

THE RIPLEY ACADEMY

A member of the East Midlands Education Trust



Extremism & Radicalisation Policy

2021 - 2023



Achieving Excellence Together

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| Policy reviewed: | Summer 2021 |
| Reviewed by: | Deputy Headteacher |
| Next review due: | Summer 2023 |

1. Purpose

For The Ripley Academy to fulfil the Prevent duty, it is essential that our staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of our wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We should also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils talking about or debating controversial issues. In School, we want to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments at an age appropriate level.

What is Extremism?

"Extremism" is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Included in the definition of extremism are calls for the death of members of the armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.

What is Radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

What is Terrorism?

Terrorism is the use or threat of action, both in and outside of the UK, designed to influence any international government organisation or to intimidate the public. It must also be for the purpose of advancing a political, religious, racial or ideological cause. It is important to note that in order to be convicted of a terrorism offence a person doesn't actually have to commit what could be considered a terrorist attack. Planning, assisting and even collecting information on how to commit terrorist acts are all crimes under British terrorism legislation.

2. Duties and Responsibilities

Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including schools in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism".

We are required in our functions under section 26 to:

- Know about and Identify early indicators in pupils.
- Develop the confidence to challenge and intervene.
- Assess the risk of our pupils being drawn into terrorism and terrorist ideology.
- Have clear protocols & keep records.
- Be monitored by Ofsted in how we exercise these duties.

The statutory guidance on the Prevent duty summarises the requirements on us in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Risk Assessment

We will assess and monitor the risk of children being drawn into terrorism; the general risks may vary from area to area, and according to their age, local threat and proportionality. This School recognises we are in an important position to identify risks within our local context.

- We should be aware of the increased risk of online radicalisation, as extremist and terrorist organisations seek to radicalise young people through the use of social media and the internet.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, we should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views.
- School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately.
- Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require us to carry out unnecessary intrusion into family life but as with any other safeguarding risk, we must take action when we observe behaviour of concern.
- School Premises Lettings are vetted and monitored to ensure that the School buildings and resources are not used to promote terrorist or extremist activity.

Working in Partnership

The Prevent duty builds on existing local partnership arrangements.

- We will follow the procedures set out by the Derby and Derbyshire Safeguarding Children's Partnership with reference to Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism
- We will work with the Local Authority and with other agencies in making sure we undertake our duties under Prevent to identify and support children and young people.
- Effective engagement with our parents/family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and point them in the right direction for support.

Staff Training

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children and young people at risk of being drawn into terrorism and to challenge extremist ideas.

- We will ensure that all staff, including volunteers and governors, complete training on Prevent as part of their safeguarding training. This will include threats, risks and vulnerabilities that are linked to extremism and radicalisation; early indicators, responding to and reporting concerns.
- We will follow the recommendations of the Local Authority and ensure staff undertake Prevent training every two years.

IT Policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

- We will ensure that suitable filtering is in place.
- Internet safety is integral to our IT curriculum, and we will provide training for our staff and learners where appropriate.
- We are aware of the increased risk of online radicalisation, as extremist and terrorist organisations seek to radicalise young people using social media and the internet. We will try and help our pupils to keep safe online and consider the impact of social media networking sites with additional consideration to the threat of exposure to extremism and radicalisation.
- We will work in accordance with the guidelines around monitoring and auditing staff and learner usage of the internet when in School.

We will also consider

Visitors and the use of School premises

- Visitors and contractors will be subject to Identification checks which will include clarification of the purpose of their visit.
- We may undertake further precautions in allowing visitors and contractors on our premises.
- We will ensure the School premises will not be used to give a platform to extremists

3. The Role of the Curriculum

We will work to ensure that our pupils are skilled and equipped to be resilient and resist involvement in extreme or radical activities. Therefore, we recognise the need to build resilience in our pupils to make them less vulnerable. We aim to include in the curriculum learning around threat and risk and online radicalisation.

We will therefore provide a broad and balanced curriculum within which we aim to support pupils, Spiritual, Moral, Social and Cultural development (SMSC). SMSC development is promoted through all our subjects, including the ethos of our School where development of positive attitudes and values is central to everything we do.

Values underpinning public life in the UK have been summarised as democracy, the rule of law, individual liberty, mutual respect, and the tolerance of those with different faiths and beliefs. It is important that our pupils understand this through different approaches using a balanced and broad curriculum. This supports our pupils to be responsible citizens and prepares for an adult life living and working in Britain which is diverse and changing. Our School will ensure the promotion of British values and that these efforts are inclusive and promote unity between pupils, parents/carers and the local community.

4. Indicators, Help and Support

There are many factors that can make someone vulnerable to radicalisation. They can apply to any age, social class, religion, ethnic or educational background. More important than any one specific sign is the sense that something is not quite right with the person you're worried about. You could spot one sign or a combination of signs that are increasing in intensity. Sometimes they can be indicators of other underlying issues or challenges that are not connected to radicalisation.

Help identifying a concern can be found on the following websites;

- [Let's Talk About It](#) – Working Together to Prevent Terrorism
- [Act Early](#)
- [Safer Derbyshire](#)

For advice relating to a particular issue follow the referral process in Appendix A

5. Referral Procedure

We will treat any worry or concern that a child or young person in the School may be exposed to possible extremism, extremist ideology and or radicalisation as a possible safeguarding concern and will seek advice where appropriate.

Where a concern or incident is judged to be immediate and serious an appropriate lead in the School will contact the Police directly using 999.

We will use our Child Protection/Safeguarding Report form to raise safeguarding concerns in the School on an individual pupil.

All concerns and incidents will be brought to the attention of the Designated Safeguarding Lead, who will follow the agreed procedures, as described in Appendix A. Where a referral is needed this will be referred to the Police Prevent team using the form detailed in the Process in Appendix A.

We understand that the Channel Programme is an element of the Prevent Strategy aimed at stopping vulnerable people being drawn into terrorism. We understand in order to support children and young people, individuals we refer to Prevent may receive a programme of support from this multi-agency group and we may be asked to work with and attend Channel Panel(s) to progress this support.

6. Related Policies and guidance

This Extremism & Radicalisation Policy is linked to the following policies:

- Safeguarding & Child Protection Policy
- Equality & Diversity Policy
- Anti - bullying Policy including Cyberbullying
- Behavioural Management Policy
- Online Safety Policy
- A British values statement
- Lettings Policy

Furthermore, we will follow the procedures set out by the [Derby and Derbyshire Safeguarding Children's Partnership](#) with reference to [Safeguarding Children and Young People who are deemed to be vulnerable to Violent Extremism](#):

National guidance in relation to Keeping Children Safe in Education;

- [Keeping Children Safe in Education](#)
- [Working together to safeguard children](#)
- [Information sharing advice for safeguarding practitioners](#)

In tackling extremism and radicalisation, we will take account of the following national guidelines and legislation:

- [CONTEST \(Counter Terrorism Strategy\) 2018](#)
- [Prevent Duty Guidance for specified local authorities HMI June 2015](#)
- [The Prevent Duty, DfE Departmental advice for schools and childcare providers 2015](#)
- [Channel Duty Guidance 2020](#)
- [Counter Terrorism & Border Security Act 2019](#)
- [Use of Social Media for online radicalisation](#)

7. Management of this Policy

The Head Teacher/Principal of our School will implement the policy and will ensure staff including volunteers and governors have read this policy and understand their responsibilities.

The Governing Body/Proprietor will oversee the policy; ensure its implementation and compliance to statutory duties reviewing its content on an annual basis.

We will undertake a regular audit and review of this policy and consider any changes in guidance /legislation how these changes will be implemented within the School.

The Head Teacher/ Principal will report on and discuss progress within the School/Educational setting to the Governing Body on an annual basis.

A record of the minutes is recorded on the School Governing Report covering the discussion on the Policy of Extremism, Radicalisation and the protection of British Values, detailing how proactive the School is in ensuring this policy is reflected in the School's ethos and curriculum.

Signed by:

Proprietor/ Chair of Governors

Head Teacher/Principal

Date:

Date:

APPENDIX A

Prevent Referrals – Pathway

Are there worries about a young person's change in appearance and behaviour, their ideology or online activity?

Are you worried about the behaviours and actions of an adult in the School?



Take advice from your School Safeguarding Lead.

If further advice is required, contact Derbyshire County Council's Prevent Lead 01629 538473 or

if you want some general advice you can also email prevent@derbyshire.gov.uk,

call the Police Prevent team 0300 122 8694 or the Starting Point Advice Line 01629 535353

If you are still concerned, or you are advised to, you should make a Police Prevent referral.



Make the Prevent referral using the [referral form](#) on the Safer Derbyshire website.



If the child is considered to be at immediate risk of harm, a telephone referral should be made 01629 533190 (Call Derbyshire).



If the child is not considered to be at immediate risk of harm, start the Early Help Assessment if it has not already been started/completed.

This will help to support the young person/family as well as evidencing actions taken, should additional support be required



Police receive all Prevent referrals – investigations are undertaken and where Child Protection concerns other than radicalisation and extremism are identified, a referral to social care is made via the police electronic network.



A Social Worker will review the presenting information within the referral to determine further actions for Social Care or Targeted Early Help services. An officer from the Police Prevent team will be included in the Strategy discussions if they are required.



NB – Whilst the Police Prevent Team can recognise vulnerabilities and support the safeguarding process, they are primarily focused on Counter Terrorism and Domestic Extremism risk. Please make sure other safeguarding measures (including Early help Assessments) are progressed in a timely manner.

APPENDIX B

| PSHE / Form Time | Careers Education (IAG) | British Values <ul style="list-style-type: none">- Cultural/Respect/Tolerance- Democracy- The Law | Keeping Safe <ul style="list-style-type: none">- Bullying- FGM/HBV- Sexual exploitation- Radicalisation- PREVENT- Sexual Health- Drugs and Healthy Eating | SMSC & <u>Diversity</u> <ul style="list-style-type: none">- Spiritual- Moral- Social- Cultural |
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| Core Curriculum | | | | |
| Year 7 | <ul style="list-style-type: none"> Managing Change Achievements so far Skills for life Changes in the world of work Setting Targets | (3) Equality and Diversity – Key themes: <ul style="list-style-type: none"> Actions and consequences Prejudice Discrimination | (7) Relationships, friends and families – Key themes: Gender, ‘good’ relationships, Friendship, Different types of Families, Bullying – what to do, Support systems, embedded theme of abuse (4) Crossing the line – Key themes: <ul style="list-style-type: none"> Cyber bullying Sexting Peer pressure Self esteem (3) Bullying – Key themes: Types, Sources of support | (7) Managing Transition: Key themes: Community, Keeping and building relationships, coping with change, Teamwork, Self-esteem (links to mental health) Bullying + sources of support |
| | <u>English</u> RHETORIC – letter and speech writing <u>Computer Science</u> Python Programming – introductory unit featuring careers information <u>Science</u> STEM careers actively discussed throughout the Key Stage 3 scheme of work looking at cases studies of | <u>Religious Education</u> <ul style="list-style-type: none"> Festivals – why, where, when & how are they celebrated? Places of Worship – how, why & when are they used? Islam – explore beliefs and its desire to seek peace <u>Physical Education</u> Following rules of sports, team work and effective leadership <u>Drama</u> | <u>Science</u> Human Reproduction (6 lessons) inc: <ul style="list-style-type: none"> The parts of the reproductive system Fertilisation Pregnancy and contraception Factors affecting foetal development <u>Computer Science</u> <ul style="list-style-type: none"> E-safety and cyber bullying (3 lessons) | <u>English</u> <ul style="list-style-type: none"> A Christmas Carol – capitalism, welfare of the poor and moral dilemmas Poetry exploring culture and identity ‘My Sister Lives on the Mantelpiece’ – diversity, equality, prejudice Cultural calendar regarding race/religion/sexuality/disability |

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| | <p>different scientists and career paths available through STEM subjects</p> <p><u>Non curriculum events</u></p> <p><u>Assembly:</u> NTU outreach ‘fact or fiction’</p> <p><u>Off timetable events:</u> STEM</p> | <p>Golden rules of Drama and how the rules can be embedded in lessons to create a positive and respectful working environment</p> <p><u>English</u> ‘My Sister Lives on the Mantelpiece’ – prejudice, diversity, equality.</p> <p><u>History</u> Establishing government after the Norman Conquest. Establishing law and order in Medieval England. The Magna Carta: our first constitution.</p> <p><u>Geography</u> Development – standards of living and how different countries differ and for what reasons. Inequalities in the UK.</p> <p><u>Computer Science</u> Following basic computer misuse rules</p> | <ul style="list-style-type: none"> Scratch programming lesson 3 – Health and Computer Gaming <p><u>Food Technology</u> Reoccurring theme from practical lessons:</p> <ul style="list-style-type: none"> Eatwell guide Health Eating / Balanced diet <p><u>Religious Education</u> Islam – explore beliefs and its desire to seek peace – challenging social perceptions and stereotypes</p> <p><u>Physical Education</u> Specific sports related safety procedures, e.g. lifting and carrying, event procedures.</p> <p><u>French and Spanish</u> Safety knowledge linked to vocabulary in a range of key topics across the year:</p> <ul style="list-style-type: none"> Relationships Healthy lifestyle Balanced diet | <p><u>Maths</u> The Maths Challenge – National assessment and teamwork challenge</p> <p><u>Religious Education</u></p> <ul style="list-style-type: none"> Festivals – why, where, when & how are they celebrated? Places of Worship – how, why & when are they used? Islam – explore beliefs and its desire to seek peace <p><u>Physical Education</u></p> <ul style="list-style-type: none"> Sportsmanship, fair play and teamwork in sport Sports Leaders <p><u>Technology, Art, Design and Photography</u></p> <ul style="list-style-type: none"> Sustainability of food production Implications of globalisation – food / product miles Influence of culture on art and design <p><u>Music and Drama</u></p> <ul style="list-style-type: none"> Ripley music festival Christmas concert and performing arts showcase Seven Deadly Sins scheme explores sin in various stories. <p><u>History</u> An introduction to migration to Britain pre-1066, including Afro-Romans. The role of the Church in Medieval England and their role in society e.g. The Black Death. Reasons for going on a Crusade in Medieval England.</p> <p><u>Geography</u> SMSC embedded in most year 7 topics e.g Social reactions to natural hazards, are government morally correct in how they handle them.</p> |
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| | | | | <p>Different cultures (spiritual) deal with hazards in different ways.</p> <p><u>French</u> Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Schools in France • A traditional French Christmas • Francophone countries around the world • The French Alps • Québec • Swiss wrestling <p><u>Spanish</u> Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Cadiz Carnival • Christmas in Spain • Day of the Three Kings • Describing paintings: Diego Velázquez • Día de Los Muertos <p><u>MFL</u> Access to trips with destinations in Europe, including recent trips to France and Spain</p> <p><u>Science</u> Use of 'Hackney Diverse Curriculum' resources across Key Stage 3 topics to promote awareness of scientists from ethnic minority backgrounds. Year 7 Topics include:</p> <ul style="list-style-type: none"> ○ Gravity ○ Mass & Weight ○ Colour (Light) |
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| <h1>Year 8</h1> | <ul style="list-style-type: none"> • Your beliefs • School and work • Job families • Decision making • Budgeting • Action Plans | <p>(3) LGBT Education</p> <ul style="list-style-type: none"> • Diversity of relationship types • Sexuality • Gender identity • Language use and discrimination • Sources of support • Links to equality and diversity | <p>(8) Risks and Safety – Key themes: Risks inc. links to relationships, exploitation, love, gift giving and exploring consent (1) This is abuse ‘teenage relationship abuse’ Key themes: <ul style="list-style-type: none"> • Relationship abuse (1) Protective behaviour – key themes: <ul style="list-style-type: none"> • Recognising abuse • Being assertive (7) Informed Choices – Key themes: <ul style="list-style-type: none"> • Social effects of drug and alcohol addiction • Effects of drugs and alcohol BEYOND the body – community and crime • Wider impacts of diet and exercise e.g. NHS funding (3) LGBT Education <ul style="list-style-type: none"> • Diversity of relationship types • Sexuality • Gender identity • Language use and discrimination • Sources of support • Links to equality and diversity (5) Leaving home – Key themes: <ul style="list-style-type: none"> • Homelessness risk factors and impact • Budgeting • Maintaining good relationships • Leaving home safely and effectively </p> | <p>(7) Informed Choices – Key themes: <ul style="list-style-type: none"> • Social effects of drug and alcohol addiction • Effects of drugs and alcohol BEYOND the body – community and crime • Wider impacts of diet and exercise e.g. NHS funding (3) LGBT Education <ul style="list-style-type: none"> • Diversity of relationship types • Sexuality • Gender identity • Language use and discrimination • Sources of support • Links to equality and diversity (5) Leaving home – Key themes: <ul style="list-style-type: none"> • Homelessness risk factors and impact • Budgeting • Maintaining good relationships • Leaving home safely and effectively </p> |
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| | <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Python Programming – introductory unit featuring careers information <p><u>Science</u></p> <p>STEM careers actively discussed throughout the Key Stage 3 scheme of work looking at cases studies of different scientists and career paths available through STEM subjects.</p> <p><u>Non curriculum events</u></p> <p><u>Assembly:</u> NTU outreach ‘Who could you be?’</p> <p><u>Off timetable events:</u> STEM</p> <p><u>Visits:</u> NTU Campus visit</p> | <p><u>English</u></p> <ul style="list-style-type: none"> Martyn Pig – the law, respect Space Adventure – tolerance, respect, culture Jekyll and Hyde – Victorian society Oliver Twist – Victorian Society, tolerance in relation to wealth and class Politics in Non-Fiction texts – gender, animal rights, feminism Global perspectives – exploring texts from other cultures and issues such as xenophobia, slavery. British culture – Empire to Commonwealth. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Network and Crime unit lessons 2 and 3 covering: <ul style="list-style-type: none"> Online safety / encryption of data Forms of attack Threats posed by the internet and networks Identifying and preventing vulnerability <p><u>Religious Education</u></p> <ul style="list-style-type: none"> Multicultural Britain – tolerance and respect of others in the UK Racism – exploring why this needs to be challenged Christianity – The life and teachings of Jesus Religion and the environment – how faith affects how people treat the world <p><u>Physical Education</u></p> <p>Following rules of sports, team work and effective leadership</p> <p><u>Drama</u></p> | <p><u>Science</u></p> <p>Breathing unit lesson 5 – includes the effect that smoking has on the lungs and the long term complications linked to smoking</p> <p><u>Food Technology</u></p> <p>Reoccurring theme from practical lessons:</p> <ul style="list-style-type: none"> Eatwell guide Health Eating / Balanced diet <p><u>Religious Education</u></p> <p>Racism – exploring why this needs to be challenged with links to extreme views and beliefs</p> <p><u>Drama</u></p> <p>Exploring homelessness and the effects of bullying</p> <p><u>Physical Education</u></p> <p>Specific sports related safety procedures, e.g. lifting and carrying, event procedures.</p> <p><u>French and Spanish</u></p> <p>Safety knowledge linked to vocabulary in the area of digital technology and safety online</p> | <p><u>English</u></p> <ul style="list-style-type: none"> Martyn Pig – Society, Christianity and murder Space Adventure – writing to inform, complain, advise and instruct Jekyll and Hyde – Victorian society, human nature and the capacity for evil, society and reputation, death, Darwin’s Theory of Evolution Oliver Twist – Victorian Society, tolerance in relation to wealth and class Politics in non-fiction – bias in the media, feminism, moralistic debates, gender Global perspectives – exploring texts from other cultures and issues such as xenophobia, slavery. British culture – Empire to Commonwealth. Cultural calendar regarding race/religion/sexuality/disability <p><u>Maths</u></p> <p>The Maths Challenge – National assessment and teamwork challenge</p> <p><u>Computer Science</u></p> <ul style="list-style-type: none"> Network and Crime unit lessons 2 and 3 covering: <ul style="list-style-type: none"> Online safety / encryption of data Forms of attack Threats posed by the internet and networks Identifying and preventing vulnerability Graphics and Ethics |
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| | | <p>Exploration of right and wrong via the topic of homelessness.</p> <p><u>History</u> Challenge to government - The Gunpowder Plot. The English Civil War – establishment of Parliament. Why women achieved the vote in 1918.</p> <p><u>Geography</u> National Parks – British landscapes. How they are governed. Mutual respect and avoidance of conflict over land uses.</p> | | <ul style="list-style-type: none"> ○ A look at how the media plays a role in our thoughts and how different cultures look at graphics and media influence. <p><u>Religious Education</u></p> <ul style="list-style-type: none"> ● Multicultural Britain – tolerance and respect of others in the UK ● Racism – exploring why this needs to be challenged ● Christianity – The life and teachings of Jesus ● Religion and the environment – how faith affects how people treat the world <p><u>Physical Education</u></p> <ul style="list-style-type: none"> ● Sportsmanship, fair play and teamwork in sport ● Sports Leaders <p><u>Technology, Art, Design and Photography</u></p> <ul style="list-style-type: none"> ● Sustainability of food production ● Implications of globalisation – food / product miles and the impact on carbon emissions ● Influence of culture on art and design ● Food waste & farming methods ● Global impact of climate change ● Food assurance schemes <p><u>Music and Drama</u></p> <ul style="list-style-type: none"> ● Ripley music festival ● Christmas concert and performing arts showcase ● World music: African drumming, Indian Classical, Reggae, Bhangra ● Use of teamwork skills – working together to explore different |
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| | | | | <p>drama skills and create performances</p> <p>History The Plague of 1665 and the social impact in Eyam. The Trans-Atlantic slave trade – moral arguments against slavery. The reasons for volunteering in the First World War – social pressures. Non-European contributions to the First World War. The Windrush generation – why they migrated and their experiences in Britain, including discrimination they faced. The Windrush Scandal and Windrush Day.</p> <p>Geography Tropical rainforests. Respect of cultural/ spiritual ways of the Indigenous tribes within the Amazon Basin. The ways society exploit the rainforest and whether this is moral.</p> <p>French Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Different festivals and celebrations • Geneva, Switzerland • Holidays abroad • New year’s eve around the world • Planning a trip to Colmar <p>Spanish Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples includes:</p> <ul style="list-style-type: none"> • Fashion and clothing • Food from around the world • Food recipes |
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| | | | | <ul style="list-style-type: none"> • Hispanic music • Profiles of Hispanic singers • Worldwide travel <p>MFL Access to trips with destinations in Europe, including recent trips to France and Spain</p> <p>Science Use of 'Hackney Diverse Curriculum' resources across Key Stage 3 topics to promote awareness of scientists from ethnic minority backgrounds. Year 8 Topics include:</p> <ul style="list-style-type: none"> ○ Natural Selection ○ Balanced Diets ○ Food Tests ○ Air Pollutants ○ The Rock Cycle |
| Year 9 | <ul style="list-style-type: none"> • Personal Qualities • Skills for life and jobs • Qualifications • Choosing Options | <p>(8) Consent – Key themes:</p> <ul style="list-style-type: none"> • Recognising consent • Consent and the law • Avoiding assumptions relating to consent • The right to withdraw consent • Capacity to consent • Persuasion, pressure and coercion • Pornography, sexual images and consent • Rape | <p>(8) Consent – Key themes:</p> <ul style="list-style-type: none"> • Recognising consent • Consent and the law • Avoiding assumptions relating to consent • The right to withdraw consent • Capacity to consent • Persuasion, pressure and coercion • Pornography, sexual images and consent • Rape <p>(2) CEOP Exploited and Exposed - Key themes:</p> <ul style="list-style-type: none"> • Nude images / online safety • Trust and love • Responsibility • Where to go for help and support <p>(3) Mental Health – Key themes:</p> <ul style="list-style-type: none"> • Self-harm | <p>3/4) Extremism / PREVENT – Key themes:</p> <ul style="list-style-type: none"> • What extremism is • Identifying extreme views • Community support • Other sources of support |

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| | | | <ul style="list-style-type: none"> • Common mental health issues • Reducing stigma <p>(3/4) Extremism / PREVENT – Key themes:</p> <ul style="list-style-type: none"> • What extremism is • Identifying extreme views • Community support • Other sources of support | |
| | <p>Computer Science</p> <ul style="list-style-type: none"> • Python Programming –unit featuring careers information <p>Non curriculum events</p> <p>Options: Careers fair Assembly: DANCOP / Derby UTC / Y9 Options Careers interviews: DP pupils upon request</p> | <p>English</p> <ul style="list-style-type: none"> • An Inspector Calls – post war drive for socialism, revolt on the old order of class system; the law; equality of the classes and genders. • Animal Farm - democracy • Crime Writing <p>Computer Science</p> <ul style="list-style-type: none"> • Network and Crime unit lessons 2 and 3 covering: <ul style="list-style-type: none"> ○ Online safety / encryption of data ○ Forms of attack ○ Threats posed by the internet and networks ○ Identifying and preventing vulnerability <p>Religious Education</p> <ul style="list-style-type: none"> • The Holocaust – lessons about and lesson from (tolerance, respect, challenges to intolerance) • Human Relationships – Christian responses to ethical issues • Medical issues - Christian responses to medical ethics • Rites of Passage – how, why & when do people celebrate life’s milestones <p>Physical Education</p> | <p>English</p> <ul style="list-style-type: none"> • An Inspector Calls – marginalisation by class and by gender. • Animal Farm – bullying, inequality <p>Science</p> <p>Circulatory system lessons 7 and 8 – risk factors associated with a variety of non-communicable diseases</p> <p>Food Technology</p> <p>Reoccurring theme from practical lessons:</p> <ul style="list-style-type: none"> • Eatwell guide • Health Eating / Balanced diet <p>Drama</p> <p>Dangers of binge drinking and bully explored through a student devised performance piece</p> <p>Physical Education</p> <p>Specific sports related safety procedures, e.g. lifting and carrying, event procedures.</p> <p>French and Spanish</p> <p>Safety knowledge linked to vocabulary in the area of children’s rights and solidarity with world issues</p> | <p>English</p> <ul style="list-style-type: none"> • An Inspector Calls – Capitalism, socialism, patriarchy and responsibility. • Animal Farm – Marxism • Cultural calendar regarding race/religion/sexuality/disability <p>Maths</p> <p>The Maths Challenge – National assessment and teamwork challenge</p> <p>Computer Science</p> <ul style="list-style-type: none"> • Network and Crime unit lessons 2 and 3 covering: <ul style="list-style-type: none"> ○ Online safety / encryption of data ○ Forms of attack ○ Threats posed by the internet and networks ○ Identifying and preventing vulnerability <p>Religious Education</p> <ul style="list-style-type: none"> • The Holocaust – lessons about and lesson from (tolerance, respect, challenges to intolerance) • Human Relationships – Christian responses to ethical issues • Medical issues - Christian responses to medical ethics |

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| | | <p>Following rules of sports, team work and effective leadership</p> <p><u>Music and Drama</u></p> <ul style="list-style-type: none"> • Exploring British pop music and culture • Capital punishment and War <p><u>History</u></p> <p>Russia before and after the First World War; the power of the monarch then the Communist dictatorship. Northern Ireland; civil rights and the struggle for democracy. The Cold War; dictatorship vs. democracy.</p> <p><u>Geography</u></p> <p>Democracy and how places e.g. seaside towns futures are planned. The environments and how they are managed if deprived (laws/crime).</p> <p><u>Computer Science</u></p> <p>Cyphers, Encryption and Security – A need for security and the threats a computer system brings</p> | | <ul style="list-style-type: none"> • Rites of Passage – how, why & when do people celebrate life’s milestones <p><u>Physical Education</u></p> <ul style="list-style-type: none"> • Sportsmanship, fair play and teamwork in sport • Sports Leaders <p><u>Technology, Art, Design and Photography</u></p> <ul style="list-style-type: none"> • Food waste & farming methods • The 6 R’s of sustainability • Inclusive design – designing products for the disabled • Culture and the influence on art and design <p><u>Music and Drama</u></p> <ul style="list-style-type: none"> • Ripley music festival • Christmas concert and performing arts showcase • Verbatim scheme – exploring capital punishment and the case of Derek Bentley <p><u>History</u></p> <p>The Vietnam War; moral arguments against US involvement, the My Lai massacre – why did it happen? The Troubles in Northern Ireland; moral arguments behind political prisoners. The Cold War; treatment of society in a dictatorship.</p> <p>British Identity – Commonwealth migration to Britain post-WWI, discrimination migrants faced and the impact on race relations in second half of the 20th century. Racial events in Britain from the 1960’s – 1990’s.</p> <p><u>Geography</u></p> <p>Sustainability and futures of energy supply. How different societies are adapting e.g. UK and windfarms.</p> |
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| | | | | <p>Morally should we be doing more? – global citizens and links to global warming.</p> <p>French Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Jobs • Why we learn languages • Priorities in life • French culture (sports) <p>Spanish Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Art and food • Cultural tourism • Jobs • Discovering Madrid • Film and other cultural influences • Peruvian folk tales • Recycling <p>MFL Access to trips with destinations in Europe, including recent trips to France and Spain</p> |
| <p>Year 10</p> | <ul style="list-style-type: none"> • World of Work • What employers want • Rights and responsibilities at work • Work Experience • Application skills | <p>(4) Pride of place – Key themes:</p> <ul style="list-style-type: none"> • LGBT terms • History of Pride • Historical examples - discrimination • Pride / Self esteem • LGBTQ+ and the Law <p>(5/6) Personal financial choices and consumer rights – key themes:</p> <ul style="list-style-type: none"> • Consumer rights • Developing sound financial decisions | <p>(6) Y10 RSE – Key themes:</p> <ul style="list-style-type: none"> • Condoms and condom use – negotiation skills • Media and sex • Pornography • Sexual exploitation – practical advice and guidance <p>(5/6) Parenthood and pregnancy</p> <ul style="list-style-type: none"> • Informed choices and sex • Contraception updates • Social issues, sex and relationships | <p>(4) Pride of place – Key themes:</p> <ul style="list-style-type: none"> • LGBT terms • History of Pride • Historical examples - discrimination • Pride / Self esteem • LGBTQ+ and the Law <p>(5/6) Parenthood and pregnancy</p> <ul style="list-style-type: none"> • Informed choices and sex • Contraception updates • Social issues, sex and relationships |

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| | | | <p>(1) This is abuse – ‘is this Rape’ key themes:</p> <ul style="list-style-type: none"> • Consent • Support for victims of abuse | |
| | <p>English Speaking and listening – work on presentation skills and the use of formal English</p> <p>Non curriculum events</p> <p>Assembly: NTU outreach ‘Progression pitch’ Workshops: NTU Outreach ‘Big choices debate’ and ASK apprenticeships Off timetable days: DANCOP interviews Careers interviews: DP and HPA in first wave then all students</p> | <p>English</p> <ul style="list-style-type: none"> • Macbeth – democracy, the divine right to rule, British culture – the literary canon • Conflict and Power Poetry – tolerance, respect, culture • Speaking and Listening – respect and tolerance. • Bridging Unit – gender, feminism, Universal Basic Income. <p>Science Exploration of fossil records providing evidence for evolution and the issues that this raises with religions views of creationism</p> <p>Computer Science</p> <ul style="list-style-type: none"> • Legal and Ethics unit (6 lessons) covering: <ul style="list-style-type: none"> ○ Issues related to technology (ethical, legal, cultural, environmental and privacy) ○ Implications of computer science ○ Technology and the law <p>Religious Education</p> <ul style="list-style-type: none"> • Christian beliefs, values and practices • Jewish beliefs, values and practices <p>History Elizabethan England; power of the monarch vs. Parliament.</p> <p>Geography</p> | <p>Science</p> <ul style="list-style-type: none"> • Coordination unit (lesson 5) – different forms of hormonal and non-hormonal contraception, along with their effectiveness • Coordination unit (lesson 6) – infertility and the role of fertility drugs <p>Physical Education</p> <ul style="list-style-type: none"> • Drugs in sport inc. the positive and negative effects of drugs • Components of a balanced diet • Importance of hydration and fluid balance in sport • Energy equations and balance in energy intake <p>Food Technology Reoccurring theme from practical lessons:</p> <ul style="list-style-type: none"> • Eatwell guide • Health Eating / Balanced diet <p>Drama Addiction, drugs and alcohol and the effect of addition on mental health and wellbeing.</p> <p>Physical Education Specific sports related safety procedures, e.g. lifting and carrying, event procedures. Keeping Safe unit – GCSE PE</p> <p>French Safety knowledge linked to vocabulary in the areas of:</p> | <p>English</p> <ul style="list-style-type: none"> • Macbeth – morality, murder, greed, Christianity, the supernatural. • Conflict and Power Poetry - war, patriotism, religion, morals, society, nature, relationships, families, gender. • Speaking and Listening – writing a speech, presenting. • Aristotle, Cicero’s canons, Greek rhetoric, philosophy. Engaging with texts such as King Lear, Dr Faustus, The Castle of Otranto, The Woman in Black, Turn of the Screw, Great Expectations, Handmaid’s Tale, Twelfth Night and other works. Dealing with a range of theorists, particularly linked with gender. • Cultural calendar – relating to race/religion/gender/disability. <p>Science Exploration of fossil records providing evidence for evolution and the issues that this raises with religions views of creationism</p> <p>Maths The Maths Challenge – National assessment and teamwork challenge</p> <p>Computer Science</p> <ul style="list-style-type: none"> • Legal and Ethics unit (6 lessons) covering: |

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| | | <p>The changing UK economy – Nottingham. Migration and its effect inequalities and crime rates. Resources and how they are distributed in the UK – water –energy and food.</p> | <ul style="list-style-type: none"> • Friends and relationships • Going out • Role models • Technology and life online <p>Spanish Safety knowledge linked to vocabulary in the areas of:</p> <ul style="list-style-type: none"> • Drugs and Alcohol • Friends and relationships • Global issues • Role models • Social media | <ul style="list-style-type: none"> ○ Issues related to technology (ethical, legal, cultural, environmental and privacy) ○ Implications of computer science ○ Technology and the law ○ AI & it’s potential impact on social and ethical decisions. <p>Religious Education</p> <ul style="list-style-type: none"> • Christian beliefs, values and practices • Jewish beliefs, values and practices <p>Technology, Art, Design and Photography</p> <ul style="list-style-type: none"> • Food waste & farming methods • Food and the environment • Global climate change • Carbon emissions as a by-product of production • Ecological footprint • Food / product miles linked to social footprints • The 6 R’s of sustainability • Deforestation / mining • Atmospheric & Oceanic pollution • Culture and the influence on art and design <p>Music and Drama</p> <ul style="list-style-type: none"> • Ripley music festival • Christmas concert and performing arts showcase • World music: African drumming, Indian Classical, Bhangra <p>History Elizabethan England; society and the role of the Church. Medicine Through</p> |
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| | | | | <p>Time; the role of the Church in Medieval England up to the Renaissance in society and medical ideas/training. The American West; the destruction of the Plains Indians way of life – moral arguments behind this.</p> <p><u>Geography</u> Social, moral, cultural (spiritual) and how Urbanisation across the world and UK brings about inequalities. Rich v's poorer countries and how societies deal with challenges and opportunities.</p> <p><u>Physical Education</u> Sports Leaders Award Equality in Sport – Gender and Disability.</p> <p><u>French</u> Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Jobs • Volunteering • Festivals and family traditions • Community and engagement • Ethical shopping <p><u>Spanish</u> Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Discovering the Spanish speaking world • European vs Latin American Spanish and culture • Spanish literature • Contextualising previous topics in added depth <p><u>MFL</u></p> |
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| | | | | Access to trips with destinations in Europe, including recent trips to France and Spain |
| Year 11 | <ul style="list-style-type: none"> Types of qualifications and their equivalents The changing Job Market Personal, Learning and Thinking skills Making Applications Writing CVs and Covering letters Preparing for Interviews | | <p>(3) Year 11 RSE – Key themes:</p> <ul style="list-style-type: none"> Maintaining healthy relationships Body image and the media What is emotional health and wellbeing Relaxation activities and managing revision <p>2) FGM + 1 follow up lesson – Key themes:</p> <ul style="list-style-type: none"> What it is Signs Sources of support | <p>2) FGM + 1 follow up lesson – Key themes:</p> <ul style="list-style-type: none"> What it is Signs Sources of support |
| | <p>English Language Paper 2 – preparation and assessment covers conventions of letter writing</p> <p>Non curriculum events</p> <p>Assembly: NTU outreach ‘Looking ahead’ Workshops: NTU Outreach ‘Thinking ahead’ Visits: Chesterfield College Off timetable days: Post 16 Taster Day Careers interviews: DP and HPA in first wave then all students</p> | <p>English A Christmas Carol – British Culture, respect, tolerance, inequality and the need for education</p> <p>Computer Science</p> <ul style="list-style-type: none"> Legal and Ethics unit (6 lessons) covering: <ul style="list-style-type: none"> Issues related to technology (ethical, legal, cultural, environmental and privacy) Implications of computer science Technology and the law <p>Religious Education</p> <ul style="list-style-type: none"> Relationships and families Religion and Life The existence of God Crime and Punishment | <p>English A Christmas Carol – Exploitation of the poor. Revision of the above.</p> <p>Food Technology Reoccurring theme from practical lessons:</p> <ul style="list-style-type: none"> Eatwell guide Health Eating / Balanced diet <p>Physical Education Specific sports related safety procedures, e.g. lifting and carrying, event procedures. Keeping Safe unit – GCSE PE</p> <p>French Safety knowledge linked to vocabulary in the areas of:</p> <ul style="list-style-type: none"> Friends and relationships Going out | <p>English</p> <ul style="list-style-type: none"> A Christmas Carol – Capitalism and welfare of the poor. Revision of the above. Cultural calendar – relating to race/religion/gender/disability. <p>Computer Science</p> <ul style="list-style-type: none"> Legal and Ethics unit (6 lessons) covering: <ul style="list-style-type: none"> Issues related to technology (ethical, legal, cultural, environmental and privacy) Implications of computer science Technology and the law <p>Religious Education</p> <ul style="list-style-type: none"> Relationships and families Religion and Life |

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| | | <ul style="list-style-type: none"> • All of the above from the perspective of faith and religion, inc. different views <p><u>History</u> Democracy vs. dictatorship; Germany before and after Hitler became chancellor. Treatment of minorities in Germany 1933-39.</p> <p><u>Geography</u> UK environments – rivers and coasts. How such environments are managed. Laws and management of such environments. E.g. coastal management schemes- flood alleviation.</p> | <ul style="list-style-type: none"> • Role models • Technology and life online <p><u>Spanish</u> Safety knowledge linked to vocabulary in the areas of:</p> <ul style="list-style-type: none"> • Drugs and Alcohol • Friends and relationships • Global issues • Role models • Social media | <ul style="list-style-type: none"> • The existence of God • Crime and Punishment • All of the above from the perspective of faith and religion, inc. different views <p><u>Technology, Art, Design and Photography</u></p> <ul style="list-style-type: none"> • Ecological footprint • Social footprint • Deforestation / mining • Atmospheric & Oceanic pollution • Culture and the influence on art and design <p><u>Music and Drama</u></p> <ul style="list-style-type: none"> • Ripley music festival • Christmas concert and performing arts showcase • World music - Rhythms of the world: Calypso, Israeli, Palestinian, Greek, Samba <p><u>History</u> Weimar and Nazi Germany; Impact of economic disaster on society – hyperinflation and Wall Street Crash. Society in Nazi Germany; expectations for men, women and children and treatment of minorities up to 1939.</p> <p><u>Geography</u> Social, cultural management of natural environments and ecosystems.</p> <p><u>Physical Education</u> Sports Leaders Award</p> <p><u>French</u> Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Jobs • Volunteering |
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| | | | | <ul style="list-style-type: none"> • Festivals and family traditions • Community and engagement • Ethical shopping <p>Spanish Cultural knowledge linked to vocabulary in a range of key topics across the year. Examples include:</p> <ul style="list-style-type: none"> • Discovering the Spanish speaking world • European vs Latin American Spanish and culture • Spanish literature • Contextualising previous topics in added depth |
| <p>Year 7 – 11 Shared Curriculum Time (assemblies)</p> | <p>Assemblies</p> <ul style="list-style-type: none"> • Scholarly Behaviour • Achievement and Aspiration • Success • Hopes and Dreams • Challenge • Failure • Teamwork / collaboration | <p>Assemblies</p> <ul style="list-style-type: none"> • Black History Month • Remembrance • The power of words • Hopes and Dreams • Challenge • Failure • Teamwork / collaboration • Language • Britishness • Mutual Respect • Democracy • Values • Tolerance <p>Form Time Activities Form time (30 minutes per week) is dedicated to Citizenship and current affairs. The nature of the sessions have to be flexible to respond the PSHE / SMSC / BV needs of our students and the wider curriculum. The focus of sessions includes units on:</p> | <p>Assemblies</p> <ul style="list-style-type: none"> • Transitions • Friendship • Anti-bullying • Empathy • Safer Internet Day • Health and Wellbeing • Peer Pressure • Stress • Disability • Radicalisation • Sleep • World Environment Day • Self Esteem • Summer Safety | <p>Assemblies</p> <ul style="list-style-type: none"> • Transitions • Scholarly Behaviour • Pride • Mindset • Black History Month • Heroes • Empathy • The power of words • Christmas around the world • Praise • Holocaust • Bravery • Language • Praise <p>Form time session – Character Building One form time session per week is dedicated to building character in students. Activities may be teacher led, individual tasks or group based tasks aimed to support the students to develop:</p> |

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| | | <ul style="list-style-type: none"> • Global equality • Radicalisation • The rights of children • Human Rights • Government and politics • Laws • British values • Current affairs linked to British Values • Relationships between the individual and society • Form time can also be used to cover elements of PSHE curriculum <p>Current lists of content covered in form time is available from MLI</p> | | <ul style="list-style-type: none"> • Greater resilience • Higher expectations • Increased aspiration • Knowledge of aspirational career / educational routes after school • Positive self-esteem and self-image • Aide vocabulary and range of interpersonal skills – equipping students for the future <p>Current lists of content covered in form time is available from MLI</p> <p>Form Time Activities <u>Current affairs session</u> come with one session of content and one session with a focus on skills development. The skills focus is DISCUSSION / DEBATE</p> <p>Current lists of content covered in form time is available from MLI</p> |
| Year 12 | <ul style="list-style-type: none"> • Study Skills • MULTIPLE INTELLIGENCES • Raising Awareness of H.E. • Why Go To University? • UCAS process, Personal statements & HE fair • EM UCAS fair • Y12 NTU campus visit day • Researching your HE options with NTU | <ul style="list-style-type: none"> • Friends of Israel Talk <p><i>Animal Aid - Respect</i></p> | <ul style="list-style-type: none"> • SV2 session (supporting victims of sexual violence) • DCC YOUNG DRIVERS DAY FOR Y12 • Blend Youth project on independent living • Young Drivers Day | <ul style="list-style-type: none"> • National Citizenship Service: Team Building - social • Bone Marrow/Organ Donation – social • <i>Amber Valley Volunteering project – social</i> • Teenage cancer trust • Lessons From Auschwitz Project – S,M,S & C • D of E Award - Social • Lessons From Auschwitz Project • Duke of Edinburgh Scheme Social • The Maths Challenge – National assessment and teamwork challenge |

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| Year 13 | <ul style="list-style-type: none"> • Extended Project • National Citizenship Service: Recognising Strengths • Student Finance Talk with NTU • Uni Finance facts & figures • Graduate Employability • University of Nottingham study skills & revision session • Success in the first term at Uni | SUPC ... rights for the unborn child | Blend Youth project on independent living | <ul style="list-style-type: none"> • Transferable Skills – the importance of team work / communication etc. with NTU • NHS blood donations session • Derventio Housing Trust donation programme |
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