

Examples of where aspects of citizenship/British values are taught at Shoreham Academy – carried out for 2022 curriculum

Aspect of Citizenship/British Values	Key Stage 3 (Taught curriculum incl PSHE)	Key Stage 4 (Taught curriculum incl PSHE)	Wider School including mentor time
Democracy	<p>Drama: topics such as Issue Based Theatre and within this students are encourage to talk freely about their opinions and vote and make choices on what we think are right and wrong and then we sometimes take this further in to having a debate.</p> <p>English - Lord of the Flies (democracy vs dictatorship)</p> <p>History: English Civil war (year 8) Women Suffrage (year 9)</p> <p>PE – Students are taught about the need for different roles and different responsibilities, including teamwork and decision making (KPI 4). Student Voice for PE &amp; School Sport through Sports Captains, Annual UL Sport England Survey and Action Research (e.g. curriculum, extracurricular activities, changing rooms, kit).</p> <p><b>Geography-</b> Y9: Climate Change we look at how humans are impacting the environment and what actions we can have to reduce it</p>	<p>Drama: There are a lot of topics explored in KS4 that allow freedom to vote and voice opinions and to be heard</p> <p>History: Health and the People, public health laws, Liberal Reforms, 1945 Labour government and the NHS</p> <p>English – context of An Inspector Calls: 1912 vs 1945, socialism vs capitalism, suffragettes</p> <p>Media Studies: British political system, newspaper reporting and political allegiances</p> <p>PE – Students are taught about the need for different roles and different responsibilities, including teamwork and decision making (KPI 4). Student Voice for PE &amp; School Sport through Sports Captains, Annual UL Sport England Survey and Action Research (e.g. curriculum, extracurricular activities, changing rooms, kit). Students can choose their PE pathway in Core PE (e.g. Fitness, Team Sports, Leadership).</p> <p><b>Geography-</b> Our different Physical and Human geography topics encourages students to think what impact their actions on the environment and human geography promote moral discussions about economy, poverty, and human impact on the world. Students look at different perspectives and respect the views of others. They think about local, national and global issues.</p>	<p>Student Council student voting. Council for members/student choice charities/student voice feedback/Make Your Mark promoted amongst whole school. English Pearson Ambassador Programme.</p> <p>In mentor time we often vote on things we would like to do/study which then gets passed on to the student council.</p> <p>Mentor time activities design to promote celebration days of democracy e.g. International Womens Day</p> <p>Media Studies: British political system, newspaper reporting and political allegiances</p>

	<p>Y9: Life in Newly Emerging economies we look at Colonialism and Neo colonialism and international relations these elements provide the students with an idea of several political systems and their respective merits and also short comings</p>	<ul style="list-style-type: none"> <li>• Megacities (trade, migration, economy, employment, homelessness, congestion)</li> <li>• Urban Sustainability (living sustainably, renewable and non-renewable resources, global perspective, green procurement, carbon footprint, habitats, pollution etc)</li> <li>• Climate Change-How is climate change effecting the world?</li> </ul>	
Rule of Law	<p>Law on Drugs – year 8 Law on Sex – year 9</p> <p>History: Women Suffrage (year 9) Slavery (year 8) Year 7 history – crime and punishment.</p> <p>PE - Pupils are taught about age-appropriate laws, rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups. An established ethos in PE with regard to how to win and lose fairly and understand good sporting behaviour. Competition against oneself and against others is encouraged.</p> <p><b>Geography:</b> Y9: Urban Change in the UK- evaluation of the success of development projects and urban regeneration schemes</p>	<p>Law on Drugs – year 10 Law on Sex – year 10</p> <p>Business – Consumer and Employee Legislation taught in Year 10 and 11</p> <p>History: Norman England – changes to law and order</p> <p>Media Studies – BBFC film ratings/ PEGI videogame ratings</p> <p>PE - Pupils are taught about age-appropriate laws, rules, fairness and respect, through a variety of PE activities. Pupils learn to work individually and in groups. An established ethos in PE with regard to how to win and lose fairly and understand good sporting behaviour. Competition against oneself and against others is encouraged. Students encouraged to self-officiate.</p> <p><b>Geography-</b> Changing urban environments: within this; students learn about the causes and consequences of social disharmony and poverty issues appreciating how this can influence certain areas in their political stance. Also the evaluation of the success of development projects and urban regeneration schemes allows students to appreciate ethical issues of race, assimilation and segregation</p>	<p>Media Studies – BBFC film ratings/ PEGI videogame ratings</p> <p>PE - Students encouraged to self-officiate during break and lunch. All students must play by the rules or laws of the game when playing Intra-School, Intra-School, County, Regional, National and International fixtures otherwise they will be removed from the game.</p>
	<p>Drama: Drama is all about the individuals and who you are,</p>	<p>Drama is all about the individuals and who you are, exploring yourself and other</p>	

<p>Individual Liberty</p>	<p>exploring yourself and other people/characters. The drama studio is seen as a safe space and students are taught and encouraged to test their own boundaries to discover who they really are.</p> <p>Issue based theatre, theatre in education, devising a story and roll on the wall are tools/topics we learn about that covers this</p> <p>History: Women Suffrage (year 9) and LGBTQ+ History Post- Abolition of Slavery rights for African Americans (Year 8)</p> <p>PE recognises individual differences and needs. All students are taught how to safely conduct themselves in a variety of settings (Fitness Suite, OAA, tackling in rugby and football). All students taught to analyse their own and their peers' strengths and areas to improve (KJPI 3).</p> <p><b>Geography:</b> Pupils think about how their actions can impact their own community. Moving beyond the classroom, several of our geography units require pupils to think about how they can live responsibly. Through debate and discussion pupils learn how to voice their opinion in a safe and supportive environment</p> <ul style="list-style-type: none"> <li>➤ Y8: Ecosystems</li> <li>➤ Y9 Urban Change in the UK</li> </ul>	<p>people/characters. The drama studio is seen as a safe space and students are taught and encouraged to test their own boundaries to discover who they really are.</p> <p>In component 1 of the GCSE Students are encouraged to really use their self as an icon to create a piece of theatre.</p> <p>Photography- we discuss issues around feminism, empowerment of minority groups and empowerment through the visual arts when researching photographers and historical/cultural events that have influenced the visual arts.</p> <p>History: Civil Rights movement and Feminism</p> <p>PE recognises individual differences and needs. All students are taught how to safely conduct themselves in a variety of settings (Fitness Suite, OAA, tackling in rugby and football). Students encouraged to self-officiate. All students taught to analyse their own and their peers' strengths and areas to improve (KPI 3).</p> <p><b>Geography:</b> Unit 1: Hot Deserts and TRF Unit 1: Climate Change Unit 1: Coasts Unit 2: Urban Change Unit 2: Economic Change</p>	
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	➤ Y9: Climate Change		
Mutual Respect	<p>RSE – Year 9 Emotional Health – Year 9 Relationships – Year 9 Respecting others – Year 9</p> <p>Drama: we have a safe space for all to explore and become different characters and create stories/pieces. This is taught and demonstrated by staff members from the start of year 7 all the way through. The routines that occur in all classes from year 7 to 11 enable mutual respect to take place. Students are expected to perform in front of their peers to receive feedback and they grow as a class to enable each others confidence to grow and this then makes them flourish as a person.</p> <p>English – Year 7 Belonging unit of work: poetry and non-fiction celebrating other cultures. History: Empire, Slavery (year 8) History yr. 7 – Migration</p> <p>PE – Students taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. Pupils are taught about the environment and different activity contexts. There are appropriate</p>	<p>RSE – Year 10</p> <p>Drama: The students have strict routines to follow when it comes to other students performing or presenting work. The drama studio is presented as a safe space for all to work in freely without judgment.</p> <p>Photography- Students discuss their work as a class or in small groups and provide positive and constructive feedback. Skills utilised encourage mutual respect and empathy.</p> <p>English - Poetry inspired by civil rights movement, feminism</p> <p>History: Civil Rights movement and Feminism</p> <p>PE – Students taught about historical, cultural and religious differences, through a variety of PE activities, especially in the Socio-Cultural sections of GCSE PE. The culture in PE respects cultural differences. Pupils are taught about the environment and different activity contexts. There are appropriate rewards and sanctions in PE for inappropriate behaviour. ☒ The school engages in and encourages competition within and across the School, District, County, Region, Nation and Internationally.</p> <p>Geography- Through various tropics across KS4 we highlight similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p>	<p>Fundraising and charity work promoted through student council. Student voice activities such as annual student survey included questions relative to mutual respect.</p> <p>PE – All students are encouraged to respect their opponents in Intra-School, Intra-School, County, Regional, National and International fixtures (e.g. shake hands after games and cheer the opposition and officials).</p> <p>Pride week celebrated as well as other dates in the year which encourages mutual respect.</p>

	<p>rewards and sanctions in PE for inappropriate behaviour. The school engages in and encourages competition within and across the School, District, County, Region, Nation and Internationally.</p> <p><b>Geography-</b> Through various topics across KS3 we highlight similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p> <p>Y8: Population and Migration Y9: Life in NEE</p>	<p>Unit 2: Urban Change Unit 2: Economic Change</p>	
<p>Tolerance of those of different faiths and beliefs</p>	<p><b>Individual Differences – Year 9</b></p> <p>English Year 7 – Belonging unit of work. scheme. Students read poetry and non-fiction texts that explore religion, cultural identity and prejudice.</p> <p>History: Empire, Slavery (year 8) Catholicism and Protestantism and the Reformation (Year 8) LGBTQ+ History (Year 9) Holocaust (Year 9) Year 7 humanities - Judaism, Worldviews, Abrahamic Faith</p> <p>Science: Religious beliefs as a valid objection to scientific thought, or medical practice – e.g. blood transfusion / evolution</p> <p>PE – Students taught about historical, cultural and religious</p>	<p><b>Business – covered when teaching discrimination in the workplace.</b></p> <p>Photography- we discuss issues around feminism, empowerment of minority groups and empowerment through the visual arts when researching photographers and historical/cultural events that have influenced the visual arts.</p> <p>English Literature Year 10 – Texts studied cover class, racial and gender prejudice: An Inspector Calls, The Empress, conflict poems. Study of poems linked to class and racial prejudice.</p> <p>History: Civil Rights movement and Feminism Immigration into US</p> <p>Science: Religious beliefs as a a valid objection to scientific thought, or medical practice – e.g. blood transfusion / evolution</p>	

	<p>differences, through a variety of PE activities. The culture in PE respects cultural differences.</p> <p><b>Geography-</b> Through various topics across KS3 we highlight similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p> <p>Y8: Population and Migration Y9: Life in NEE</p>	<p><b>PE</b> – Students taught about historical, cultural and religious differences, through a variety of PE activities, especially in the Socio-Cultural sections of GCSE PE. The culture in PE respects cultural differences.</p> <p><b>Geography-</b> Through various topics across KS4 we highlight similarities and differences between their lives and those of others around the world. We aim to disband stereotypes and foster a common respect for different countries and cultures by learning about them.</p> <p>Unit 2: Urban Change Unit 2: Economic Change</p>	
<p>Citizens working together to improve communities</p>	<p>English Year 8 – Ballads of protest. Study of poems, songs and pieces of non-fiction that celebrate activism and fighting for social equality and change.</p> <p><b>Science: Benefits of scientific discovery and their publication / sharing ideas – leading to benefits, e.g. medicine</b></p> <p><b>PE</b> – Students have been involved through the UL Sport England survey to improve local PE facility provision through new outdoor Basketball nets, new Table Tennis Tables, Dodge Ball club and new Trampolines.</p> <p><b>Geography:</b> Pupils think about how their actions can impact their own community Y9- Climate Change Y9- Energy</p>	<p><b>Business – Stakeholders, pressure groups, care of local community taught in Year 10 and 11</b></p> <p><b>Science: Benefits of scientific discovery and their publication / sharing ideas – leading to benefits, e.g. medicine</b></p> <p><b>PE</b> – Students taught Socio-Cultural sections of GCSE PE that highlights issues such as ‘Kick Racism Out of Football’, This Girl Can and Equality. Students have been involved through the UL Sport England survey to improve local PE facility provision through new outdoor Basketball nets, new Table Tennis Tables, Dodge Ball club and new Trampolines.</p> <p><b>Geography:</b> Pupils think about how their actions can impact their own community Unit 1: Climate Change</p>	<p>Student Council working with staff members to improve school: Shoreham Port sustainability/food in canteen/ general improvements across school raised via student survey.</p> <p>The results of student voice feedback are utilised as a partnership between students and those who care for them in improving the school community as a whole.</p> <p>Specific drop down reading activities week for Holocaust Memorial day – looking at issues of persecution and genocide</p>

<p>Functions and uses of money and managing risk</p>	<p>EconoMe – Year 7 Risky Stuff – Year 8 Being Responsible – Year 7</p> <p>PE – Students taught to take care of PE equipment due to the high costs of replacing it.</p> <p><b>Geography: Fieldwork-</b> Pupils think about how the risks taking place on a fieldtrip</p>	<p>Financial Capability – Year 10</p> <p>Business – finance taught throughout the GCSE course.</p> <p>PE – Students taught the positive and negative aspects of the Commercialisation of Sport and the ‘Golden Triangle’ through GCSE PE.</p> <p>Students taught to take care of PE equipment due to the high costs of replacing it.</p> <p><b>Geography: Fieldwork-</b> Pupils think about how the risks taking place on a fieldtrip</p>	
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NB: for more detailed information please refer to specific curriculum guides for each subject area.

PSHE Student voice and council Business English DRAMA Photography History Media Studies Science PE Geography