefully leading up to some volunteering in the local community. Students will then be learning expedition skills including map reading, navigation, safe use of camping stoves and how to put up tents. They will then finish their award working together in a group to complete an expedition using all the skills they have learned.

**Date:** 02/11/2015

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SOCIAL:Participating, cooperating and resolving conflicts, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Student Support/Unity Provision

**Group:** KS3

**Title:** Harry Potter Creative Work

**Description:** Students in Year 7 social skills classes and Year 8 Key Steps classes are completing an imaginative scheme of work on Harry Potter. Students are looking at various points throughout the book and then completing kinaesthetic tasks relating to certain parts. Tasks will include letter writing, making chocolate frogs, potions lessons, creating a sorting hat and a broomstick all whilst trying to imagine what the life of Harry Potter is like, immersing themselves into the book.

**Date:** 09/01/2018

**Frequency:** Other

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** This is me

**Description:** Students have to prepare a presentation about themselves. They have the option of writing a piece or producing a PowerPoint and then present it to the class.

**Date:** 16/11/2015

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Tutorial

**Group:** 07 - Year 07

**Title:** Introduction to Biddick

**Description:** Group activities to encourage the students to introduce themselves to each other in the form.

**Date:** 03/09/2015

**Selected Criteria:** SOCIAL:Developing personal qualities and using social skills

**Subject:** Modern Foreign Languages

**Group:** KS3

**Title:** Christmas activity

**Description:** Students have learned about Christmas in different countries (France, Spain and Germany) and explored the different cultural traditions,

**Date:** 12/12/2016

**Frequency:** One-off

**Selected Criteria:** SOCIAL:Understanding how communities and societies function, SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others

**Subject:** Geography

**Group:** All

**Title:** Spiritual Development in Geography

**Description:** Spiritual Development in Geography, we encourage spiritual development through providing opportunities for students to reflect upon the landscapes and environments we study within lessons. We encourage geographers to be curious about the world in which we live and to ask questions about future events. In Year 7, students look at the recent outbreak of tornadoes in the southern United States and discuss how it affects the world in which we live. GCSE students questioned the likelihood of impacts such as global temperature change and how we would have to adapt our lives to survive, especially as our demand for resources is ever growing and changing. A sense of the scale of different locations is constantly referred to in Geography lessons but also when on site during fieldwork. Year 11 students recently visited the Tynemouth to assess the impact of tourism on the town. Students were impressed with and engaged by the beauty of the physical and human environment in this coastal area.

**Date:** 09/03/2017

**Frequency:** On-going

**Selected Criteria:** SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions, SPIRITUAL:Using imagination and creativity in learning

**Subject:** ICT

**Group:** 09 - Year 09

**Title:** Image editing

**Description:** Students follow an image editing unit.

This unit considers how images may be edited to portray something that isn't real.

Discussions about mental health and body image may come up during lessons.

**Attachments:** Image Manip Teacher Presentation V3.pptx

**Date:** 09/11/2017

**Frequency:** Annual

**Selected Criteria:** SPIRITUAL:Developing personal values and beliefs, SPIRITUAL:Exploring the values and beliefs of others, SPIRITUAL:Understanding human feelings and emotions

**Subject:** Art and Design

**Group:** KS4

**Title:** Is there time set aside for adults and pupils to reflect on their experiences?

**Description:** During lessons time is set aside to reflect on pupils learning through the use of mini plenary, plenary, evaluations and assessment of each other's work.

Each year in KS4 the Art Department showcases the GCSE artwork with an Art Exhibition. Invitations are sent out to pupils, parents and to individuals and professionals within the local community.

**Date:** 15/03/2017

**Selected Criteria:** SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** Design and Technology

**Group:** 07 - Year 07

**Title:** Thermo-plastics

**Description:** Year 7 Vacuum forming understanding of the change in characteristics of thermoplastics when heated and formed.

**Date:** 07/03/2016

**Selected Criteria:** SPIRITUAL:Experiencing fascination, awe and wonder

**Subject:** Modern Foreign Languages

**Group:** All

**Title:** Biddick Beacons after school sessions

**Description:** After school sessions for Biddick Beacons students in French and Spanish in Year 7 and 8 in order to stretch and challenge the most able students

**Date:** 08/06/2017

**Frequency:** One-off

**Selected Criteria:** SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Physical Education

**Group:** All

**Title:** Gifted and Talented

**Description:** during the year we have contact with Dance City our regional platform and links with the CAT programme, this involves working with Geoff Hopson on talent id for the Advance Training Programme. We also have a two week placement for the year 2 degree students and this year have had a placement for the year 3 degree students, this includes working with lesson time classes and staff on developing dance confidence and content and working with a selected group on a final dance piece. Two years ago boys were selected to take part in the workshop with Geoff to see how to develop technical competence in some G and T boys in year 8, this was to expand the curriculum and develop schemes of work which were more challenging.



**Attachments:** Dance City - Gifted and Talented performance and.pptx, 2015 g and t.docx

**Date:** 02/03/2016

**Selected Criteria:** SPIRITUAL:Experiencing fascination, awe and wonder, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Art and Design

**Group:** All

**Title:** Do pupils explore the values and beliefs of others?

**Description:** As part of the National Curriculum pupils are required to investigate, analyse and explore the values and beliefs of artists as well as artwork from other cultures.



**Date:** 15/03/2017

**Selected Criteria:** SPIRITUAL: Exploring the values and beliefs of others

**Subject:** English

**Group:** All

**Title:** Literature from Other Cultures

**Description:** Literature studied across KS3 and KS4 comes from a range of personal perspectives therefore students are continuously exploring the values and beliefs of writers, characters as well as through non-fiction particularly in KS4.

**Date:** 22/03/2016

**Selected Criteria:** SPIRITUAL: Exploring the values and beliefs of others

**Subject:** Art and Design

**Group:** All

**Title:** Do pupils have opportunities to experience curiosity, awe and wonder?

**Description:** KS3 & KS4 critical studies - looking at artwork related to a theme which stimulates curiosity and questioning. Students are encouraged to discuss and express personal opinions about the artwork.

**Date:** 15/03/2017

**Selected Criteria:** SPIRITUAL: Understanding human feelings and emotions

**Subject:** English

**Group:** KS3

**Title:** Empathetic Writing

**Description:** Students often conduct writing activities whereby they must put themselves in the position of a character in a certain situation.

**Date:** 22/03/2016

**Selected Criteria:** SPIRITUAL:Understanding human feelings and emotions

**Subject:** Mathematics

**Group:** All

**Title:** Curriculum Planning

**Description:** o Curriculum week activities have covered financial capabilities, cultural diversity and healthy lifestyles in previous years

o History of mathematics discussed when appropriate, highlighting the cultural background of mathematics and its origins

o Some discussion and relation of certain areas of maths to real life where appropriate

o Classroom environment, both physical and professional - students feel they can contribute positively to achieve good outcomes

o Regular assessments provide students with individual targets to ensure they make good progress

o Regular positive feedback through marking of student work

o Maths Challenge activities provide opportunities for higher achieving students to excel

o Curriculum week activities designed to be inclusive, ensuring all students achieve success in the activities

o Extra revision sessions provided to further promote success

o Department provides students with opportunities to work independently using MathsWatch and MyMaths from home

o All staff are approachable to students for discussion on wider range of topics than maths.

o Students feedback verbally on a range of issues during scheduled student discussions

**Date:** 09/03/2016

**Selected Criteria:** SPIRITUAL:Understanding human feelings and emotions

**Subject:** Physical Education

**Group:** All

**Title:** Supporting each other

**Description:** Students supporting team-mates while they are competing in indoor/outdoor athletics events. Students who have finished the cross-country run support & encourage those who are still running.

**Date:** 09/11/2017

**Frequency:** Termly

**Selected Criteria:** SPIRITUAL:Understanding human feelings and emotions

**Subject:** Art and Design

**Group:** All

**Title:** How are pupils encouraged to develop and express personal values and beliefs?

**Description:** In KS4 pupils are given a starting point for each project and then encouraged to develop their ideas and

express their own individuality through their artwork.

In KS3 pupils are encouraged to explore their creativity through a variety of projects allowing them to express their own personal ideas.



**Date:** 15/03/2017

**Selected Criteria:** SPIRITUAL:Using imagination and creativity in learning

**Subject:** English

**Group:** All

**Title:** Writing with Imagination

**Description:** Students frequently conduct writing tasks which get them to think using their imaginations. KS3 do this particularly in relation to the novels studied in the Autumn term. KS4 are posed questions in exam preparation whereby they are assessed on their imaginative and creative writing.

**Date:** 22/03/2016

**Selected Criteria:** SPIRITUAL:Using imagination and creativity in learning

**Subject:** Physical Education

**Group:** All

**Title:** Creativity

**Description:** Opportunities to be creative in dance, gymnastics routines, beating individual opponents in games, planning tactics as a team in games

**Date:** 09/11/2017

**Frequency:** On-going

**Selected Criteria:** SPIRITUAL:Using imagination and creativity in learning

# Criteria Covered by Groups

All:

## British Values

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

## Other Criteria

Example Criteria

## PSHE

1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health  
1.4 Assessing & managing risks to health and keeping self & others safe  
1.5 Identifying & accessing help, advice & support  
1.6 Making informed choices about health and wellbeing matters  
2.2 Recognising & managing emotions within a range of relationships  
2.3 Dealing with risky or negative relationships  
2.6 Respecting equality and being a productive member of a diverse community  
2.7 Identifying & accessing advice & support  
3.2 Making informed choices & how to be enterprising & ambitious  
3.3 Developing employability, team working & leadership skills, flexibility & resilience

## SMSC

CULTURAL: Exploring, understanding and respecting diversity  
CULTURAL: Participating and responding to cultural activities  
CULTURAL: Preparing for life in modern Britain  
CULTURAL: Understanding and appreciating personal influences  
MORAL: Developing and expressing personal views or values  
MORAL: Investigating moral values and ethical issues  
MORAL: Moral codes and models of moral virtue  
MORAL: Recognising right and wrong and applying it  
MORAL: Understanding the consequences of actions  
SOCIAL: Developing personal qualities and using social skills  
SOCIAL: Participating, cooperating and resolving conflicts  
SOCIAL: Understanding how communities and societies function  
SPIRITUAL: Developing personal values and beliefs  
SPIRITUAL: Experiencing fascination, awe and wonder  
SPIRITUAL: Exploring the values and beliefs of others  
SPIRITUAL: Understanding human feelings and emotions  
SPIRITUAL: Using imagination and creativity in learning

07 - Year 07:

## British Values

Mutual respect and tolerance

## SMSC

CULTURAL: Exploring, understanding and respecting diversity  
CULTURAL: Participating and responding to cultural activities  
CULTURAL: Preparing for life in modern Britain  
CULTURAL: Understanding and appreciating personal influences  
MORAL: Developing and expressing personal views or values  
MORAL: Investigating moral values and ethical issues  
MORAL: Moral codes and models of moral virtue  
MORAL: Recognising right and wrong and applying it

MORAL:Understanding the consequences of actions  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SOCIAL:Understanding how communities and societies function  
SPIRITUAL:Developing personal values and beliefs  
SPIRITUAL:Experiencing fascination, awe and wonder  
SPIRITUAL:Exploring the values and beliefs of others  
SPIRITUAL:Understanding human feelings and emotions  
SPIRITUAL:Using imagination and creativity in learning

## **08 - Year 08:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **SMSC**

CULTURAL:Exploring, understanding and respecting diversity  
CULTURAL:Participating and responding to cultural activities  
CULTURAL:Preparing for life in modern Britain  
CULTURAL:Understanding and appreciating personal influences  
MORAL:Developing and expressing personal views or values  
MORAL:Investigating moral values and ethical issues  
MORAL:Moral codes and models of moral virtue  
MORAL:Recognising right and wrong and applying it  
MORAL:Understanding the consequences of actions  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Participating, cooperating and resolving conflicts  
SOCIAL:Understanding how communities and societies function  
SPIRITUAL:Developing personal values and beliefs  
SPIRITUAL:Experiencing fascination, awe and wonder  
SPIRITUAL:Exploring the values and beliefs of others  
SPIRITUAL:Understanding human feelings and emotions  
SPIRITUAL:Using imagination and creativity in learning

## **09 - Year 09:**

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **Citizenship - KS3**

1. The political system
2. Parliament
4. Rules & laws and the justice system

### **PSHE**

- 1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health
- 1.4 Assessing & managing risks to health and keeping self & others safe
- 1.5 Identifying & accessing help, advice & support
- 1.6 Making informed choices about health and wellbeing matters
- 1.7 Responding in an emergency, including administering first aid
- 1.8 Understanding the role and influence of the media on lifestyle
- 2.7 Identifying & accessing advice & support
- 3.3 Developing employability, team working & leadership skills, flexibility & resilience

## **SMSC**

CULTURAL: Exploring, understanding and respecting diversity  
CULTURAL: Participating and responding to cultural activities  
CULTURAL: Preparing for life in modern Britain  
CULTURAL: Understanding and appreciating personal influences  
MORAL: Developing and expressing personal views or values  
MORAL: Investigating moral values and ethical issues  
MORAL: Moral codes and models of moral virtue  
MORAL: Recognising right and wrong and applying it  
MORAL: Understanding the consequences of actions  
SOCIAL: Developing personal qualities and using social skills  
SOCIAL: Participating, cooperating and resolving conflicts  
SOCIAL: Understanding how communities and societies function  
SPIRITUAL: Developing personal values and beliefs  
SPIRITUAL: Experiencing fascination, awe and wonder  
SPIRITUAL: Exploring the values and beliefs of others  
SPIRITUAL: Understanding human feelings and emotions  
SPIRITUAL: Using imagination and creativity in learning

## **10 - Year 10:**

### **British Values**

Democracy  
Individual liberty  
The rule of law

### **Citizenship - KS4**

4. Local, regional and international governance & the UK's relations with others
5. Human rights and international law
6. The legal system in the UK

### **PSHE**

- 1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health
- 1.3 Knowing about parenthood & consequences of teenage pregnancy
- 1.4 Assessing & managing risks to health and keeping self & others safe
- 1.5 Identifying & accessing help, advice & support
- 1.6 Making informed choices about health and wellbeing matters
- 2.1 Developing & maintaining healthy relationships & developing parenting skills
- 2.2 Recognising & managing emotions within a range of relationships
- 2.3 Dealing with risky or negative relationships
- 2.4 Knowing about the concept of consent in a variety of contexts
- 2.6 Respecting equality and being a productive member of a diverse community
- 2.7 Identifying & accessing advice & support
- 3.2 Making informed choices & how to be enterprising & ambitious
- 3.5 Understanding how financial choices affect self/others & rights as a consumer

### **SMSC**

CULTURAL: Exploring, understanding and respecting diversity  
CULTURAL: Participating and responding to cultural activities  
CULTURAL: Preparing for life in modern Britain  
CULTURAL: Understanding and appreciating personal influences  
MORAL: Developing and expressing personal views or values  
MORAL: Investigating moral values and ethical issues  
MORAL: Moral codes and models of moral virtue  
MORAL: Recognising right and wrong and applying it  
MORAL: Understanding the consequences of actions  
SOCIAL: Developing personal qualities and using social skills  
SOCIAL: Participating, cooperating and resolving conflicts  
SOCIAL: Understanding how communities and societies function  
SPIRITUAL: Developing personal values and beliefs

SPIRITUAL:Experiencing fascination, awe and wonder  
SPIRITUAL:Exploring the values and beliefs of others  
SPIRITUAL:Understanding human feelings and emotions  
SPIRITUAL:Using imagination and creativity in learning

## 11 - Year 11:

### British Values

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### Citizenship - KS4

5. Human rights and international law  
6. The legal system in the UK

### SMSC

CULTURAL:Exploring, understanding and respecting diversity  
CULTURAL:Participating and responding to cultural activities  
CULTURAL:Preparing for life in modern Britain  
CULTURAL:Understanding and appreciating personal influences  
MORAL:Developing and expressing personal views or values  
MORAL:Investigating moral values and ethical issues  
MORAL:Moral codes and models of moral virtue  
SOCIAL:Developing personal qualities and using social skills  
SOCIAL:Understanding how communities and societies function  
SPIRITUAL:Developing personal values and beliefs  
SPIRITUAL:Experiencing fascination, awe and wonder  
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## CPD:

### SMSC

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MORAL:Recognising right and wrong and applying it  
MORAL:Understanding the consequences of actions  
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SOCIAL:Participating, cooperating and resolving conflicts  
SOCIAL:Understanding how communities and societies function  
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## G&T:

### SMSC

CULTURAL:Participating and responding to cultural activities  
SOCIAL:Developing personal qualities and using social skills

## KS3:

### British Values

Democracy  
Mutual respect and tolerance

### Citizenship - KS3

6. Functions and uses of money

### PSHE

1.2 Maintaining physical, mental & emotional health & wellbeing inc. sexual health  
1.4 Assessing & managing risks to health and keeping self & others safe  
1.6 Making informed choices about health and wellbeing matters  
2.6 Respecting equality and being a productive member of a diverse community

### SMSC

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## KS4:

### British Values

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### SMSC

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## **TRN - Transition:**

### **SMSC**

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CULTURAL:Preparing for life in modern Britain

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