



Queen Mary's Grammar School

Curriculum Policy

Approved by the LGB, December 2019

Principles:

The School believes that the term *Curriculum* should be understood in its broadest sense and that it comprises all learning and other experiences that the school plans for its pupils. The National Curriculum and exam board specifications are important elements of the school curriculum, but they are not the whole. Important aspects of the curriculum may take place away from the School premises or outside timetabled School hours.

Given the academically-able intake, the main emphasis of the school curriculum should be to prepare pupils for higher education, but it should ensure that appropriate opportunities are given to *all pupils* to realise their potential. It should prepare all students for their future roles as students, workers, parents, members of the community and lifelong learners. In particular, we should be mindful of the changing nature of both the labour market and higher education sector for young people.

The School curriculum should promote the spiritual, moral, social, physical and cultural development of pupils (see appendix 2). It should encourage cross-curricular engagement and the broadening of subjects beyond the classroom and into the wider community.

Aims:

In pursuing the above principles, the School aims to:

- Provide learning opportunities (both in and out of the classroom) which promote breadth, balance and relevance
- Ensure that pupils reach the highest possible standards of achievement
- Provide a variety of experiences and teaching approaches which foster both a sense of challenge and enjoyment
- Provide all pupils with the highest achievable levels of literacy, numeracy and other key skills
- Allow departments to 'personalise' their curriculums and assessment pathways in order to best represent and deliver their subjects by staff and to students.

Procedures

In realising the above aims, the School will:

- Supplement the full range of academic subjects with enrichment activities
- Provide regular formal assessment of the achievement of each student in each curriculum area as an integral part of the learning process.
- Provide clear information about the curriculum and the achievement of pupils to staff, pupils, parents, governors and others in accordance with national requirements
- Maintain Schemes of Work in all subject areas which identify required learning outcomes, possible teaching methods and assessment opportunities
- Provide clear information and pertinent advice to pupils and parents about Option choices for KS4 and the Sixth Form
- Provide, where appropriate, a cross-curricular approach to the teaching of literacy, numeracy and ICT skills

Responsibilities

The Local Governing Board will review the School's curriculum model and the effectiveness of this policy annually.

The Teacher responsible for overseeing curriculum matters is:

Mr M E Lax (Deputy Head); who can be contacted for more information on matters relating to the curriculum

Appendix 1 - Curriculum Model for Academic Year 2019-20

Curriculum Model - Academic Year 2019-20

	Key Stage 3			Key Stage 4		Key Stage 5	
	Year 7 (5 forms)	Year 8 (5 forms)	Year 9 (5 forms)	Year 10 (5 forms)	Year 11 (4 forms)	Year 12	Year 13
	1	Maths	Maths	Maths	Maths	Maths	Block A (11)
2						Art	Art
3						Biology	Biology x2
4						Chemistry x2	Chemistry
5						Design	Economics
6	6					English Literature	English Lang&Lit
7	English		7	7		Geography	Geography
8		English	English	English Lit	8	Physics x2	Maths x4
9					English Lit	Psychology	Physics
10							
11							
12					3	S.Study	S.Study
13	7			English Lang	5	Block B (11)	Block B (11)
14	Science		8	8	English Lang	Biology x2	Biology
15		Biology	Biology			Business	Chemistry x2
16					5	Chemistry	Design
17					4	Computing	History
18		3	3	Biology	Biology	Economics	Maths x4
19	6	Chemistry	Chemistry			Geography	Philosophy
20	MFL					History	
21		3	3			Physics x2	
22	French (G/P/M)	Physics	Physics	5	5	Spanish	
23	Spanish (A/D)			Chemistry	Chemistry		
24	5	3	3			S. Study	S. Study
25	Mandarin	MFL	MFL			Block C (11)	Block C (11)
26						Biology x2	Biology
27		French x2	French x2		5	Chemistry x2	Chemistry
28	4	Spanish x2	Spanish x2	Physics	Physics	English Lang&Lit	Computing
29	Geography	Mandarin x2	Mandarin x2			Maths x4	Economics
30						Physics	English Literature
31		7	7		5		Geography
32		Geography	Geography		5		Physics x2
33	5			RPE	RPE		Psychology
34	History						
35			4				
36		5	History		4	4	S. Study
37		History		Option A (6)	Option A (6)	Block D (11)	Block D (11)
38	5			French x2	Mandarin	Biology	Biology x2
39	ICT		4	Spanish x2	French	Chemistry	Chemistry x2
40				Mandarin x2	Geography	Economics	Economics
41	3	5	ICT		Spanish x2	Maths x4	French
42	DT	ICT				Philosophy	Physics x2
43			4	Option B (6)	Option B (6)		
44	3	3	DT	Bus&Ec	Bus&Ec		
45	RPE	DT		Design x2	Computing		
46		2	3	Geography x2	Design		
47	3	RPE	RPE	History	Geography	MAT Subjects	MAT Subjects
48	Art	2	2	Music	History	S. Study	S. Study
49	2	Art	Art	Option C (6)	Option C (6)	Block E (8)	Block E (8)
50	Music	2	2	Art	Art	Further Maths	Further Maths
51		Music	Music	Computing	Bus&Ec	EPQ	
52	3	2	2	Design	Design	Alt. Curriculum	
53	PSHEE	PSHEE	PSHEE	Bus&Ec	French		
54	PE	PE	PE	Geog, Hist	Geog, Hist		
55	2	2	2	PE	PE		
56	Swimming	Swimming	Swimming	PSHEE			
57	Games	Games	Games	Games	Games		
58	(6 staff)	(6 staff)	(6 staff)	(6 staff)	(15 staff)		
59							
60	4	4	4	4			4

Appendix 2 – SMSC at Queen Mary’s Grammar School

The importance of SMSC at Queen Mary’s Grammar School

- The development of pupils’ SMSC is integral to learning. Learning respect of oneself and respect towards others creates a high standard of behaviour, fostering a more positive learning environment. In turn, a more positive learning environment allows students to achieve their full academic potential.
- The ability to empathise with others and also recognise right from wrong means a young adult is better equipped to become an active and dutiful citizen in society.
- Furthermore, Queen Mary’s Grammar School prides itself on being a multi-cultural environment. In developing understanding of different cultures and beliefs, students appreciate each other more and therefore a more harmonious school community is created – one that students are proud to be part of. This cultural understanding and respect of the school community prepares students with vital understanding of the world around them, again equipping them for life beyond the school gates.
- SMSC development means that uniqueness can be celebrated; tolerance of others and appreciation of difference are encouraged throughout the school community.
- Additionally, pupils learn that forgiveness and acceptance are fundamental aspects to the school ethos.
- The understanding of cultural and societal values will enrich understanding of our society. It also gives them a sense of responsibility and duty towards society.
- SMSC allows pupils to reflect upon their own beliefs, feeling and responses to experiences, thus enabling them to understand who they are as an individual.

Queen Mary’s provides students with understanding of fundamental British values, in keeping with the November 2014 statement by the Department for Education. These include;

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

The aim of this appendix is:

- To demonstrate the integrated approach Queen Mary’s Grammar School has taken to ensuring SMSC development for all students.
- To highlight where certain aspects of SMSC are approached – both in terms of opportunities within the curriculum as well as extra-curricular.
- To ensure all staff are aware of the expectation placed upon them to uphold good values and positive behaviour as role models to the pupils.
- To inform all parents, pupils and anyone connected with the school of the importance placed on SMSC development.
- To assure any interested party that social and moral issues are explored in a safe environment.

OFSTED Draft Inspection Handbook (January 2019 – page 12)

Personal development:

The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. This judgement evaluates the school’s intent to provide for the personal development of pupils, and the quality with which the school implements this work. It recognises that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.

While the School will continually review its provision in light of a finalised framework, the existing approach to SMSC meets the universal principles of preparation for next steps, and equipping our students to be responsible, respectful and active contributors to modern British society.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- interest in, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Point 204, Page 58 – Draft School Inspection Handbook (January 2019)

At Queen Mary's Grammar School, opportunities for spiritual development can be identified across the school, both in and out of the classroom:

- Pupils are encouraged to reflect upon their own beliefs, including values, faiths and feelings, through the community assemblies, which take place throughout the week. These assemblies provide a platform in which a variety of topics are presented. Pupils are encouraged to consider their own opinions and reactions, both as an individual but also as part of a greater community and society.
- PSHEE Schemes of Work and extra-curricular activities include areas where students are directed to consider different groups within society and how we can appreciate, tolerate and/or understand difference.
- All students study GCSE full course in Religious Studies. This course develops their understanding of Religion and the wider world, providing pupils with knowledge, skills and understanding of Religions by exploring beliefs, cultures and religious societies and practices. Students are allowed to question, reflect and personally respond to fundamental questions, including truth, values and identity.
- A broad and varied curriculum promotes awe and fascination of the world around them. It inspires pupils to question the world around them and thirst to learn more.
- A healthy platform for debating is encouraged, both in discussion time in class but also within various societies such as Debating Society, History Society and Economics and Politics Society.
- Subject tutors, society co-ordinators and club leaders encourage students to use creativity within their learning, using varied tasks to stimulate the use of their imaginations in higher level activities.
- Response tasks and reflection time are encouraged as part of learning so pupils can independently consider their work and form opinions.
- Pupils are encouraged to form friendships in the school which are permanent and satisfying. The Queen Mary's Club maintains contact with each student and promotes the permanence of the friendships formed at Queen Mary's and the shared QMGS identity of every pupil.
- Pastoral leaders ensure pupils who fail to appreciate and respect the spiritual development of others are reminded of the importance of this element of their learning. These pupils are expected to reflect upon this themselves. Repeated offenses mean greater consequences as the interruption of any learning is not tolerated at Queen Mary's, including SMSC.
- Any student struggling with their own self-worth and self-esteem is quickly identified by staff and referred to their Pastoral Leader. The Pastoral Leader then determines the course of action, which can vary from in-school counselling, peer mentoring or a variety of other actions.
- Students are encouraged to attend trips abroad, linking to one of the school's pillars "International in Outlook". Trips are as diverse as exchanges to Spain and France, to trips to China and Mexico, space camps in Alabama, trekking in the Himalayas and wonder at the geography of Iceland and the New York metropolis. Each trip allows students to consider different cultures and also awe at the wonders beyond the UK borders.

Moral Development at QMGS

Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Point 205, Page 58 – Draft School Inspection Handbook (January 2019)

Moral awareness is considered of great importance of Queen Mary's. We consider the formation of good moral values during adolescence as key to success in adulthood:

- Fundamental to developing moral values is firstly the appreciation of one's self-worth. This valuing of self is promoted through the celebration of individual progress and achievement, no matter how small. For example, house points are given as recognition of academic achievement or service to the school.
- Queen Mary's is proud of the high behavioural standards and moral code we expect of every student. Any poor behaviour is quickly identified and staff follow the behavioural policy. Understanding what is expected from a school environment replicates the laws and expectations these pupils will abide by in later life.
- Detentions are only used as a final resort, issued for repeated inappropriate behaviour or more major offences. Before issuing detentions, teachers are expected to encourage students to consider and reflect upon their actions. This process means students understand the code of conduct by stating what their actions were and why these actions were deemed inappropriate.
- Understanding what is right and wrong is regularly discussed, from school assembly to PSHE lessons. Pupils enjoy opportunities across the curriculum to explore moral concepts and values such as justice, equality, personal rights. Staff ensure they provide a safe environment in which to discuss these sometimes difficult issues.
- By carrying out duties, such as chair duty or canteen duty, both staff and students are acting responsibly and morally within the school community. They are physically part of the community, sharing the responsibility of creating a positive environment.
- A number of clubs and societies allow varying platforms for considering moral and ethical issues (such as Debating Society, Economics and Politics Society) allowing students to appreciate different viewpoints, as well as form reasoned judgments.
- Charitable initiatives (such as Pennies for Charity and Non-Uniform Days) are integral to the school, and also relate to the Pillar of the school "generous in approach".

Social Development at QMGS

Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Point 206, Pages 58-59 – Draft School Inspection Handbook (January 2019)

As a multi-cultural school in a multi-cultural geographical area of the United Kingdom, understanding a wide variety of backgrounds is vital to creating a harmonious school community. We believe that the school community reflects a wider society, and thus respect of religious, ethnic and socio-economic difference as well as respect of personal property, the environment and others' values are integral to a congruent and functioning society.

- Queen Mary's is proud of its mentoring programme, which services students from year groups throughout the school. Many Departments have set up their own mentoring programme whilst the school directly coordinates mentors for students in Maths, Science and English. Queen Mary's is also proud to have a number of STEM volunteers. Sixth Form students relinquish their own private study periods and use this time to support students who are struggling academically or socially.
- The Sixth Form prefect selection process ensures student's service to the school is considered through the completion of a Prefect Application Form. Additionally, the Sixth Form are allowed to vote for who they think should represent them as prefects, alongside a staff vote.

- There is a Pupil SLT, which meets fortnightly with SLT. This allows the Pupil SLT to be included in the wider management of the school, and also gives SLT an insight into the school for the pupils' point of view.
- Mock elections are run alongside the major elections. Sixth Form pupils represent political parties and present their campaign in assembly. All students then vote for their winning party and the "returning officer" announces this in a final assembly. This process not only includes all students in an activity but also provides an insight into how our government is formed, thus promoting British values of democracy.
- Queen Mary's anti-bullying policy is adhered to stringently.
- The school runs a volunteering project; students can volunteer to work with a number of local voluntary organisations. This has a profound impact on the volunteers, who find it both rewarding but also eye-opening.
- School Council meets once per half term with student representatives from every form. The Council puts forward student views on change and development for the school which are then discussed. Views that are most popular and practical are then taken to SLT for discussion.
- Queen Mary's is proud of the wide variety of extra-curricular activities available, but also proud that many of these are Sixth Form-led societies.
- The Queen Mary's House system provides an additional sense of community and inclusion, as Houses compete against one another in a variety of sports, events, activities and also service to the school. It provides opportunities for students to flourish in a number of ways, but also teaches participation as an important value as well as humility in defeat.

Cultural Development at QMGS

Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things shared in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain's willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity and things we share in common. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Point 207, Page 59 – Draft School Inspection Handbook (January 2019)

- Collective worship and assemblies take themed approaches to allow greater opportunity to explore cultural diversity.
- As evidenced through the displays around school, school Twitter@ updates and pupil green books, extra-curricular is varied and highly subscribed by the students and staff. Pupils are encouraged to participate in extra-curricular activities. Many thrive and flourish in areas which are not directly within the Curriculum.
- History and PSHEE lessons include content regarding the history of the British people and the formation of the modern society. This understanding includes the formation of the British legal system, the development and shaping of the British parliamentary system and the shift in demographics within the British Isles. It also gives a sense of Britain's local, national, European, Commonwealth and global dimensions. This understanding of core British values encourages students to celebrate the diverse society around them, both in school as well as the wider community.
- The foundation of Queen Mary's school itself is steeped in tradition and history. Founded in 1554, the school continues to send its Year 7 pupils to the tomb of Mary I on Founders' Day to pay respects. The respect of the school's traditions is expected as it forms a key part of the culture of the school.
- Queen Mary's respects the varied cultures represented at the school and as such grants authorised absences for all requests of religious holidays.
- Aside from collective worship, provision of a designated prayer room is available for Muslims on Fridays. Similarly, special arrangements and considerations are made for religious activities such as Ramadan which may impact on pupil's focus or physical capabilities; for example, PE is altered to move children from the sun and reduce strenuous exercise.
- The Christmas Carol Service and Easter concerts are part of the annual school calendar. All pupils are invited to be part of the celebrations.
- Remembrance Day is a significant date in the school's calendar. There is a special assembly where the school remembers all servicemen and women who gave their life during the World Wars, but especially remembers the fallen Old Boys of the school. The CCF take part in a Remembrance Sunday parade in Walsall, showcasing Queen Mary's cadets at their finest.

Monitoring and evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:

- Audit of key SMSC themes included in each community assembly.
- Monitoring of PSHEE Co-ordinator's Schemes of Work.
- Inclusion of SMSC in lesson observations, where appropriate and relevant
- SLT management of School Council and House System.
- Anti-Bullying Committee and Policy
- Health and Safety Committee and Policy
- Anti-Radicalisation and Extremist Policy
- All staff to give 5 Days extra-curricular time to enrichment opportunities available for students.
- Staff are expected to be role-models for students and thus have a code of conduct to adhere to.

HOW QUEEN MARY'S GRAMMAR SCHOOL CONTRIBUTES TO THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT OF PUPILS, OCTOBER 2018

Spiritual

Biology extra-curricular: MedSoc: Why do you want to be a doctor?

CCF: Values and standards, e.g. respect, integrity, courage

English & Drama curriculum: the imposition of parents' values (Romeo & Juliet), whether ambition and social aspiration is a good thing (Macbeth)

Geography curriculum: empathy development (e.g. Y8 international migration topic)

MFL curriculum: reference to Buddhism in Chinese

History extra-curricular: What If? club

MFL extra-curricular: China trip (visit to religious sites)

Miscellaneous extra-curricular: India trip (pupils receive a blessing)

PE curriculum: self-reflection/assessment

PSHE curriculum: KS5 form-time discussions based on news articles, mindfulness, gratitude, neuroplasticity

RPE curriculum: inherent throughout

Moral

Biology curriculum: ethics (GM crops, transplants), the genetics of Cystic Fibrosis, mathematics of genocide

Biology extra-curricular: MedSoc: the rights of alcoholics to transplants

Business & Economics curriculum: business ethics, morals of Islamic banking (debt/interest), the banking crash and lessons learned, pursuit of profit

DT curriculum: renewable materials, plastics from crude oil vs. plant-based

DT extra-curricular: Go4Set (always based on eco-friendly design)

English & Drama curriculum: attitudes to war over time

Geography curriculum: conflict, health equality, sustainability, protecting the needs of future generations, environmental costs of economic development, whether or not to protect a coastline from erosion, ethical consumerism

ICT/Computing curriculum: ethics of GDPR and copyright laws

History curriculum: Holocaust, women's suffrage, civil rights and equality in the USA, transatlantic slave trade

Maths curriculum: Probability scenarios, such as why tests are structured in such a way to give few false negatives

Miscellaneous extra-curricular: QMGS Community Award

Physics curriculum: wading birds affected by tidal power, nuclear power, greenhouse effect, fracking and its impact on society

PSHE curriculum: gambling and social gaming, FGM, breast ironing, forced marriage, revenge porn, Fairtrade

RPE curriculum: inherent throughout

Social

Art extra-curricular: Y7 doodling club, Y8 Warhammer club

Biology curriculum: A-level genetics: aged parenting, cousins marrying and associated problems

Biology extra-curricular: MedSoc: the importance of vaccination and healthy eating programmes

Business & Economics curriculum: socio-economic problems, the social and economic benefits of reducing packaging

CCF: Joint activities with Holly Lodge School CCF (higher rate of PP pupils there), CCF charter, leadership development, adventurous training, training in unusual circumstances, teamwork activities, self-discipline, safety requirements, leadership tasks, showing respect through salutes, awareness of the chain of command, participation in local civic events

DT extra-curricular: Go4Set (teamwork), Engineering Club

English & Drama curriculum: Socio-economic differences (Our Day Out), class distinction (Henry V), stigma of mental illness (crime fiction), class warfare, the age of consent (Romeo & Juliet), class distinction (Lord of the Flies), subverting power structure (Macbeth), drugs and addiction (Jekyll & Hyde), gender and language

Geography curriculum: How places have been shaped by processes and people, how societies and communities are linked, class discussions, contemporary issues in society, pair and group work within lessons, fieldwork, impact of migration

History curriculum: making of modern Britain

History extra-curricular: History Society

ICT/Computing curriculum: impact of computers

Maths curriculum: Statistical models; e.g. What is a family?

Maths extra-curricular: Rubix Cube club

MFL curriculum: topics on family, social issues, global issues, speaking practice, positive aspects of a diverse society (French A-Level), Foreign Language Leader Award

MFL extra-curricular: foreign trips, Chinese speaking competition, intensive Chinese learning days (mixing with pupils from other schools), trip to Chinatown in Birmingham (conducting surveys, performing), immigration and integration topics, the effect of German reunification

Miscellaneous extra-curricular: Skiffle Group, mentoring, House Activities Day

Pastoral: Y7 Nurture Group, SEMH mentors, HoY/FT conversations with pupils

PE curriculum: the importance of manners and consideration

PE extra-curricular: respect shown to opposing team and members of the public when travelling to and from fixtures, team practices, cross-cultural references (e.g. kabaddi from India and basketball from the USA), Sports Day/Week

PSHE curriculum: Change Your Mind, KS5 form-time discussions based on news articles, Dementia Friends, respectfully disagreeing, repairing relationships, online behaviour and social media, friendship topic, First Aid skills, Autism awareness

PSHE extra-curricular: British Sign Language lessons, the Acorn Project

Psychology curriculum: mental illness

RPE curriculum: inherent throughout, unit on charities

Staff training: ASD awareness, needs of individual pupils shared

Cultural

Art curriculum: All projects have cultural content at all levels

Art extra-curricular: Wolverhampton University graphics trip (Y9)

Biology extra-curricular: MedSoc: respecting patients' other languages

CCF: Remembrance Parade, Armed Forces Day, raised awareness of and respect for the military, occasional presentations on people from other cultures in the military

DT curriculum: designs from different parts of the world (Italy, France, Germany especially), making sure designs are inoffensive in different cultures

English & Drama curriculum: Challenging racial division and overcoming differences (Tamburlaine's Elephants), Ageism, misogyny, racism (Of Mice and Men), attitudes to war across time, native American cultural appropriation

English & Drama extra-curricular: theatre productions

Geography curriculum: pupils learn about a range of people, such as indigenous rainforest tribes to slum dwellers in Mumbai

History curriculum: Making of modern Britain

History extra-curricular: History Society, Battlefields trip (Sikh memorials, Gurkhas), Walsall Afro-Caribbean History Group talk on the Afro-Caribbean experience from the 1950s onwards

ICT/Computing curriculum: impact of computers, e-safety

MFL curriculum: independent research project at A-Level, festivals and traditions topic, inherent in the subject, looking at which countries speak the target language, art and architecture in the target language country (A-level), cultural life in Berlin past and present, regional identity in Spain, contemporary French music

MFL extra-curricular: foreign trips

Miscellaneous extra-curricular: Skiffle Group, trips to India and Mexico, assemblies, library books, House Activities Day

Music curriculum: the history of Blues, African music, Indian music, reggae projects

Music extra-curricular: theatre trips, e.g. Les Miserables, concerts

Psychology curriculum: honour-based violence

RPE curriculum: inherent throughout, FGM, arranged marriages

FUNDAMENTAL BRITISH VALUES AT QUEEN MARY'S GRAMMAR SCHOOL, OCTOBER 2018

<p>Democracy Biology extra-curricular: MedSoc: democracy and how it led to the NHS DT extra-curricular: Pupil voice carried out after trips History curriculum: English Civil War, democracy in Germany 1890-1945 History extra-curricular: History Society, Battlefields Trip (resisting dictatorship) MFL curriculum: the EU, young people and politics, monarchy and dictatorship (Spanish) Miscellaneous extra-curricular: PSLT meetings, School Council PE curriculum: the pupils themselves choose whether to join the 'able' or 'more able' group in the lesson PE extra-curricular: Pupil team captains select the team and gives an evaluation of the game after a fixture Physics: Pupil voice carried out at the end of Y13, which the department then acts upon Politics extra-curricular: London trip to hear speakers PSHE curriculum: Elections and democracy (Y11 PSHE Day), parliament topic at KS3, Make Your Mark, The Commonwealth PSHE extra-curricular: Taking part in a variety of consultations and focus groups, Wellbeing Committee, Round Midnight theatre visit</p>
<p>Tolerance Biology extra-curricular: MedSoc: Jehovah's Witnesses and blood transfusions, for example; respecting patients' home languages Business & Economics curriculum: discrimination at work CCF: Occasional presentations on people from other cultures in the military, NCO Code of Conduct English & Drama curriculum: Challenging racial division and overcoming differences (Tamburlaine's Elephants) Geography curriculum: exploring the diversity in people's backgrounds, class discussions History curriculum: Islamic Empires project, making of modern Britain History extra-curricular: History Society, Battlefields Trip (German perspective on WWI/II; the role of Sikhs, Hindus and Muslims) MFL curriculum: inherent in the subject, racism and immigration topics at A-level, positive aspects of a diverse society (French A-Level) Miscellaneous extra-curricular: meeting locals during trips to India and Mexico Music extra-curricular: Non-Christian choir members participate in the Christian carol service PE curriculum: Ramadan taken into account PE extra-curricular: Eid and Ramadan taken into account PSHE curriculum: Srebrenica genocide (Y10 PSHE Day), Diversity Role Models (Y10 PSHE Day), LGBT awareness (Y11 PSHE Day), sexuality and gender identity, migrant stigma RPE curriculum: Y8 unit on Tolerance Staff training: Stonewall training</p>
<p>The Rule of Law Business & Economics curriculum: company law, employer legislation CCF: Security implications, Prevent, rules regarding wearing uniform and carrying weapons DT curriculum: patents and copyrighting English & Drama curriculum: Protecting minorities (Of Mice and Men), the importance of societal law and order (Lord of the Flies), legislation on drugs in Victorian times (Jekyll & Hyde) History curriculum: Political authority (feudal system, Magna Carta, peasants' revolt), English Civil War, making of modern Britain, USA 1865-1975: Civil rights, immigration, the court system, The War of the Roses History extra-curricular: History Society ICT/Computing curriculum: GDPR, copyright laws, specifics of laws, principles of laws PE curriculum: rules of the game RPE curriculum: GCSE unit on legal ethics/rights, crime and punishment Staff training: Prevent training, safeguarding training</p>
<p>Individual Liberty Biology curriculum: ethics (GM crops, transplants) Biology extra-curricular: MedSoc: Rights of people to get NHS access Business & Economics curriculum: Free market economics DT curriculum: non-examined assessment (freedom in choice of project) English & Drama curriculum: Ageism, misogyny, racism (Of Mice and Men), whether there should be limits on liberty (Lord of the Flies), the role of women and women's suffrage, choosing one's own material for</p>

Drop Everything and Read

History curriculum: transatlantic slave trade, the British Empire, women's suffrage, civil rights and equality in the USA and Northern Ireland, the Holocaust, making of modern Britain

History extra-curricular: History Society, NYC & DC trip (civil rights)

MFL extra-curricular: foreign trips (independence)

Music curriculum: slavery and its abolition (within the history of Blues topic)

PE curriculum: turbans may be worn, Y10 can opt out of certain sports and pursue an indoor programme instead

PSHE curriculum: human rights

RPE curriculum: freedom to choose one's religion