



SMSC AUDIT UPDATE JANUARY 2023

SPIRITUAL DEVELOPMENT	EVIDENCE	AREA FOR DEVELOPMENT?
<ul style="list-style-type: none"> ■ Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values 	<ul style="list-style-type: none"> ■ RS – Y9 – issues of morality and ethics, ethical issues from religious/non-religious point of view. Y7-11 studies of different faiths, feelings and values. ■ History – World War One Y9, slavery Y8, British Empire Y8. ■ Geography – study of culture and development. ■ Sociology – values covered at KS4 eg feminism ■ Music – KS3 different styles/cultures ■ Y9 Personal Development Spring 2 – work on gangs ■ Y7 Personal Development Autumn 2 - Building Relationships and Diversity-Prejudice. ■ Y8 PSHE Autumn 2 – Identity & Relationships; promoting diversity & Equality. ■ Freddie’s Focus – every week, all year. ■ School representation of Remembrance Sunday. ■ Assemblies – key events discussed at different times of the year. ■ Music – main services of Christmas. ■ Christingle Service. ■ Drama – Exploration through various schemes of learning. 	<p>Explicit tracking across SOLs of coverage. Y9 – 11 is very strong: Christian values covered with ‘A Christmas Carol’; morality in ‘An Inspector Calls’; socialisation with ‘Lord of the Flies’ and diversity in the collection of ‘Diverse Shorts’; Y7 and Y8 also have coverage via texts such as ‘Frankenstein’ and ‘Of Mice and Men’; however, could be strengthened with the Modern Text unit of Y7 and short story/allusion work in Y8.</p> <p>Development of RS curriculum</p> <p>Development of Geography curriculum on the study of Asia – this is now embedded with effective delivery – 2022.</p>



	<ul style="list-style-type: none"> ■ Science – transplants, the use of STEM cells, IVF, genetic screening, drug testing, vaccinations and sustainability. ■ Computing – exploring ethics in computing development. ■ MFL – discussing and exploring religious festivals in French and Spanish speaking countries and how beliefs may differ from country to country. ■ DT – Food across the world – festivals and celebrations in Y9 – consider and research food from different cultures including moral and ethical considerations. ■ English Literature – Diverse texts planned across the curriculum, canonical texts that deal with themes of morality/values, making religious allusions. 	
<ul style="list-style-type: none"> ■ Sense of enjoyment and fascination in learning about themselves, others and the world around them 	<ul style="list-style-type: none"> ■ HIGNY – every week covered in form time ■ Music/art/literature – coverage of different styles/perspectives – KS3/4. ■ English – exploring diversity and difference. ■ Y7 Personal Development Autumn 1 - Self-Worth & identifying core values. ■ Y11 Personal Development Spring 1 & 2. Self-efficacy and future opportunities; exploring the world of work and employment. ■ Y9 Personal Development Spring 1 – awareness of career choices, the job market, and the need for resilience. ■ Y8 Personal Development Summer 2 – Aspirations for the future, career choices and the world of work. 	<p>English: Continue to broaden diversity and range of texts encountered. Specifically, via poetry and short stories.</p> <p>HIGNFY in Humanities has developed through Freddie’s Focus. Set every 2 weeks. Relevant news articles will continue to be discussed in lessons and the setting of relevant and up to date news articles and quizzes for homework will be developed further.</p>



	<ul style="list-style-type: none"> ■ Geography – the curriculum explores place through the study of the continents and KS3/4 human geography. ■ MFL – culture/language development. ■ Drama – Y7 positive learning scheme and various other schemes of learning taught across both key stages. ■ History – Study of people and changes and continuity over time (a number of different units). ■ RS – multicultural society, self-reflection of personal beliefs and how they relate to the beliefs of others. ■ Science – several examples including the use of dissections in learning about body processes, the use of experiments to solve hypotheses, and learning about Space and The Universe. ■ Computing – exploring the digital world around us. ■ MFL – students participate in our successful French trip, Bastille Day celebrations, European Languages Day. ■ DT Food Yrs 8 and 9 produce a number of dishes from different cultures. ■ AT KS4 in DT students research designers who influenced the real world. ■ Maths – enrichment weeks and lessons incorporating Maths in the real world. ■ Careers – KS3 ‘career discovery’. ■ STEM – Mr Foster is running a STEM club each week which consists of a variety of activities eg ‘Climate Detectives’ project. All Y8 have taken part in a STEM Day in November 2022. 	<p>The Personal Development curriculum has undergone a review to build in further SMSC areas. It is now taught as discreet lessons once per fortnight from January 2023. The PD curriculum is continuously reviewed to ensure it is age appropriate, relevant, and engaging.</p> <p>RFO careers champion and STEM co-ordinator to enhance SOL & incorporate real world maths explicitly.</p>
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■ Use of imagination and creativity in their learning

- Y8 Personal Development Summer 2 – Aspirations for the future, career choices and the world of work.
- Y7 Personal Development Autumn 1 – Teamwork and creative thinking.
- Music – individual extra – curricular tuition (outstanding numbers).
- All arts subjects cover this area.
- Use of displays in different areas around school.
- Arts KS3 exhibition.
- English – Exploration of Creative writing and writing challenges; Fred Poet’s Society and Printshop Pres - extra-curricular opportunities for all students.
- School production – excellent numbers involved.
- Science – building rockets and bridges to investigate forces, designing fireworks for the reactions of metals with oxygen, making models eg cells, the blood.
- Drama in Assembly productions.
- Computing – the use of IT to create programmes and different media products.
- MFL – role plays and different scenarios to assume different roles.
- Drama – practical curriculum several opportunities to be creative, and extensive EC programme.
- DT – embedded in all SoL when practical work is produced – generating ideas from design work and creation of design briefs. Use of product analysis to develop and create own ideas. At KS3 and 4 students



	<p>use own personal choice to decide aspects of their learning and the direction of the design brief.</p> <ul style="list-style-type: none"> ■ Careers – STEM activities throughout the year. ■ D of E expedition. 	
<ul style="list-style-type: none"> ■ Willingness to reflect on their experiences 	<ul style="list-style-type: none"> ■ Personal Development lesson reflection. All Year groups. ■ Y7 Personal Development Spring 1 – Importance of hygiene and good health. ■ Y7 Personal Development Spring 2 – self-worth and the concept of self; body awareness ■ Y8 Personal Development Spring 1 – Online choices and influences; drug and alcohol awareness. ■ Y8 Personal Development Summer 1 – Healthy relationships and managing consent. ■ Y9 Personal Development Summer 1 – Healthy and unhealthy relationships, personal values and their influence. ■ Y9 Personal Development Summer 1 – Spectrum to deliver sessions on STI’s, contraception and attitudes to pornography. ■ Y10 Personal Development Summer 2 – Relationship expectations; how to handle harassment and harmful behaviours. ■ Y10 Personal Development Autumn 2– Discrimination and diversity, extremism, and communities. 	<p>Cross curricular/inter disciplinary tracking of writing types to support Literacy across the curriculum.</p> <p>To continue to identify students’ own areas for developing their assessed pieces of work.</p> <p>To reflect on relevant news articles in Humanities subject areas.</p> <p>The Personal Development curriculum has undergone a review to build in further SMSC areas. It is now taught as discreet lessons once per fortnight from January 2023. The PD curriculum is continuously reviewed to ensure it is age appropriate, relevant, and engaging.</p> <p>In the Summer Personal Development lessons, Spectrum will have input into the Personal Development curriculum with Years 8. 9 & 10. They will cover topics such as relationships, sexual health, and child on child abuse.</p>



	<ul style="list-style-type: none">■ Progress review – students bring pieces of work to reflect on and be proud of.■ Freddie’s Focus provides an opportunity for weekly self-reflection.■ Humanities – After each assessed piece of work students reflect on their progress and identify steps for future success.■ Science – topic reviews are completed after each KS3 assessment to identify what students know and what they need to do to progress further. At KS4 students compare answers to mark schemes to reflect on their use of correct language and concepts.■ Computing – reflection upon own online experiences and that of others.■ MFL – the use of opinions and reasons, contrasts and justification across multiple contexts.■ DT – Ys 7 to 11 peer and self-assessment included in projects at various points, leading to summative assessments.■ Y10 Spring 1 work experience – reflecting on personal skills and qualities and assessing what they have learnt – summer 2022.■ Y11 Autumn 1 Careers Conference involving all Y11 students.■ English – Viewpoints and Perspectives writing and writing challenges. Exploring perspective and viewpoint and engaging with different viewpoints and experiences. Self-assessment is embedded across the curriculum.■ English Literature – Development of personal engagement with range of texts exploring different	
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	<p>experiences, eg. Y7 Thematic unit on experiences of school across ages/cultures; Y8 Persuasive writing to encourage community involvement.</p> <ul style="list-style-type: none"> ■ Children have the opportunity to reflect during all interventions in The Inclusion Centre, for example in Nurture provision and well-being groups. ■ Across the school faculties run detentions to support students who need additional help. Staff take time to talk to students and to help them move forwards. 	
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SMSC AUDIT

MORAL DEVELOPMENT	EVIDENCE	AREA FOR DEVELOPMENT?
<ul style="list-style-type: none"> ■ Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England 	<ul style="list-style-type: none"> ■ School behaviour policy and outstanding behaviour in classrooms. ■ BEST standards and expectations. ■ Y9 Personal Development Spring 2 – drugs; alcohol; gang culture. Peer influence, substance use and alcohol. ■ Y10 Personal Development Summer 2 - Relationship expectations, impact of pornography, identifying & responding to abuse and harassment ■ SRE policy implemented. 	<p>To make any legal aspects of the curriculum in humanities explicit to students</p>



	<ul style="list-style-type: none">■ Acceptable use of ICT policy for students. Cyber crime and ethics, rights, responsibilities and repercussions.■ Staff code of conduct/expectations for staff.■ History – Crime & punishment in Middle Ages, Holding others to account e.g. Execution of Charles I, Jack the Ripper – role of police.■ Y9 Personal Development Autumn 1 - Healthy and unhealthy relationships.■ Y11 Personal Development Spring 1. Communication in relationships; managing relationship challenges.■ Y11 Personal Development Autumn 1 - Careers Convention.■ Y11 Personal Development Autumn 2 - Mock Interviews. Application Process.■ Y8 Personal Development Summer 2 – Aspirations for the future, career choices and the world of work.■ Geography Year 11 Spring 1 – Laws and ecosystems (e.g. deforestation laws), Planning laws.■ Sociology – Role of police, courts, prisons (crime unit), informal and formal sanctions – family, education, crime units. Family law.■ RS – crime & punishment – types of punishment (capital, corporal & custodial), links between laws & religion in the UK and beyond, moral opinions of the law e.g. euthanasia, abortion, drugs.■ MFL – global and social issues discussed.■ Drama – exploration of societal issues: Anti-social behaviour	
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	<p>Autistic Spectrum Disorder Human Rights Bereavement Discrimination</p> <ul style="list-style-type: none"> ■ Careers work experience placements. ■ PE – ability to accept rules/fair pay through all team games situations KS3 and 4 ■ PE Development of sportsmanship throughout the curriculum and specific units taught at GCSE and Sports Studies KS4. ■ Representing the school in fixtures and at tournaments – students appreciate different contexts and school situations. ■ DT Food – food hygiene and law, responsible food handling taught as part of KS3 curriculum as well as health and safety responsibilities. ■ English Literature – Engaging with literature texts that raise questions of moral and legal rights and wrongs. ■ Science – KS4 discussions about the use of stem cells, genetic engineering and genetic screening. 	
<ul style="list-style-type: none"> ■ Understanding of the consequences of their behaviour and actions 	<ul style="list-style-type: none"> ■ School policy on litter – sanctions/rewards. ■ School behaviour policy. ■ Use of suspensions/Internal Exclusions. ■ Use of restorative justice/whole school approach. 	



	<ul style="list-style-type: none">■ FLHS 5 behaviour strands key to whole school approach.■ SRE work – teenage pregnancy & parenting in Y10/Y11 Personal Development■ Y10 Personal Development Summer 1 - Financial decision making; impact of debt/gambling.■ Y11 Personal Development Spring 1 - Communication in relationships; maintaining sexual health.■ Y10 Personal Development Summer 2 - Healthy relationships, maintaining emotional wellbeing; recognising unhealthy coping strategies.■ Year 8 Personal Development Autumn 2 - Identity, consent, sexting, and sexual orientation.■ Y11 Personal Development Spring 2 – Animal welfare & sustainability■ Global issues covered in History/Geography/RS – holocaust, climate change, terrorism.■ Assemblies covering major historical events – all year.■ Safeguarding policy and training for staff.■ E-safety work with staff, students and parents.■ Y10 & 11 sociology unit on crime/consequences.■ Reward system now embedded within the school.■ MFL – healthy and unhealthy lifestyles discussed re drugs and alcohol.■ Drama – exploration of societal issues and historic events.	
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	<ul style="list-style-type: none"> ■ H and S taught in practical rooms as an integral part of DT. Hazards/Risks/Control Measures HRC). ■ English Literature – Tracking of events/actions and consequences as part of characterisation work. Identification with character archetypes. ■ Work in The Inclusion Centre to support negative behaviours, reflect on issues and to calm situations if students are experiencing periods of crisis. ■ Science – Y9 healthy lifestyles taught including the use of drugs and alcohol. 	
<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Nuclear warfare covered in KS3 RS. ■ RS Y9 unit on abortion. ■ Y10 Personal Development Spring 1 – Same sex relationships; forced marriage and religious and cultural views on relationships. ■ Y10 Personal Development Autumn 2– Discrimination and diversity, extremism, and communities. ■ HIGNFY – key topics discussed with all year groups. ■ Racism/multi-cultural issues covered in Y8 AHS day. ■ Anti-bullying work in Personal Development, school policy and assemblies. ■ Y7 Personal Development Autumn 2 - Self-Worth, including awareness of bullying – including on-line. ■ Y9 Personal Development Spring 2 – drugs; alcohol; gang culture. Peer influence, substance use and alcohol. 	<p>English: Continue to monitor breadth of coverage and embedding of ‘Big ideas’ that run through Literature.</p> <p>Development of RS curriculum.</p> <p>Decision making tasks on real world issues to be implemented across the Geography Department.</p>



	<ul style="list-style-type: none">■ Y8 PSHE Autumn 2 – Identity & Relationships; promoting diversity & Equality.■ Humanities – range of units in all subject areas.■ Science – IVF, transplants, genetic screening, genetic engineering, the use of stem cells in research and treatment.■ MFL – poverty and homelessness, global issues and the environment.■ DT 6 Rs taught in Yr 9 celebration crate. Access FM used to analyse products in all years, at KS4 students research SMSC.■ DT sustainability and environment impact is taught at KS3 and KS4 – food packaging, waste, energy use.■ Students taught about different food choices at KS3 and awareness of different cultures – students able to make informed choices.■ English/English Literature – Viewpoints and perspectives non-fiction topics/articles that run alongside Literature texts encouraging students to consider issues of class/social, difference (age, gender, race), division, morality from different perspectives.	
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SOCIAL DEVELOPMENT	EVIDENCE	AREA FOR DEVELOPMENT?
<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ Teaching and Learning policy- group work. ■ Y7 Personal Development Autumn 2 - Building Relationships, making and maintaining friendships. Identifying and challenging bullying/online communication ■ School induction programme for students. ■ School trips – Winmarleigh/Spain Disney/Paris trip/ D of E/Sports Tour/ Belgium History trip. ■ MFL – links made with French teaching staff and children. Team working. Pen Pal letters have been introduced - communicating with students from target language communities. ■ Y7 Personal Development Autumn 1 - Self-Worth & identifying core values; transition to high school. ■ Y8 Personal Development Summer 2 – Aspirations for the future, career choices and the world of work ■ Y11 Personal Development Spring 1 - Personal values; changing relationships; young parenthood and relationship challenges. ■ Y11 Personal Development Spring 2 – Animal welfare & sustainability ■ Extra-curricular arts and PE programmes. ■ Student guides at open evenings. ■ Use of inclusion centre for new students to build relationships. 	



	<ul style="list-style-type: none"> ■ Use of the nurture group to support students who may be vulnerable. ■ Geography – place knowledge, global development. Fieldwork studies ■ Sociology – poverty, ethnicity, gender, social class, social inequality covered throughout the course. ■ RS – understanding of beliefs and practices of others, poverty. ■ DT paired work and importance of clear communication, planning roles eg ‘Y9 Samosas’ – team practical. ■ Science – working in groups or pairs completing experiments. ■ Y10 work experience for all students 2022. ■ Princes Trust Teamwork unit. ■ English – Speaking and Listening work, including the adapting talk for different purposes, encouraging students to interact as a group, to question, to make a formal presentation, leading to the Spoken Language Endorsements in Y10. Read World Learning units in Y7 – 8 all have a heavy focus on group work and presentation. 	
<ul style="list-style-type: none"> ■ 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 	<ul style="list-style-type: none"> ■ In MFL – we run an educational visit to Paris. ■ Community fun day – several students involved. ■ OAP party/dance leaders/sport leaders. ■ Student prefects and leader involvement of KS4. ■ School council – all year groups. ■ Students leading assemblies on anti-bullying. 	<p>Development of fieldwork studies in Geography</p>



- Y7 Personal Development Summer 2 - Developing skills to manage personal safety in increasingly independent contexts.
- Y8 Personal Development Summer 2 – Aspirations for the future, career choices and the world of work
- Y9 Personal Development Spring 1 – Employability and skills required, resilience.
- Y8 charity day for cancer research.
- School band involvement in numerous concerts.
- Y7 Personal Development Autumn 1 - Team building day and transition programme.
- Y11 Autumn 1 careers convention – working with external providers.
- Y7 Personal Development Autumn 1 and 2 - Anti-bullying and transition programme.
- Restorative justice approach throughout school.
- Y9 Personal Development Spring 2 - ‘Gangs’ – being able to say no/peer pressure.
- Summer/Christmas Concert.
- Duke of Edinburgh Bronze Award Scheme run with Y9 students. Each year very healthy numbers involved in this and 4 staff.
- Winmarleigh Trip in Y7 – excellent numbers involved.
- All Y10 students taking part in work experience – returning back for the second time after a number of years with this not taking place.
- Large numbers involved in extra-curricular activities across the school.



<ul style="list-style-type: none"> ■ Acceptance 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 develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<ul style="list-style-type: none"> ■ Refer to British Values audit (which is extensive). ■ Y7 Personal Development Summer 1 - Rights of children, rights in the community. ■ Y10 Personal Development Summer 1 - Financial decision making; impact of debt/gambling. ■ Y7 Personal Development Autumn 2 - Self-Worth, including awareness of bullying – including on-line. ■ Y9 Personal Development Spring 1 – awareness of career choices, the job market, and the need for resilience. ■ Democracy covered in KS3 history – women and the vote. ■ KS4 Hitler and totalitarian government covered in history. ■ School council and student voice activities. ■ Youth parliament vote – ballot for all students. ■ School council election – all students individual. ■ RS understanding of different faiths at KS3. ■ Judaism/Islam/Christianity/Buddhism/Sikhism. ■ Y8 Personal Development Autumn 2 - Tolerance & diversity awareness unit. ■ KS4 Science – considering the ethics of certain decisions such as but not limited to transplants, genetic screening and IVF and how different groups of people may have different opinions. Science cannot answer these questions as they are ethical judgements. 	
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	<ul style="list-style-type: none">■ KS4 Science – considering the validity of information presented in the media and how bias can affect different viewpoints. Equally the importance of peer review against the global science community to obtain valid evidence and how this may be presented.■ Computing – cyber security and the law.■ DT KS4 Construction – students taught how to follow safe practices, legislation and British safety standards. KS4 food laws – HASAWA, COSHH, Units on responsible employment and consequences of breaking rules.■ DT Legislation and regulations in Building and Construction. With our new school build students at KS4 are working on projects with BAM Construction until September 2023. Careers and job roles are being explored.■ English – Viewpoints and perspectives. Opportunities to reflect on values and being ‘British’ incorporated in non fiction work and specifically in Y8 and Y10 whilst looking at rhetoric and persuasive writing and ‘Speaking Out’ about society/to members of the community.	
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SMSC AUDIT

CULTURAL DEVELOPMENT	EVIDENCE	AREA FOR DEVELOPMENT?
<ul style="list-style-type: none"> ■ Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others ■ Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain ■ Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain ■ 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio- 	<ul style="list-style-type: none"> ■ History KS3 and 4 curriculum – numerous history events covered e.g. British Empire. ■ Awareness and respect of different faiths and cultures e.g. multiculturalism. ■ Music/arts/dance – different cultures explained. ■ Y8 art multicultural day. ■ Y8 Personal Development Autumn 2 - Tolerance & diversity awareness unit. ■ Y10 Personal Development Autumn 2– Discrimination and diversity, extremism, and communities. ■ GCSE Sociology – units taught on culture ■ Student surveys and questionnaires demonstrate that all students feel safe and free from issues such as bullying - low number of racist incidents ■ MFL – development of language in modern Britain and how students develop as global citizens understanding the world around them and different cultures, beliefs and value systems. ■ Range of drama/music/dance/PE activities with excellent numbers. ■ Outstanding provision for the arts across all areas. ■ Y8 + 9 history of the vote in history lessons. 	<ul style="list-style-type: none"> ■ This is a potential area for further development - to explore other ideas for cultural development. This area is developing. ■ Continue to review developing SOLs. Specifically, in Y7 – 9 with the key texts/extracts used to ensure wide and varied coverage/perspective. <p>Y7 modern text and Y8 short stories to continue to be updated.</p> <p>The development of place knowledge in Geography lessons, including a SoL on exploring Asia.</p> <p>Real world learning and opportunities for trips post Covid-19.</p> <p>The development of the RS curriculum.</p> <p>Humanities’ involvement in HIGHFY to show a greater</p>



economic groups in the local, national and global communities

- GCSE Sociology – role of the media and power/politics.
- HIGNFY – key events discussed eg Brexit/Government elections.
- Outstanding numbers options for the arts and PE KS4.
- PE – world cup competition exploring different countries and nationalities.
- Major school trips to Paris and Spain.
- British history of medicine explored in GCSE history.
- Y8 Personal Development Autumn 2 - Tolerance & diversity awareness unit.
- Y8 Personal Development Summer 2 – Aspirations for the future, career choices and the world of work
- RS curriculum – whole areas covered.
- Poverty covered in GCSE Sociology and Y8 RS
- School policy on pupil premium and plans for PP students.
- Low numbers of bullying incidents involving different groups.
- Y8 Personal Development Summer 1 - Diversity celebrated through body image unit including consent and boundaries.
- Y7 to 9 English – range of texts used that explore different cultures, diversity and difference - following audited coverage.
- Science trips and the STEM club.
- Sports Tour and fixtures across KS3 and 4.
- Appreciation of different contexts/ situations, rules.

awareness of news stories from around the world from a variety of different cultures.



- Emerging sports introduced into the curriculum and students taught about their development.
- DT – food from across the world – appreciation of different styles and tastes and their origins.
- DT – at KS3 and 4 British cultural celebrations are researched and taught.
- Careers programme challenges gender stereotypes and careers choices promoted to all students irrespective of gender.
- Y9 – 11 English – Different perspectives regarding conflict are covered through poetry anthology. It includes physical and emotional conflict regarding identity.
- English Y9 – Diverse shorts collection of extracts/short stories; literature to promote critical thinking.
- English Y9 – Lord of the Flies and exploration of democracy vs autocracy and significance of context.
- (postcolonial Britain and privileged white perspective).