

SMSC Summary

We believe that students must have the opportunity to acquire knowledge to develop a respect for facts and the truth so as they are able to understand their own values. Citizenship and SMSC is about empowerment, relationships, rights and responsibilities. It is also about social systems, their structures and the forces of social change.

All areas of the curriculum contribute to the students' spiritual, moral, social and cultural development and opportunities for SMSC are planned in each area of the curriculum. Students will explore belief values, principles and spirituality across the curriculum whilst exploring and respecting the integrity and spirituality of various faith backgrounds. Students will study the diversity of spiritual backgrounds and will be given access to explore a variety of different views.

Below are examples of where SMSC is evident under each strand to give a flavour of the all-round experience students' acquire at SWGS.

Spiritual – *Developing personal values and beliefs, experiencing fascination, awe and wonder, exploring the values and beliefs of others, understanding human feelings and emotions, using imagination and creativity in learning.*

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Assemblies	Water Aid - Visit from a representative of Water Aid to talk to us about the charity across Africa and Indian sub-continent, why our charitable donations are so important and how our money gets spent.	All
	Dots for Dots - An assembly delivered by a visually impaired student at SWGS to raise awareness. This was the beginning of a whole school fundraising activity for the RNIB.	All
	Form Assembly: Send my Friends to School - Form assembly touching on girls' education and the send my friend to school campaign.	Year 7-11

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Charity Work	Trussell Trust Christmas Boxes - Pupils are asked to prepare a shoe box of presents for Rumanian people at Christmas.	Year 7
Competitions	Spirited Arts - This competition is run by NATRE (National Association of Teachers of RE). It explores different themes each year (e.g. Where is God?). The RS department incorporate this into their Year 7 scheme of work. NASUWT Arts and Minds competition – a competition with a set theme each year. 2014 saw a SWGS student win a category.	Year 7 KS3
Homework Club	Mathematics Help Sessions - Twice weekly lunchtime help sessions where students can voluntarily drop in to access support with all A-level modules. Independent learning, students take responsibility for their own learning, developing their study skills. Opportunities for peer support. Ongoing throughout year.	KS5
Sporting Events	Area Sports - SWGS organised this year's Area sports for schools athletics. This was held at SWGS track and involved all local schools. Ski Trip - 9 day trip to Austria with 6 days of ski lessons and evening entertainments open to all years across the school. Repeated on a bi annual basis. Sports Relief Run - Whole school charity event run by the PE department/JHH All students and some staff run/walk a mile. Inter-form Sports - Sports prefects organise inter form for year 7-11. Involves netball, cricket, dance and football. School Games - We entered the school games for variety of sports and year groups. We won U15 Netball, U16 Rounders and U13Tennis. We came R-up in U13 Netball and U12 Athletics. Overall we are the Winners for 2015 School Games in Wiltshire and Swindon.	All All All Year 7-11 Year 7-11
Staff Training/CPD	Safeguarding - A 3 hour training session for every member of staff regarding safeguarding. This was delivered by an external company.	All staff

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Trips and Excursions	<p>Go Ape - Year 8 activities week. All of year 8 attend Moors Valley and most students take part in Go Ape. Students attend a nature trail walk followed by a picnic. This is used as an opportunity for students to get to know new members of their tutor group.</p> <p>SWAT Challenge Day – Year 9 G&T students work with other SWAT schools to answer Oxbridge-style questions at Exeter University.</p> <p>Good Food Show – Trip to the NEC to support A Level Studies in Food Technology.</p>	<p>Year 8</p> <p>Year 9</p> <p>KS5</p>
Art and Design	<p>Clay Haida Tiles - Annual SOW - Year 7 students look at the Haida culture and artists who have worked with relief sculpture and produce a clay tile outcome.</p> <p>Yr 8 Sculpture Project - Annual SOW - Year 8 students explore a range of cultures and artists to design and make culture inspired masks.</p> <p>Yr 9 Personal Investigations - Students carry out an in depth written study into an artist, culture, period of their choice where they research and analyse artworks and contextual influences thoroughly.</p> <p>Coursework and exam - Students explore 2 individually selected themes in a personal manner, recording insights, researching influential artists and contexts to develop a personal project.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS5</p>
Classics	<p>Roman Society and Thought SOW - Explore the following themes through satire and letters. Foreigners, Role of women and Family, Religion, Wealth and NR, Slaves and Freedmen, Foreigners and Emperors</p>	<p>KS5</p>
Design and Technology	<p>Nutrition - how nutrition affects health including mental and physical well-being.</p> <p>Healthy Diet - looking at diet and health and the effects of eating well in the long term.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

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	<p>Speaker Project - Designing cardboard speakers incorporating environmental issues (3 R's) Designing for specific groups, understanding existing market influences.</p> <p>Sustainability and consumer issues - How environmental factors affect design. The role/ responsibility of the designer relating to the environment and consumer issues.</p>	Year 10
Drama	<p>Arts Award - A bronze, silver or gold project that covers volunteering work, personal growth and leadership in the arts.</p> <p>Moral Tales SoW - Scheme of work (6 lessons) where students learn how to tell a moral tale and put their own together.</p> <p>Evacuees/ refugees SoW - Students work on a whole class performance focusing on the plight of evacuees and this then leads onto discussion about refugees.</p> <p>Do We Do The Right Thing? - Trip to Salisbury playhouse to see Verbatim Theatre piece about the repatriation of soldiers through Wotton Bassett; the impact of this on the local community; the impact of war and the consequences of; issues of dealing with being homosexual in a very military upbringing.</p> <p>Script work in GCSE drama - we look at a wide range of social, historical and geographically different plays, and look in depth at characterisation within this.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 12</p> <p>KS4</p>
English	<p>Poetry unit - Looking at many poems from different times about varied life styles.</p> <p>Playhouse activity days - Whole day workshops linking with English and drama lessons highlighting conflict and demanding intense periods of working together to produce a play at end of day</p> <p>Poetry from Different Cultures and Traditions - Exploring a range of poetry from different cultures. Research into backgrounds of poems and poets and discussion issues surrounding the poems such as identity, prejudice, conflict and acceptance. Taught every year in the first half of Year 9.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>The Art of Rhetoric - we study speech making and look at great speeches ie Churchill</p> <p>English Literature: Aspects of Narrative - In the course of the year students read, study and discuss 4 texts: Birdsong, The Great Gatsby, The Rime of the Ancient Mariner and selected works of a poet. Issues for discussion and debate arising from these include: codes of behaviour, good and evil, class, the power of the imagination, wealth and poverty.</p> <p>English Language - Study of political correctness in language - including formal debate.</p>	<p>Year 9</p> <p>Year 12</p> <p>KS5</p>
EPQ	<p>Edexcel Specification for Extended Project Qualification: optional in Yr 12 and Yr 13 - Supervised Independent learning with regular meetings with an allocated supervisor. Project to be decided by student and guided through the process to a presentation. Artefact/Dissertation or Field Work can be completed. Titles range within scientific /cultural /social issues/ moral etc.</p>	KS5
General Studies	<p>General Studies - Unit 1 - Unit 1 of General Studies explores a number of the key current issues around science, e.g. what are its limits? How does it interact with religion? How does it challenge current ways of thinking e.g. how should laws adapt? How should it be funded? It also deals with the issue of crime and punishment: what constitutes just punishment for crime? All of these issues are explored using current and interesting case studies e.g. 'three-parent babies', current court cases, the use of antibiotics etc.</p> <p>Unit 2 - This unit allows students to explore a number of themes relating to modern Britain, especially in the areas of arts and politics. These include:</p> <ul style="list-style-type: none"> - is Britain really a democracy? - of what value are the arts to society? - is it nature or nurture that most influences our lives? 	KS5

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	General Studies News Quiz - Around 60% of Y12 students take General Studies. Each week, students take part in a news quiz on contemporary issues which then leads into discussion.	
Geography	<p>Sustainable Futures - Looking at global warming, the concept of sustainability, our responsibility to and our role in protecting the planet. Students assessed through group work, designing an Ecohome that could address some of these problems.</p> <p>Fairtrade - Students to explore the concept of Fairtrade as part of 'Geography of Food' Scheme of Work. Discussing the ethical implications of trade, the benefits Fairtrade brings to local communities, and our motivations to buy Fairtrade.</p> <p>Tropical Rainforest - The importance of rainforests as a natural system and to provide 'goods and services', deforestation conflicts, management of the rainforest, and how groups of people live within and use the rainforest sustainability.</p> <p>Water World - Students explore the hydrological cycle and how this affects global societies. Climate change and the impacts this has on the hydrological cycle is also discussed.</p> <p>Climate Change and Global Warming - Students learn about the causes of climate change (natural and anthropogenic), the evidence for climate change and the socioeconomic and environmental impacts around the world.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS4</p> <p>KS5</p>
History	<p>Law and Order Enquiry - As part of the Scheme of Work on Medieval England pupils learn about who held power in Medieval England and how government evolved during this period. They look at how crime was dealt with and whether the Medieval justice system was fair.</p> <p>British Empire SOW - Key focus: - The growth of the British Empire. - Contemporary attitudes towards the Empire.</p>	<p>Year 7</p> <p>Year 8</p>

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	<p>- Why did India become part of the British Empire and what impact did this have for the native population? - Was the impact of the Empire good or bad?</p> <p>Holocaust (and Genocide) Enquiry - Enquiry exploring the nature of genocide and the Holocaust through the twentieth century. The enquiry encourages pupils to reflect upon the nature, causation and effects of the genocides in the twentieth century, examining the Holocaust (as the 'paradigmatic genocide') as a discrete entity but also including, among others, the genocide in Rwanda.</p> <p>Transformations in British Society Module - Topics covered: Suffragettes and the campaign for the vote. Liberal reforms (foundations of the welfare state). WW1 and WW1 Home Front. Industrial unrest and the General Strike. The changing role of women.</p> <p>Year 12 AS History course - experience of warfare in Britain - Students explore the Crimean, Second Boer and First World Wars from the British perspective. There are many themes explored, such as the roles of women in all of the conflicts, the role of the media, impact on different people's lives, moral issues e.g. the British use of concentration camps in the Boer War.</p> <p>Saving Europe at a Cost Scheme of Work - exploration of the causes, events and impacts of world war two on Britain. This includes: Appeasement and British politics domestically and abroad before, during and after the war. The home front and the experience of the British people, the impact of the war including political consensus, the NHS and social reform. Privatisation/nationalisation of industry.</p>	<p>Year 9</p> <p>KS4</p> <p>Year 12</p> <p>Year 13</p>
ICT	<p>About Me Presentation - Pupils produce a presentation about themselves including their family life, previous schools and hobbies and interests. They will also record a video demonstrating something special to them - singing a song, reading a poem, dancing etc.</p>	<p>Year 7</p>

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	Graphic Design - Pupils create a magazine cover using Photoshop. We talk about the role of media in portraying women.	Year 8
Latin	<p>Sources Unit : Roman Religion - Explore aspects of Roman religion and how it was perceived then by Romans and other and how they viewed Christians and Jews and Egyptians.</p> <p>Foreigners and Empire - How different nationalities and cultures were viewed and how they came to be part of Rome and Romans conquering countries.</p> <p>Sources SOW - The SOW focuses on students looking at original material and making judgments about validity of evidence on a variety of topics e.g. Religion, Slavery, Freedmen, War and Occupations. Concepts of death. Dealt with via discussion in class and independent and group investigations.</p> <p>SOW for Prose unit and Tacitus - Students translate and analyse the account by the historian Tacitus regarding Nero and his reign we focus on illegal governance, persecution of the Christians and immorality in relation to Roman values.</p> <p>Christianity Lesson - Perception and treatment of Christians and how even the historian Tacitus prevents them as lower.</p> <p>Nero's irreverence to the gods - Explore religious values and beliefs and how Nero does not uphold these.</p>	<p>KS4</p> <p>KS4</p> <p>KS4</p> <p>KS5</p> <p>KS5</p> <p>KS5</p>
Modern Foreign Languages	French Year 7 trip - The annual trip is to Normandy and lasts five days. Students are able to see and experience at first hand life in another country. The visits also require students to be away from home and to co-operate and get on with their peers in an unfamiliar context. They have to learn to compromise, resolve their own conflicts and tolerate the foibles of others. The students visit a French school and meet the penfriends they have been writing to during the year.	Year 7

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Year 9 French - Historical and Cultural lessons - students learn about the life and work of Edith Piaf and Joan of Arc. They learn about the history of the French National Anthem and cocoa bean production in The Ivory Coast.</p> <p>Anne Frank module - Pupils in Year 9 do a project about Anne Frank in German, with a wide range of different activities, from video-making to diary entry writing.</p> <p>French Exchange - Students on this visit live with a French family, adapting to the way of life in the host country. They experience a typical school day and participate in cultural and historical visits. The main challenge of the week is communicating with their French family and adapting to a different way of life.</p> <p>Berlin Trip - The Year 13 pupils went to Berlin for 5 days to explore the city they have studied, including a meeting with a Holocaust survivor.</p>	<p>Year 9</p> <p>Year 9</p> <p>Year 10 and 12</p> <p>Year 13</p>
Music	<p>SOW Rhythm Work - Students watch a DVD Mad about Music - rhythm being used around the world. They use what they have watched to discuss their findings and to use a base for compositional work.</p> <p>India - Students study the background to Indian music, the context - social and religious, listen, perform and create own pieces, evaluating their own and others' work positively.</p> <p>Protest Song Topic - Listen to protest songs, talk about issues, discuss issues they care about, create, perform and evaluate own protest songs.</p> <p>Composing - Students develop their composition skills leading to the creation of a final piece in response to a chosen brief.</p> <p>Performing - Students perform as soloists or part of an ensemble and can choose music in any style.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS4 and 5</p> <p>KS4 and 5</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	Listening - Students listen to a wide range of unfamiliar music, learning how to compare and contrast, contextualise and identify features in preparation for an examination involving listening tests and essays.	KS4 and 5
PE	<p>Dance SoW Rock 'n' Roll - Learning about its origins and developing movements into their own dance motif.</p> <p>Year 8 Dance SoW - students learn African theme and movements. They develop their own short dance motif.</p> <p>Street Dance - Students learn about street dance movements and origins. They develop their own short motif.</p> <p>Netball Tour - Students in year 9-12 have been given the opportunity to go to Barcelona on a netball tour this April. They will compete in a tournament against other UK schools and receive training from top international players.</p> <p>GCSE PE Bath University G&T - Year 11 GCSE PE student attend bath university to do a range of activities. We start with a theory session of components of fitness (relates to year 11 syllabus) then SAQ, speed, and judo. They get the opportunity to use bath facilities, be inspired and also learn new skills, techniques and knowledge.</p> <p>Sports Leaders - In KS4 students have the opportunity to take part in their Level 1 Sports Leaders qualification. This is a recognised qualification and gives them the skills to become and effective leader.</p> <p>Sports prefects - Sport prefects in year 13 &12 run extra-curricular clubs during their time times, taking on roles of leadership and coach. Cricket, swimming, dance, gym, football, tag rugby and netball are all ran by our successful team.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Years 9-12</p> <p>Year 11</p> <p>KS4</p> <p>KS5</p>
PSHE	Year 8 Campaigns - Exploring a variety of issues that exist in the UK, particularly for young people. Using this information, students take one issue to research in more depth, form a campaign and a presentation.	Year 8

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	<p>National Government - A project understanding what is meant by a democracy, how people vote, how the country is run, influencing the government and organisation a campaign.</p> <p>Talk about life in prison - A guest speaker talked about the various experiences he had of prison life and how set about reforming his life. This included a question and answer session for the students at the end of the talk.</p> <p>Volunteering - A lesson to introduce students to volunteering. The aim is for students to understand the importance of volunteering in terms of how it can help other people and also how important it is for them to get involved in things outside of school. It also provides the school with the opportunity to introduce the volunteering award.</p>	<p>Year 8</p> <p>Year 11</p> <p>Year 11</p>
Psychology	<p>Social psychology - conformity and obedience - Students learn about types of conformity, why people conform/obey and why people resist conformity/authority. They learn about the famous Zimbardo and Milgram experiment and analyse them ethically as well as its methodology. They look at social change and how minorities can and have influenced the views of others and use examples of when this has happened.</p> <p>Workshop from ICRFP (Portsmouth University) - Students listened a lecture on Eyewitness Testimony and its reliability and the cognitive interview as well as attachment. They also participated in current psychological research to analyse how well students can identify a threatening walk.</p> <p>Mother and baby observation - An annual event. A mother comes in to the classroom with a baby between 8 months old and 2 years to recreate a classic study. Students need to ask the mother questions about her child's behaviour in order to come up with their own conclusion about the child's attachment. They need to prepare sensitive and thoughtful questions for the lesson.</p>	<p>Year 12</p> <p>Year 12</p> <p>Year 12</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Psychopathology/individual differences - Definitions of abnormality, including deviation from social norms, failure to function adequately and deviation from ideal mental health, and limitations of these definitions of psychological abnormality</p> <ul style="list-style-type: none"> o The biological approach to psychopathology o Psychological approaches to psychopathology including the psychodynamic, behavioural and cognitive approaches <p>Treating abnormality</p> <ul style="list-style-type: none"> o Biological therapies, including drugs and ECT o Psychological therapies, including psychoanalysis, systematic de-sensitisation and Cognitive Behavioural Therapy. <p>Aggression topic - In this module we examine the social psychological approaches to explaining aggressions (SLT and deindividuation), biological explanations and evolutionary and human aggression (including sport and warfare)</p> <p>Relationships - The formation, maintenance and breakdown of romantic relationships</p> <ul style="list-style-type: none"> o Theories of the formation, maintenance and breakdown of romantic relationships: for example, reward/need satisfaction, social exchange theory o Evolutionary explanations of human reproductive behaviour o The relationship between sexual selection and human reproductive behaviour o Sex differences in parental investment <p>Effects of early experience and culture on adult relationships</p> <ul style="list-style-type: none"> o The influence of childhood on adult relationships o The influence of culture on romantic relationships <p>Gender – Psychological explanations of gender development</p> <ul style="list-style-type: none"> o Cognitive developmental theory, including Kohlberg o Gender schema theory <p>Biological influences on gender</p> <ul style="list-style-type: none"> o The role of hormones and genes in gender development o Evolutionary explanations of gender o The biosocial approach to gender development including gender dysphoria 	<p>Year 12</p> <p>Year 13</p> <p>Year 13</p> <p>Year 13</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<ul style="list-style-type: none"> o Should lotteries be seen as a way of supporting charities or an optional additional tax on the poor? o Is it right to take part in lotteries? o What is it like to experience homelessness? o How might religious people respond to the poor? <p>Cosmological Argument -- key ideas, strengths and weaknesses - Notable versions of the cosmological argument include Aquinas, Kalaam versions, Leibniz, Copleston. Key ideas include principle of sufficient reason, interpretation of experience, concepts such as movement, cause and effect, contingency, infinite regress, first cause, and necessary existence. Knowledge of these key concepts will be supplemented with an understanding and evaluation of its strengths and weaknesses. Students should be able to identify these features and make informed judgements about the merits, or otherwise, of these strengths and weaknesses. For example, this may include material from Hume, Kant, Russell; alternative explanations, notion of brute facts, debates about infinite regress, necessary existence, type of 'God'.</p> <p>Ontological Argument -- key concepts, strengths and weaknesses - Students should show knowledge and understanding of key terms such as a priori and deductive reason and key concepts such as definitions of God, necessary existence. Students should show knowledge of the premises of the argument and key stages in this type of reasoning, drawing on contributions for example from Anselm, Descartes, Malcolm, Penelhum, Plantinga. Students should understand and evaluate the strengths and weaknesses of the argument and any significant changes it may have undergone, so as to come to an informed judgement about its validity and whether it amounts to a proof. This may include contributions for example from Gaunilo, Kant, Russell, Hick etc.</p>	<p>Year 12</p> <p>Year 13</p>
Science	<p>Energy Resources Research Project - Yr7 are tasked with researching a particular energy source used in electricity generation. They then have to present this information to the group in a way a teacher would, including a plenary task. Debates on issues such as nuclear fuels and greenhouse gases often occur. Student feedback after each presentation is given.</p>	Year 7

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	<p>Food chains and webs - Impact of interruption of food webs on the environment - stewardship of the planet.</p> <p>STEM careers trip to DSTL - 11 students from Yr9 attended a day at DSTL to participate in a variety of tasks aimed at informing them about future careers in STEM subjects</p> <p>Cell division, growth and development and new genes for old. - Students learn how genes come together in sexual fertilisation to produce variation in offspring, and how genetically identical cells are produced from one cell in mitosis. Their understanding of this allows an appreciation of variation in general, of how organisms grow and develop, but also of how genes can be manipulated in stem cell therapy and genetic engineering.</p> <p>Replacing body parts - Issues regarding the replacement of body parts with artificial replacements and organ donations are taught. The fact that some people would object to the use of animal sourced material e.g. pig heart valves is included. There is also a discussion of the ethics surrounding who should be given organs, 'opt in' and 'opt out' organ donor registers, the buying of organs from living donors and potential sources of future treatments e.g. stem cells</p> <p>Genetics of disease - Through the teaching of protein structure, the mechanism of protein synthesis and the likelihood of inheriting disease alleles through genetic crosses students become aware of these diseases</p>	<p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 13</p>
Extra-curricular Music	<p>Junior Choir - Year 7 and 8 students are invited to sing in the internal school concerts, Christmas Fair and the school carol service.</p> <p>Senior Choir - Senior Choir meets weekly and sings a range of music, both sacred and secular and takes part in Speech Day, services, concerts and a joint choral concert with Bishop Wordsworth's School.</p>	<p>Years 7 and 8</p> <p>Years 9-13</p>

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	<p>A Cappella Choir - A Cappella is a choir with a lunch-time and evening (7.00-8.30pm) rehearsal weekly which is auditioned and sings with invited men to prepare and perform sacred and secular music for services and concerts.</p> <p>Training Orchestra – an opportunity for younger musicians to play in an orchestral setting.</p> <p>Senior Orchestra – meets weekly to play a range of music for various events.</p> <p>Chamber Orchestra – meets weekly to play a range of music and often compete in various events as well as performing at concerts.</p> <p>Wind Band – meets weekly to play a range of music for various events.</p>	<p>Years 9-13 (G&T)</p> <p>Years 7-9</p> <p>Years 9-13</p> <p>Years 9-13 (G&T)</p> <p>All</p>
Music Events	<p>Speech Day - A whole school event celebrating the successes of the previous academic year. The senior choir prepared pieces and performed and the musical successes of individual students and groups were celebrated. All students, be it in the choir or as part of the congregation participated in performing the school song, which enshrines the values of the school's ethos.</p> <p>Autumn Concert - Ensembles from all key stages and across the key stages performed a wide variety of music in the school concert.</p> <p>Carol Service at Salisbury Cathedral - All choirs [Junior Choir, Senior Choir and A Cappella] rehearse and then perform at this annual event. They prepare carols and songs which fit in to the Christmas story.</p> <p>Spring Concert - All students are invited to rehearse and perform in a number of ensembles - Training Orchestra, Senior Orchestra, Junior Choir, Wind Band and small ensembles.</p>	<p>Years 7-9</p> <p>All</p> <p>All</p> <p>All</p>

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	<p>A Cappella Choir Trip to Oxford Evensong - A Cappella Choir sang Evensong in The Queen's College Chapel, Oxford University.</p> <p>National Festival of Music for Youth - Chamber Orchestra played in Southampton in the first round of this, followed by Birmingham. They won their category.</p> <p>Concert at St. Martin's Church - A Cappella Choir with invited orchestra and School Chamber Orchestra gave a concert of mainly sacred music.</p> <p>Salisbury Cathedral Evensong - A Cappella Choir sang Evensong in Salisbury Cathedral.</p> <p>A Cappella Workshop - David Halls, Salisbury Cathedral's Director of Music, took A Cappella rehearsal to prepare the choir (Years 9-13)for Evensong in Oxford. Sang a variety of sacred music, including his own Responses. Discussed meaning and relevance of the music to the service.</p>	<p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p>
Mentoring	<p>1:8 mentoring groups - Teachers take a small group [8] in tutor time to discuss social/mental/ physical well-being with a form pre-written from which to question students.</p> <p>One-to-one support meetings - Pastoral teams will meet with students as a result of mental/social/heath concerns that may be raised from parents, friends, staff or themselves. Timings are dependent on need.</p> <p>1 to 1 Mentoring - 3 x 1 to 1 session per year with student and tutor. The purpose: to discuss academic progress and any pastoral concerns/achievements. To support with UCAS applications. Gain a deeper understanding of the student to fully support in the tutor role.</p>	<p>Year 7</p> <p>Year 10 and 11</p> <p>KS5</p>
Tutor Time	<p>Charity Fair - Year 8's take on a charity from a selection where they aim to raise funds for them in the form of a 'charity fair' one lunchtime. They work as a team to come up with activities, merchandise, games etc. to entice people to spend money at their stall.</p>	<p>Year 8</p>

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	<p>They liaise with one another, as well as their chosen charities (adults) and make connections and friendships, working together for a common goal.</p> <p>Buddy System - Each mini-term students are paired up in buddies, at random, and on an assigned morning of the week, sit with their 'buddy' for registration. They have topics to discuss, regarding emotional wellbeing and supporting one another, and conduct activities together, ensuring, by the end of the mini-term, they know and understand each other very well.</p> <p>1:1 mentoring - Opportunity for students to meet 1:1 with form tutor to discuss GCSE options specifically (although opportunity to discuss any other academic concerns)</p> <p>Friday Reflection - One morning each week, students have the opportunity to reflect upon how the week has gone, plan some relaxation time at the weekend and to think ahead to the next week.</p> <p>EYP - Unit 1 Self Awareness - Each student will complete a questionnaire to help understand their preferred method of thinking In pairs students discuss their findings and how they are going to use the information and record in their planners. Three-way exercise to develop ability of listening. Whole form discussion to come up with alternatives to negative phrases and common negative words. A physical exercise in pairs to help students understand the link between physical behaviours and mental thoughts.</p> <p>EYP - Unit 2 - A three week programme looking at values and integrity, dilemmas and integrity and social networking.</p> <p>World News Wednesday - Discussing topical events from around the globe. Discussion of key news debates of the week, drawing on a range of media (Newsnight,</p>	<p>Year 7 and 8</p> <p>Year 9</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12 and 13</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	quality newspapers) for stimulus. This includes items from areas covering wide areas of curricula.	

Moral – *Developing and expressing personal views or values, investigating moral values and ethical issues, moral codes and models of moral virtue, recognising right and wrong and applying it, understanding the consequences of actions.*

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Assemblies	<p>Teenager Cancer Trust - The Teenage Cancer Trust is one of the school's chosen charities for the academic year. A member of the trust came to the school to talk about the work they do, the young people they work with and how the money we raise is spent.</p> <p>Ebola - An assembly outlining the key facts of Ebola, how the latest outbreak is affecting Africa and the possible implications of the spread of the virus.</p> <p>Form Assembly UKYP priorities - A form assembly explaining and then getting students to vote on their choices for the top priorities for the UK Youth Parliament this year, top in the school with 143 votes came the living wage, followed in second place with 82 votes was euthanasia.</p>	<p>All</p> <p>All</p> <p>All</p>
Charity Work	Class Chosen Charity - Each class in year 9 choose a charity to support throughout the year. The tutor group will raise monies by baking cakes, buying and selling sweets or running a raffle.	Year 9
Competitions	KS3 Art - 'Train your Brain through Art' competition organised by the Salisbury Practice - competition asking students to come up with a 'Compassionate Image'. Winner for 2014 - Morgan Eldridge Yr. 8	KS3
CPD/Staff Training	Safeguarding - A 3 hour training session for every member of staff regarding safeguarding. This was delivered by an external company.	All Staff

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Sporting Events	<p>Area Sports - SWGS organised this year's Area Sports for schools athletics. This was held at SWGS track and involved all local schools.</p> <p>Fixtures - Fixtures throughout the year for Netball, football, hockey, athletics, cross country, rounders and tennis.</p> <p>SWGS v Cathedral School from Australia - Sixth form netball teams 1st and 2nd are hosting the Australian Schools netballers. We play them in a fixture after school.</p>	All All All
Trips and Excursions	<p>Art - Students are encouraged to visit galleries/exhibitions to help inspire/support their GCSE course.</p> <p>Art - Students are encouraged to take part in Art/craft related activities outside school and visit galleries/exhibitions to help further their studies</p>	KS4 KS5
Art and Design	<p>Felting - Year 7 learn new techniques in felting and explore forms of non-objective art.</p> <p>Collage and Photography - Year 8 pupils explore different ways artists have used photography and collage in their work. They focus on surrealism and create independent pieces using new skills.</p> <p>Mini GCSE Project - Students create a highly personal and independent project investigating their own theme with support of research into inspiring and influential artists and contexts</p> <p>Coursework and exam - Students explore 3 individually selected themes in a personal manner, recording insights, researching influential artists and contexts to develop a personal project</p>	Year 7 Year 8 Year 9 KS4 and KS5
Careers	<p>Post-16 guidance meeting - All Year 11 pupils have a 20 min one-to-one session to discuss post-16 options.</p>	Year 11
Classics	<p>Roman Society and Thought SOW - Explore the following themes through satire and letters. Foreigners, Role of women and Family, Religion, Wealth and NR, Slaves and Freedmen, Foreigners and Emperors</p>	KS5

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Design and Technology	<p>Graphics - Research into Memphis Design and Pop Art Culture, to gain understanding of historical design movements and use as a source of inspiration in own work.</p> <p>Graphics Housing Design - Designing a range of housing, working in design teams. Exploring factors that inspire designers to think in different ways to provide solutions that are viable and realistic.</p> <p>Vegetarianism - Investigation of choices people make and how ethics, cultures and individual moral opinions affect diet choice.</p> <p>Sustainability and consumer issues - How environmental factors affect design. The role/ responsibility of the designer relating to the environment and consumer issues.</p> <p>Aspects of food industry and marketing - Looking at target groups advertising and media in food consumption</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 13</p>
Drama	<p>School production - Working together to create a full scale school production, set in a different period in history and geographical location.</p> <p>Moral Tales SoW - Scheme of work (6 lessons) where students learn how to tell a moral tale and put their own together.</p> <p>Evacuees/ refugees SoW - Students work on a whole class performance focusing on the plight of evacuees and this then leads onto discussion about refugees.</p> <p>Macbeth SoW - Working on play of Macbeth. Discussion on storylines.</p> <p>That Is All You Need To Know - GCSE theatre trip to Salisbury Arts Centre, dealing with the events surrounding the secrecy of Bletchley Park during WW2 and homophobia resulting in Alan Turing's suicide.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS4</p> <p>KS5</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	Bedroom Farce - Theatre Studies trip to see Bedroom Farce by Alan Ayckbourne at Salisbury Playhouse. Dealing with themes of relationships, marriage, loneliness, gender inequality. Set in 1970s Britain.	
English	<p>Study of literature - All the literature that we study encompasses cultural, social, moral and spiritual values.</p> <p>Writing Club - Weekly writing club - stories, poetry, script writing etc</p> <p>Reading novels from and about different cultures - students read at least two novels and write about what these show about different cultures and beliefs.</p> <p>Classic Openings SOW - Reading the openings of classic novels from the 19th century including Bleak House, Great Expectations, Jane Eyre and Pride and Prejudice. Exploring film versions and different audience receptions.</p> <p>English Literature: Dramatic Comedy - Classroom study of two dramatic comedies: Twelfth Night and The History Boys. Extensive exploration of cultural Heritage of dramatic comedy. Discussion and debate about issues raised: class, gender roles, sexuality, madness, cruelty etc.</p> <p>English Literature: Aspects of Narrative - In the course of the year students read, study and discuss 4 texts: Birdsong, The Great Gatsby, The Rime of the Ancient Mariner and selected works of a poet. Issues for discussion and debate arising from these include: codes of behaviour, good and evil, class, and the power of the imagination, wealth and poverty.</p> <p>English Language - Study of political correctness in language - including formal debate.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 12</p> <p>Year 12</p> <p>KS5</p>
EPQ	Edexcel Specification for Extended Project Qualification: optional in Yr 12 and Yr 13 - Supervised Independent learning with regular meetings with an allocated	KS5

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>supervisor. Project to be decided by student and guided through the process to a presentation. Artefact/Dissertation or Field Work can be completed. Titles range within scientific /cultural /social issues/ moral etc.</p>	
General Studies	<p>General Studies - Unit 1 - Unit 1 of General Studies explores a number of the key current issues around science, e.g. what are its limits? How does it interact with religion? How does it challenge current ways of thinking e.g. how should laws adapt? How should it be funded? It also deals with the issue of crime and punishment: what constitutes just punishment for crime? All of these issues are explored using current and interesting case studies e.g. 'three-parent babies', current court cases, the use of antibiotics etc.</p> <p>Unit 2 - This unit allows students to explore a number of themes relating to modern Britain, especially in the areas of arts and politics. These include:</p> <ul style="list-style-type: none"> - is Britain really a democracy? - of what value are the arts to society? - is it nature or nurture that most influences our lives? <p>General Studies News Quiz - Around 60% of Y12 students take General Studies. Each week, students take part in a news quiz on contemporary issues which then leads into discussion.</p>	KS5
Geography	<p>Geography of Food - considering where our food comes from, the inequality of food distribution, world hunger, working conditions for farmers around the world, globalisation processes and food waste.</p> <p>Europe - End of Topic Assessment - Students synthesising information gathered through classwork, discussion and research to understand Europe's working relationships with other areas of the world, particularly Russia and Middle East. Students to discuss the benefits, tensions and disadvantages of working with these regions. Students to consider arising issues in UK and Europe (EU, Eurozone crisis, ISIS, UKIP, terrorism, Ukraine civil war)</p>	Year 7 Year 8

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Tropical Rainforest - The importance of rainforests as a natural system and to provide 'goods and services', deforestation conflicts, management of the rainforest, and how groups of people live within and use the rainforest sustainability.</p> <p>Unit 1 - Coastal Change and Conflict - Students study the different marine and sub aerial physical processes shaping our coastlines. We investigate how humans manage rapidly eroding coastlines</p> <p>Unit 1 - Water World - Students explore the hydrological cycle and how this affects global societies. Climate change and the impacts this has on the hydrological cycle is also discussed.</p> <p>Climate Change and Global Warming - Students learn about the causes of climate change (natural and anthropogenic), the evidence for climate change and the socio-economic and environmental impacts around the world.</p>	<p>Year 9</p> <p>Year 10</p> <p>Year 10</p> <p>Year 12</p>
History	<p>Magna Carta - As part of the Scheme of Work on "Who really held power in Medieval England?" pupils study the impact of Magna Carta on the struggle for power between the King and barons. As part of this unit they also look at the struggle for power in the Peasants Revolt.</p> <p>Industrial revolution SOW - Key focus; - How did industrialisation change the nature of Britain? Students contrast society pre-industrialisation with post-industrialisation. - Child Labour and the growing controversy surrounding it. Students look at differing views on child labour and the development of the law in protecting the rights of children.</p> <p>WW2 Enquiry - This enquiry focuses on the events of WW2 and the nature of warfare. Pupils work in groups undertaking independent research into a question they have developed, based on provided criteria. This is followed by a series of lessons</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>examining the impact of the 'bombing war' and the unprecedented effects of WW2 on civilian lives.</p> <p>Government and Protest in the USA - investigation into the American civil rights movement and the progress made towards full democracy in the USA in the 1950's and 60's.</p> <p>Year 12 AS History course - Nationalism in twentieth century - This course allows students to explore the development of democracies in Liberal Italy and Weimar Germany and the subsequent slide in Fascist Italy and Nazi Germany, and the policies of the respective states and the lives of various different groups and people within them, The course deals with the Holocaust and terror in both states.</p> <p>Saving Europe at a Cost Scheme of Work - exploration of the causes, events and impacts of world war two on Britain. This includes: Appeasement and British Politics domestically and abroad before, during and after the war. The home front and the experience of the British people, the impact of the war including political consensus, the NHS and social reform. Privatisation/nationalisation of industry.</p>	<p>Year 10</p> <p>Year 12</p> <p>Year 13</p>
ICT	<p>E-Safety Campaign - Pupils look at various aspects of E-Safety such as Cyberbullying, Social Networking, and Digital footprint.</p> <p>Graphic Design - Pupils create a magazine cover using Photoshop. We talk about the role of media in portraying women.</p> <p>Computing Unit 1 – Covering theory which covers aspects of SMSC within the work.</p>	<p>Year 7</p> <p>Year 8</p> <p>KS4</p>
Latin	<p>Sources Unit : Roman Religion - Explore aspects of Roman religion and how it was perceived then by Romans and other and how they viewed Christians and Jews and Egyptians.</p> <p>Sources SOW - The SOW focuses on students looking at original material and making judgments about validity of evidence on a variety of topics e.g. Religion, Slavery,</p>	<p>KS4</p> <p>KS4</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Freedmen, War and Occupations. Concepts of death. Dealt with via discussion in class and independent and group investigations.</p> <p>SOW for Prose unit and Tacitus - students translate and analyse the account by the historian Tacitus regarding Nero and his reign we focus on illegal governance, persecution of the Christians and immorality in relation to Roman values.</p> <p>Christianity Lesson - Perception and treatment of Christians and how even the historian Tacitus prevents them as lower.</p> <p>Nero's irreverence to the gods - Explore religious values and beliefs and how Nero does not uphold these.</p>	<p>KS4</p> <p>KS5</p> <p>KS5</p>
Mathematics	<p>Tax System - In learning about percentages, students understand how tax is levied, and discuss the reasons for paying tax. Wide ranging discussions encompassing moral obligation for collecting tax and Government use of tax income.</p> <p>Tax and Credit - Students discuss the use of credit and the Tax System in more detail (Personal Allowance and tiered rates). Discussion of credit includes cost of credit and budgeting.</p>	<p>Year 7</p> <p>Year 8</p>
Modern Foreign Languages	<p>Year 8 G & T trip to Southampton University - 10 G & T students attend a study day at Southampton University, participating in taster lessons of new languages and work collaboratively on a language-based project.</p> <p>Anne Frank module - Pupils in Year 9 do a project about Anne Frank in German, with a wide range of different activities, from video-making to diary-entry writing.</p> <p>Foreign Languages Film Club - This is a lunchtime club for pupils in Years 10 & 11 to watch Foreign Language films, in order to widen their cultural understanding. The club runs throughout the year.</p>	<p>Year 8</p> <p>Year 9</p> <p>KS4</p> <p>Year 13</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Berlin Trip - The Year 13 pupils went to Berlin for 5 days to explore the city they have studied, including a meeting with a Holocaust survivor.</p> <p>DDR Study Day - This was a day for Year 13 pupils to delve deeper into aspects of life in the DDR, their cultural topic for German A2. It consisted of activities with the FLA, a session with someone who'd lived in Berlin at the Fall of the Wall, a 1:1 oral session with a DDR specialist and a session on how to structure essays.</p>	Year 13
Music	<p>Musicals and West Side Story Topic - Students study musicals and West Side Story in particular, discussing issues of conflict, gang conflict, racism, society, and create own musicals "Aliens" with plot reinforcing idea of conflicting groups.</p> <p>School Song Topic - Students examine the values enshrined in school song, sing it, create own lyrics and make up own and perform own group songs putting forward the values they believe should be shown in a contemporary school song for SWGS.</p> <p>African Music - A Scheme of Work that will allow students to explore all aspects of African music, including community life, SMSC aspects of music in Africa.</p> <p>AS Level Unit 3 Developing Musical Understanding - Students study a variety of music from the Western Classical tradition and from pop and world music in order to respond to listening tests and to write essays - learning the context, analysis and appropriate terminology.</p> <p>A2 Level Music Unit 6 - Students listen to a wide range of unfamiliar music, learning how to compare and contrast, contextualise and identify features in preparation for an examination involving listening tests and essays.</p>	Year 8 Year 8 Year 9 Year 12 Year 13
PE	Dance SoW Rock 'n' Roll - Learning about its origins and developing movements into their own dance motif.	Year 7

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Year 8 Dance SoW - students learn African theme and movements. They develop their own short dance motif.</p> <p>Street Dance - Students learn about street dance movements and origins. They develop their own short motif.</p> <p>Netball Tour - Students in year 9-12 have been given the opportunity to go to Barcelona on a netball tour this April. They will compete in a tournament against other UK schools and receive training from top international players.</p> <p>GCSE PE Bath University G&T - Year 11 GCSE PE student attend bath university to do a range of activities. We start with a theory session of components of fitness (relates to year 11 syllabus) then SAQ, speed, and judo. They get the opportunity to use bath facilities, be inspired and also learn new skills, techniques and knowledge.</p> <p>Sports Leaders - In KS4 students have the opportunity to take part in their Level 1 Sports Leaders qualification. This is a recognised qualification and gives them the skills to become an effective leader.</p> <p>Sports prefects - Sport prefects in year 13 & 12 run extra-curricular clubs during their time times, taking on roles of leadership and coach. Cricket, swimming, dance, gym, football, tag rugby and netball are all run by our successful team.</p> <p>England Netball Umpiring qualification - Students receive the opportunity to take up the netball umpiring qualification and become a beginner umpire. They learn new skills and knowledge of the game from an umpire's perspective.</p>	<p>Year 8</p> <p>Year 9</p> <p>Years 9-12</p> <p>Year 11</p> <p>KS4</p> <p>KS5</p> <p>KS4</p>
PSHE	<p>Year 8 Campaigns - Exploring a variety of issues that exist in the UK, particularly for young people. Using this information, students take one issue to research in more depth, form a campaign and a presentation.</p>	<p>Year 8</p> <p>Year 8</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>National Government - A project understanding what is meant by a democracy, how people vote, how the country is run, influencing the government and organisation a campaign.</p> <p>E-Safety - A recap for students to ensure they are aware of how to stay safe online.</p> <p>Talk about life in prison - A guest speaker talked about the various experiences he had of prison life and how set about reforming his life. This included a question and answer session for the students at the end of the talk.</p> <p>Current Affairs - Looking at a range of topical news items and using this as a basis for discussion and debate.</p>	<p>Year 8</p> <p>Year 11</p> <p>Year 11</p>
Psychology	<p>1:1 Tutorials - At least 3 times throughout each year, students have a one to one conversation with their psychology teacher(s) to discuss their progress, set targets and any problems they may be experiencing.</p> <p>Mentoring - Year 13 students choose to apply to be a Psychology mentor. There are 2 senior posts to lead the mentor team. Senior mentors make contact with year 12 students who have been referred by the department or self-referral for additional support in psychology studies. This is an ongoing event throughout each year. There are also drop in sessions at lunch times that are run by the mentors for year 12 students to come in and get help.</p> <p>Psychopathology/individual differences - Definitions of abnormality, including deviation from social norms, failure to function adequately and deviation from ideal mental health, and limitations of these definitions of psychological abnormality</p> <ul style="list-style-type: none"> o The biological approach to psychopathology o Psychological approaches to psychopathology including the psychodynamic, behavioural and cognitive approaches <p>Treating abnormality</p> <p>Biological therapies, including drugs and ECT</p>	<p>KS5</p> <p>KS5</p> <p>Year 12</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>o Psychological therapies, including psychoanalysis, systematic de-sensitisation and Cognitive Behavioural Therapy.</p> <p>Biological Psychology-Stress - Stress as a bodily response</p> <p>o The body's response to stress, including the pituitary-adrenal system and the sympathomedullary pathway in outline</p> <p>o Stress-related illness and the immune system</p> <p>Stress in everyday life</p> <p>o Life changes and daily hassles as sources of stress</p> <p>o Workplace stress including the effects of workload and control</p> <p>o Personality factors, including Type A and Type B behaviour, hardiness</p> <p>o Psychological and biological methods of stress management, including stress inoculation therapy and drug therapy.</p> <p>Relationships - The formation, maintenance and breakdown of romantic relationships</p> <p>o Theories of the formation, maintenance and breakdown of romantic relationships: for example, reward/need satisfaction, social exchange theory</p> <p>Evolutionary explanations of human reproductive behaviour</p> <p>o The relationship between sexual selection and human reproductive behaviour</p> <p>o Sex differences in parental investment</p> <p>Effects of early experience and culture on adult relationships</p> <p>o The influence of childhood on adult relationships</p> <p>o The influence of culture on romantic relationships</p> <p>Media Psychology - Media influences on social behaviour</p> <p>o Explanations of media influences on pro- and anti-social behaviour</p> <p>o The positive and negative effects of computers and video games on behaviour</p>	<p>Year 12</p> <p>Year 13</p> <p>Year 13</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<ul style="list-style-type: none"> o To understand what motivates religious people to do good things (the importance of compassion). o To understand how faith can motivate people to achieve great things. o to analyse ideas about justice and injustice o know and understand the work of key figures and organisations campaigning against injustice, supported by group work and peer teaching <p>Religion, War and Peace</p> <p>What is meant by the sanctity of life? Is it ever right to take life? Why do nations go to war with other nations or start civil wars? What wars are going on in the world today? Where are there areas of conflict? What is meant by victims of war? What help is given to those who suffer? What is meant by terrorism? Why do people resort to terrorism? What are weapons of mass destruction? What are the effects of nuclear war? What is meant by nuclear proliferation? Why is it such a concern and do nuclear nations have the right to limit their possession? What are the criteria of the Just War theory? What do they mean? How realistic is the theory in the modern world? What are the criteria of a Holy War? What do they mean? What is meant by pacifism? Why are some people pacifists? What have religious people done who are pacifists? Is pacifism a realistic option in the modern world?</p>	<p>Year 10</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Non-existence of God and critiques of religious belief Students should show knowledge and understanding of key terms such as atheism, agnosticism, materialism, naturalism, scepticism and unbelief. Critiques may include one or more sociological and psychological stances with reference, for example, to scholars such as Durkheim, Marx and Freud. Students should understand and evaluate the strengths and weaknesses of the views, coming to an informed opinion. Provided the material is focused on the demands of the question, students may use the problem of evil in this context and some arguments about the existence of God may also be used in this context.</p>	Year 13
Science	<p>Energy Resources Research Project - Yr7 are tasked with researching a particular energy source used in electricity generation. They then have to present this information to the group in a way a teacher would, including a plenary task. Debates on issues such as nuclear fuels and greenhouse gases often occur. Student feedback after each presentation is given.</p> <p>Where do metals come from? - Pupils explore the ideas of where metals come from and do a cost benefit analysis. They look at the environmental, economic and social impact of mining and have a debate about whether there should be a hypothetical gold mine in Salisbury.</p> <p>C2 Quarry Debate and Role Play - A roleplay exercise which explores the issues surrounding quarrying today, this task encourages creative thinking, problem solving and communication skills. Students will consider the difficulties involved in making decisions in areas, such as quarrying, where people often have opposing views. The purpose of the role play will be to enable a group of people involved in the quarrying debate to put forward their views in a calm and reasoned manner.</p> <p>Car safety - Students learn about car safety in terms of the importance of sticking to speed limits, driving with proper care and concentration as well as the actions of typical safety features such as seatbelts and air bags.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Human reproduction - An understanding of the working of the menstrual cycle is taught, including the issues surrounding fertility treatments, and hormonal contraception, in terms of risks and benefits. This can include discussions of recent events e.g. the parliamentary debate on '3 parent babies'</p> <p>Cloning - The methods of cloning in animals and plants are taught which leads to discussion of the ethics of cloning and current UK legislation</p> <p>Gene technologies - Key methods used in molecular biology are taught including; gel electrophoresis, DNA sequencing, PCR, genetic modification. The Human Genome Project is discussed in this context.</p> <p>Chemistry summer work - Y12 summer work involves the research and development of a poster focussing on a particular drug or industrially produced chemical, including its development, use and ethical and cultural issues.</p> <p>Chemistry Olympiad 2015 - Students were invited to take part in this international competition for chemistry students, run by the Royal Society of Chemistry. The competition is aimed at high achieving students with questions in the first round exam designed to challenge even the most able. Three students opted to take the exam, with one achieving a high enough mark to proceed to Round 2.</p> <p>Degradable and biodegradable polymers - This lesson details the chemistry, use and disposal of biodegradable and degradable polymers, including the environmental implications.</p> <p>6th Form Open Evening - Students volunteer to present Physics A level as an option for Y11 students. They speak to parents, students and demonstrate practicals.</p>	<p>Year 11</p> <p>KS5</p> <p>KS5</p> <p>Year 12</p> <p>Year 13</p> <p>Year 13</p> <p>KS5</p>
Extra-curricular Music	Junior Choir - Year 7 and 8 students are invited to sing in the internal school concerts, Christmas Fair and the school carol service.	Years 7 and 8

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Senior Choir - Senior Choir meets weekly and sings a range of music, both sacred and secular and takes part in Speech Day, services, concerts and a joint choral concert with Bishop Wordsworth's School.</p> <p>A Cappella Choir - A Cappella is a choir with a lunch-time and evening (7.00-8.30pm) rehearsal weekly which is auditioned and sings with invited men to prepare and perform sacred and secular music for services and concerts.</p> <p>Training Orchestra – an opportunity for younger musicians to play in an orchestral setting.</p> <p>Senior Orchestra – meets weekly to play a range of music for various events.</p> <p>Chamber Orchestra – meets weekly to play a range of music and often compete in various events as well as performing at concerts.</p> <p>Wind Band – meets weekly to play a range of music for various events.</p>	<p>Years 9-13</p> <p>Years 9-13 (G&T)</p> <p>Years 7-9</p> <p>Years 9-13</p> <p>Years 9-13 (G&T)</p> <p>All</p>
Music Events	<p>Speech Day - A whole school event celebrating the successes of the previous academic year. The senior choir prepared pieces and performed and the musical successes of individual students and groups were celebrated. All students, be it in the choir or as part of the congregation participated in performing the school song, which enshrines the values of the school's ethos.</p> <p>Autumn Concert - Ensembles from all key stages and across the key stages performed a wide variety of music in the school concert.</p> <p>Carol Service at Salisbury Cathedral - All choirs [Junior Choir, Senior Choir and A Cappella] rehearse and then perform at this annual event. They prepare carols and songs which fit in to the Christmas story.</p>	<p>Years 7-9</p> <p>All</p> <p>All</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Spring Concert - All students are invited to rehearse and perform in a number of ensembles - Training Orchestra, Senior Orchestra, Junior Choir, Wind Band and small ensembles.</p> <p>A Cappella Choir Trip to Oxford Evensong - A Cappella Choir sang Evensong in The Queen's College Chapel, Oxford University.</p> <p>National Festival of Music for Youth - Chamber Orchestra played in Southampton in the first round of this, followed by Birmingham. They won their category.</p> <p>Concert at St. Martin's Church - A Cappella Choir with invited orchestra and School Chamber Orchestra gave a concert of mainly sacred music.</p> <p>Salisbury Cathedral Evensong - A Cappella Choir sang Evensong in Salisbury Cathedral.</p> <p>A Cappella Workshop - David Halls, Salisbury Cathedral's Director of Music, took A Cappella rehearsal to prepare the choir (Years 9-13) for Evensong in Oxford. Sang a variety of sacred music, including his own Responses. Discussed meaning and relevance of the music to the service.</p>	<p>All</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p>
Mentoring	<p>Mentoring - Year 12 and 13 students volunteer and are trained to act as mentors for younger students who are struggling with academic subjects or with organisation and coping with school life or homework.</p>	Open to all
Tutor Time	<p>Mentoring 1:8 Sessions - Tutors met with their tutees in groups of no more than 8 students. Topics discussed included: how the students were coping with the transition of moving to SWGS, were they worried about anything at school (or otherwise), were they happy with the level of HW set, how they were coping with work whilst at home (on top of chores/other responsibilities etc) and any concerns about travelling to school. It was a great chance for tutors to speak to girls in smaller groups and it allowed them to raise concerns that might otherwise not have been brought to light.</p>	Year 7

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Tutor Activities - Friendship Issues - During term one and term two, pupils were set tutor time activities exploring friendship issues and how to resolve potential issues. Students were encouraged to explore how they spoke to one another, how they vented their feelings and how this could impact upon feelings. Scenarios were given in order for students to discuss how they would feel and act in given situations.</p> <p>Emotional Intelligence - Series of sessions to promote discussion based upon emotional wellbeing.</p> <p>EYP - Values and Integrity - Students explore the meaning of honesty and integrity then apply them through the discussion on dilemmas. They also come up with class guidelines and behaviours informed by their discussions.</p> <p>EYP - Unit 1 Self Awareness - Empowering Young People programme including topics on Self Awareness, Problem Solving, Filters, Positive Thinking, and Anchoring.</p> <p>Thought of the week – discussion - Watching relevant videos on current events. Organising form led charity events. Quizzes relevant to special occasions/events. Attending assemblies on Tuesday and Friday. Giving out notices. Student mentoring.</p>	<p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>KS5</p>

Social – *Developing personal qualities and using social skills, participating, cooperating and resolving conflicts, understanding how communities and societies function.*

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Assemblies	Expectations and Learning - Welcome back to all students. Introductions of roles and responsibilities of staff and students. Reinforcement of school expectations	All

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Triumph Over Adversity - An assembly talking about Mark Ormrod, the first British triple amputee out of Afghanistan. It demonstrates his zest for life and determination to succeed despite his physical limitations.</p> <p>Form Assembly: roles of responsibility - Start of the year assembly encouraging students to volunteer for and then vote on roles of responsibility, form captain, charity rep, green rep, sports captains and homework buddies.</p> <p>Assembly on India - Assembly on our visit to India. The trip and the school visit. Showed a short video and talked about what we gave and learnt from our experience.</p>	<p>All</p> <p>Year 7-11</p> <p>KS5</p>
Charity Work	<p>Lepra - Year 7 pupils listen to a talk about the work of Lepra and then have two weeks to fundraise, by selling cakes, collecting sponsorship etc. They then do a cultural dance session.</p> <p>Charity Events - Regular charity events are organised by tutor groups throughout the year. These range from cake sales to larger events.</p> <p>Class Chosen Charity - Each class in year 9 choose a charity to support throughout the year. The tutor group will raise monies by baking cakes, buying and selling sweets or running a raffle.</p> <p>11 W Christmas Raffle - Christmas Raffle organised by 11W selling tickets to all year groups, raising money for the school charities 2014-15 with 5 prizes</p> <p>12I Valentine's Charity Raffle - The class all contributed items to a hamper; raffle tickets were sold by members of the form group during break and lunchtimes. Winner drawn on last day of term.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 11</p> <p>Year 12</p>
Competitions	<p>Merits - Students collect merits for good work/effort/attitude throughout the year and receive certificates at certain marker points.</p>	<p>All</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Year 7 MFL Spelling Bee - Spelling competition where students are challenged to spell as many words as possible in one minute, using the target language.</p> <p>Year 10 Team Mathematics Challenge - Students volunteer to take part in a National Competition in mathematical problem solving, competing with other schools. Students have to cooperate to succeed. We host the event at SWGS so our students have to act as hosts to teams from other schools.</p> <p>Junior Team Mathematics Challenge - Students volunteer to take part in a National Competition in mathematical problem solving, competing with other schools. The event is "modelled" within Year 8 classrooms so that all students in Year 8 get the opportunity to experience the activities. The team is mixed Year 8 and Year 9 students, who have to cooperate to succeed.</p> <p>Key Stage 3 Art Competition - 'Train your Brain through Art' competition organised by the Salisbury Practice - competition asking students to come up with a 'Compassionate Image'.</p>	<p>Year 7</p> <p>Year 10</p> <p>KS3</p> <p>KS3</p>
Homework Club	<p>Mathematics Help Sessions - Twice weekly lunchtime help sessions where students can voluntarily drop in to access support with all A-level modules. Independent learning, students take responsibility for their own learning, developing their study skills. Opportunities for peer support. Ongoing throughout year.</p>	KS5
Sporting Events	<p>Sports Day - Athletics whole school competition. Representation in tutor groups. 6th Form helpers and parents invited. Banner competition for all tutor groups.</p> <p>Fixtures - Fixtures throughout the year for Netball, football, hockey, athletics, cross country, rounders and tennis.</p> <p>SWGS v Cathedral School from Australia - Sixth form netball teams 1st and 2nd are hosting the Australian Schools netballers. We play them in a fixture after school.</p>	<p>All</p> <p>All</p> <p>KS5</p>
Staff Training/CPD	<p>Visit to Edward Heath's House – History staff visit to the house of Edward Heath to explore links to the local community and wider democracy</p>	History staff

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Private view of WW1 exhibition – History staff visit to private view of Salisbury Museum's temporary WW1 exhibition. Explore local links and investigate possibility of a trip.</p> <p>Safeguarding - A 3 hour training session for every member of staff regarding safeguarding. This was delivered by an external company.</p>	<p>History staff</p> <p>All staff</p>
Trips and Excursions	<p>Old Sarum Visit - Cross Curricular Trip - Pupils spend a day at Old Sarum, using the site as a basis for the study of History, English, MFL and Science. The site is used as a stimulus for writing in English, pupils see the impact of different cultures on the site in the History study and build and fire a trebuchet during the science section of the visit.</p> <p>Go Ape - Year 8 activities week. All of year 8 attend Moors Valley and most students take part in Go Ape. Students attend a nature trail walk followed by a picnic.</p> <p>IBM trip - 6-8 pupils visit IBM to take part in a team building exercise which allows pupils to discover how games are made.</p> <p>Geography Controlled Assessment Fieldtrip - Students spend a day collecting data which they then analyse and use when writing their controlled assessment back in school.</p> <p>Geography Coastal Fieldtrip - Go to a variety of coastal locations to carry out a range of human and physical fieldwork techniques on coastal processes, landforms, and change over time.</p> <p>History of Art - Trips to London galleries, Paris, New York, Rome.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS4</p> <p>KS5</p> <p>KS5</p>
Art and Design	<p>Self Portrait - Annual SOW - Year 7 students investigate the question 'Who am I?' through a self-portrait project, looking at self-portraits by other artists.</p>	<p>Year 7</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Textiles - Annual SOW - Year 8 students explore the Pop Art movement and create a textiles piece exploring party foods.</p> <p>Yr 9 Personal Investigations - Annual SOW. Students carry out an in depth written study into an artist, culture, period of their choice where they research and analyse artworks and contextual influences thoroughly.</p> <p>GCSE coursework and exam - Annual SOW. Students explore 3 individually selected themes in a personal manner, recording insights, researching influential artists and contexts to develop a personal project.</p> <p>Coursework and exam - Annual SOW. Students explore 2 individually selected themes in a personal manner, recording insights, researching influential artists and contexts to develop a personal project.</p>	<p>Year 8</p> <p>Year 9</p> <p>KS4</p> <p>KS5</p>
Careers	<p>Guidance meeting - Some pupils in Year 10 have a one-to-one session to discuss options. This is usually arranged by pastoral teams in response to emotional and mental health needs.</p> <p>Post-16 guidance meeting - All Year 11 pupils have a 20 min one-to-one session to discuss post-16 options.</p> <p>Post-16 Options Research - Lessons providing impartial careers advice to help students explore different possibilities for their post-16 education.</p> <p>Careers Talk - Double lesson information session given by the careers advisor. This includes given guidance to the various further education establishments in the surrounding area to help students make an informed decision about where they would like to go as well as what they'd like to do for post-16 choices.</p>	<p>Year 10</p> <p>Year 11</p> <p>Year 11</p> <p>Year 11</p>
Classics	<p>Roman Society and Thought SOW - Explore the following themes through satire and letters. Foreigners, Role of women and Family, Religion, Wealth and NR, Slaves and Freedmen, Foreigners and Emperors.</p>	<p>KS5</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Design and Technology	<p>Graphics Housing Design - Designing a range of housing, working in design teams. Exploring factors that inspire designers to think in different ways to provide solutions that are viable and realistic.</p> <p>Speaker Project - Designing cardboard speakers incorporating environmental issues (3 R's) Designing for specific groups, understanding existing market influences.</p> <p>Nutrition - effects on health of poor nutrition reasons for different diets including medical, ethical and cultural aspects.</p> <p>Research Design Movements - Research a variety of Design movements, understand the historical, social and cultural influences on designers and society</p> <p>YD exhibition - Trip to young designers' exhibition.</p> <p>Aspects of food industry and marketing - look at target groups advertising and media in food consumption.</p>	<p>Year 8</p> <p>Year 9</p> <p>Year 10</p> <p>Year 10</p> <p>Year 12</p> <p>Year 13</p>
Drama	<p>Bugsy Malone - School production- cast, crew and band</p> <p>Arts Award - A bronze, silver or gold project that covers volunteering work, personal growth and leadership in the arts.</p> <p>Drama club - Weekly drama club. Work on productions together and have fun playing games!</p> <p>Script work - We look at a wide range of social, historical and geographically different plays in detail. We study characters motivations and backgrounds. We discuss the social, moral and historical context of these plays.</p>	<p>All</p> <p>All</p> <p>KS3</p> <p>KS4 and KS5</p>
English	<p>Author visit - Emma Carroll came and talked to all the girls.</p> <p>Bookbuzz - Taking part in Bookbuzz activities and book review competition</p>	<p>Year 7</p> <p>Year 7</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Playhouse activity days - Whole day workshops linking with English and drama lessons highlighting conflict and demanding intense periods of working together to produce a play at end of day.</p> <p>Poetry from Different Cultures and Traditions - Exploring a range of poetry from different cultures. Research into backgrounds of poems and poets and discussion issues surrounding the poems such as identity, prejudice, conflict and acceptance.</p> <p>English Literature: Aspects of Narrative - In the course of the year students read, study and discuss 4 texts: Birdsong, The Great Gatsby, and The Rime of the Ancient Mariner and selected works of a poet. Issues for discussion and debate arising from these include: codes of behaviour, good and evil, class, and the power of the imagination, wealth and poverty.</p> <p>English Language - Study of political correctness in language - including formal debate.</p>	<p>Year 8</p> <p>Year 9</p> <p>KS5</p> <p>KS5</p>
EPQ	<p>Edexcel Specification for Extended Project Qualification: optional in Yr 12 and Yr 13 - Supervised Independent learning with regular meetings with an allocated supervisor. Project to be decided by student and guided through the process to a presentation. Artefact/Dissertation or Field Work can be completed. Titles range within scientific /cultural /social issues/ moral etc.</p>	KS5
General Studies	<p>General Studies - Unit 1 - Unit 1 of General Studies explores a number of the key current issues around science, e.g. what are its limits? How does it interact with religion? How does it challenge current ways of thinking e.g. how should laws adapt? How should it be funded? It also deals with the issue of crime and punishment: what constitutes just punishment for crime? All of these issues are explored using current and interesting case studies e.g. 'three-parent babies', current court cases, the use of antibiotics etc.</p>	KS5

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Unit 2 - This unit allows students to explore a number of themes relating to modern Britain, especially in the areas of arts and politics. These include:</p> <ul style="list-style-type: none"> - is Britain really a democracy? - of what value are the arts to society? - is it nature or nurture that most influences our lives? <p>General Studies News Quiz - Around 60% of Y12 students take General Studies. Each week, students take part in a news quiz on contemporary issues which then leads into discussion.</p>	
Geography	<p>Geography of Food - Scheme of Work - considering where our food comes from, the inequality of food distribution, world hunger, working conditions for farmers around the world, globalisation processes and food waste.</p> <p>Extreme Weather - Scheme of Work - Students to explore a range of weather events, and how they impact on people's lives, in different settings around the world. Assessment includes group work, independent research activities and creating news reports.</p> <p>Scheme of Work – Europe - Students study different countries around Europe, looking at location, weather, cultural traditions, economics, language, links to Britain. Delivered through independent research and group presentations - students use videos, music, and dance as part of their presentations to explore and demonstrate understanding of different cultures.</p> <p>Scheme of Work - Natural Hazards - To examine a variety of natural hazards in different settings around the world, to look at the differences in how they impact upon people's lives, how people prepare and respond to them, drawing upon current news event (e.g. Typhoon Haiyan).</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Unit 1 - Battle for the Biosphere - Students explore different ecosystems around the world and how humans use these in both positive and negative ways. We explore the impacts of the changes to ecosystems and how we can cope with these alterations.</p> <p>Crowded Coasts - Students investigate a variety of Coastal locations and develop an understanding of how and why they have developed over time. They then investigate the challenges facing coastal environments and look at ways to manage the threats.</p>	Year 12
History	<p>Castle Cake Auction - Year 7 pupils design and make (either individually or in groups) castle cakes, linking with their study of the development of Medieval castles and these are then auctioned off in support of school charities.</p> <p>Mosaic Workshop - Part of a Scheme of Work on 'How far did the Roman Empire change Britain?', pupils design their own mosaic tile and then spend a session making this.</p> <p>Portsmouth trip - Key themes focused on; - The importance of the navy in the development of the Empire. - The Slave Trade and conditions on board ship. Abolition of the Slave Trade.</p> <p>The English Civil War SOW - Key questions; - Causes of the Civil war - Impact of Civil war on society - Should Charles I have been executed? Students choose either to defend or prosecute Charles I and create an argument in relation to the four key charges that he faced.</p> <p>WW2 Enquiry - This enquiry focuses on the events of WW2 and the nature of warfare. Pupils work in groups undertaking independent research into a question they have developed, based on provided criteria. This is followed by a series of lessons examining the impact of the 'bombing war' and the unprecedented effects of WW2 on civilian lives.</p>	Year 7 Year 7 Year 8 Year 8 Year 9

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Trip to Salisbury Museum WW1 Exhibit - Day trip to local museum to see an exhibition relating to both the wider significance of WW1 in the context of British history and the local context of the effect of the conflict on twentieth century Salisbury. Included group workshops handling artefacts from the conflict that encouraged pupils to reflect on the nature and effects of trench warfare.</p> <p>Transformations in British Society Module - Topics covered: Suffragettes and the campaign for the vote. Liberal reforms (foundations of the welfare state). WW1 and WW1 Home Front. Industrial unrest and the General Strike. The changing role of women.</p> <p>Russia Scheme of Work - an exploration of the rise of communism in Russia and its impact on the country. Including terror and repression, the economy, the workings of the Tsar's autocratic monarchy and the communist dictatorship. Undermines radicalism and presents the reality of communism.</p> <p>Chalke Valley History Festival - Students visit the Chalke Valley History Festival to hear a variety of lectures on topics of their choice.</p> <p>Tudor rebellions course work - Students work independently and with a teacher to plan and write a piece of coursework (question of their own choosing) focused on rebellion and disorder in Tudor England. It is necessary for them to have an understanding of: Tudor parliamentary and monarchical government and how it develops, the economy and social impacts, Religion and its role in the state (especially the impact of the reformation). Students need to develop their ability to research and work independently but will also resource and idea share regularly.</p> <p>Essay Competitions - A variety of essay competitions including Oxbridge and the Historical Association run competitions. Students may choose to take part and support</p>	<p>Year 9</p> <p>Year 10</p> <p>Year 10</p> <p>Year 12</p> <p>Year 13</p> <p>KS5</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	is provided. Topics often have a moral theme and ask for reflection on what has shaped aspects of British society.	
ICT	<p>Web Design - Pupils create a website about a certain topic.</p> <p>Computing Unit 1 - Pupils cover Computing theory.</p>	Year 8 KS4
Latin	<p>Roman Religion – Explore aspects of Roman religion and how it was perceived then by Romans and other and how they viewed Christians and Jews and Egyptians.</p> <p>Foreigners and Empire - How different nationalities and cultures were viewed and how they came to be part of Rome and Romans conquering countries.</p> <p>Christianity Lesson - Perception and treatment of Christians and how even the historian Tacitus prevents them as lower.</p> <p>Nero's irreverence to the gods - Explore religious values and beliefs and how Nero does not uphold these,</p>	KS4 KS4 KS5 KS5
Modern Foreign Languages	<p>Year 7 French/German trip - The department offers visits to France / Germany to all students in Year 7. They are able to see and experience at first hand life in another country. The visits also require students to be away from home and to co-operate and get on with their peers in an unfamiliar context. They have to learn to compromise, resolve their own conflicts and tolerate the foibles of others.</p> <p>Foreign Languages Spelling Bee - Pupils are given the opportunity to take part in a foreign words spelling competition against other schools nationally.</p> <p>Letter writing to Les Embruns School, Normandy - Throughout Year 8, students continue to write to their French penfriends which they met during the Year 7 French trip. They sometimes send Christmas and Easter cards.</p>	Year 7 Year 7 Year 8 Year 8

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Year 8 G & T trip to Southampton University - 10 G & T students attend a study day at Southampton University, participating in taster lessons of new languages and work collaboratively on a language-based project.</p> <p>Anne Frank module - Pupils in Year 9 do a project about Anne Frank in German, with a wide range of different activities, from video-making to diary-entry writing.</p> <p>French/German Exchange - Pupils have the opportunity to go and live with a family in France/Germany, attend a French/German school and do a variety of cultural visits and activities. The French/German pupils then come back and do the same over here.</p> <p>E-mentoring with Southampton University - Year 11 pupils who are thinking of taking languages further can be matched to an undergraduate at Southampton University, who can act as a buddy or a source of help as needed.</p> <p>Mentoring younger pupils - Year 12 and 13 pupils offer help at a lunchtime club, on an individual basis or support in lessons for pupils lower down the school who need support.</p>	<p>Year 9</p> <p>KS4 and KS5</p> <p>Year 11</p> <p>KS5</p>
Music	<p>Individual instrumental and singing lessons with visiting teachers - Students of all ages and standards have regular lessons with visiting tutors in singing and instruments in order to enjoy playing and make progress.</p> <p>SOW Gamelan - Students listen to gamelan, research the context, create and perform pieces in this style. A lot of group work is used to create effective compositions.</p> <p>The Beatles and 1960s - Students look at the context of the 1960s and society. They study the Beatles and create own pop songs, either making cover versions or creating own songs and lyrics.</p> <p>Film Music - Research, watch, listen to film music and create own films, evaluating their own and others' work. Group work.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Listening for GCSE Music - Four areas of study based on Western Classical Music, Music in the Twentieth Century, Popular music in context, World music - Analyse pieces in detail.</p> <p>Performing - Students perform as soloists or part of an ensemble and can choose music in any style.</p>	<p>KS4</p> <p>KS5</p>
PE	<p>Sports Presentation Assembly - Celebrating participation and excellence in sport across all age groups over the year. Recognising coaches, leaders and officials from the student body.</p> <p>Inter-form - Sport prefects (year 13 & 12) organise a range of inter-form events, netball, football, dance and cricket which involve all tutor groups from year 7-11.</p> <p>Netball Tour - Students in year 9-12 have been given the opportunity to go to Barcelona on a netball tour this April. They will compete in a tournament against other UK schools and receive training from top international players.</p> <p>AS PE social cultural studies - Year 12 SoW. Students learn about Australia and American sport origins. Public schools and past and present Olympic Games.</p> <p>Netball PGL residential - Students in the year 7&8 netball teams get the opportunity to attend the PGL weekend which involves outdoor activities such as archery, go karting, climbing, ladder climbing etc... And they compete in a netball tournament against other UK schools. This weekend is organised by England Netball and students meet and greet a player from England Netball on the last day.</p> <p>Sports Leaders - In KS4 students have the opportunity to take part in their Level 1 Sports Leaders qualification. This is a recognised qualification and gives them the skills to become an effective leader.</p>	<p>All</p> <p>All</p> <p>Year 9-12</p> <p>Year 12</p> <p>KS3</p> <p>KS4</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	Sports prefects - Sport prefects in year 13 & 12 run extra-curricular clubs during their time times, taking on roles of leadership and coach. Cricket, swimming, dance, gym, football, tag rugby and netball are all ran by our successful team.	KS5
PSHE	<p>National Government - A project understanding what is meant by a democracy, how people vote, how the country is run, influencing the government and organisation of a campaign.</p> <p>Revision Skills - Lesson looking at the importance of revision. It covers how to look after your own wellbeing during the stressful period of exams as well as a number of strategies to help students internalise key information needed for various examinations.</p> <p>Enterprise - Students work in groups to embark on the £1 challenge. Profits of the challenge go towards the students' yearbook.</p>	Year 8 Year 11 Year 11
Psychology	<p>1:1 Tutorials - At least 3 times throughout each year, students have a one to one conversation with their psychology teacher(s) to discuss their progress, set targets and any problems they may be experiencing.</p> <p>Social psychology - conformity and obedience - Students learn about types of conformity, why people conform/obey and why people resist conformity/authority. They learn about the famous Zimbardo and Milgram experiment and analyse them ethically as well as its methodology. They look at social change and how minorities can and have influenced the views of others and use examples of when this has happened.</p> <p>Mother and baby observation - An annual event. A mother comes in to the classroom with a baby between 8 months old and 2 years to recreate a classic study. Students need to ask the mother questions about her child's behaviour in order to come up with their own conclusion about the child's attachment. They need to prepare sensitive and thoughtful questions for the lesson.</p>	KS5 Year 12 Year 12

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Psychopathology/individual differences - Definitions of abnormality, including deviation from social norms, failure to function adequately and deviation from ideal mental health, and limitations of these definitions of psychological abnormality</p> <ul style="list-style-type: none"> o The biological approach to psychopathology o Psychological approaches to psychopathology including the psychodynamic, behavioural and cognitive approaches <p>Treating abnormality</p> <ul style="list-style-type: none"> o Biological therapies, including drugs and ECT o Psychological therapies, including psychoanalysis, systematic de-sensitisation and Cognitive Behavioural Therapy. <p>Aggression topic - In this module we examine the social psychological approaches to explaining aggressions (SLT and de-individuation), biological explanations and evolutionary and human aggression (including sport and warfare)</p> <p>Relationships - The formation, maintenance and breakdown of romantic relationships</p> <ul style="list-style-type: none"> o Theories of the formation, maintenance and breakdown of romantic relationships: for example, reward/need satisfaction, social exchange theory <p>Evolutionary explanations of human reproductive behaviour</p> <ul style="list-style-type: none"> o The relationship between sexual selection and human reproductive behaviour o Sex differences in parental investment <p>Effects of early experience and culture on adult relationships</p> <ul style="list-style-type: none"> o The influence of childhood on adult relationships o The influence of culture on romantic relationships <p>Schizophrenia topic - Clinical characteristics of the chosen disorder</p> <ul style="list-style-type: none"> o Issues surrounding the classification and diagnosis of their chosen 	<p>Year 12</p> <p>Year 13</p> <p>Year 13</p> <p>Year 13</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>o How do emergency aid and long term aid contribute to alleviating world poverty?</p> <p>A study of philosophical debates about miracles - An examination of different definitions of miracles are selected across a range of philosophical and religious traditions. There should be an understanding of philosophical reasons and evidence to believe in miracles, noting that this is a study in the context of the philosophy of religion and not eg primarily a biblical studies paper, but there may be material on definitions and attributes of God. There should be an understanding and evaluation of the philosophical problems associated with this topic, including the contributions of Hume such as debates about 'laws of nature' probability and proof, and the reasons and evidence to reject or support belief in miracles. Hume may be identified in questions although students may broaden their knowledge of this area by reference to other scholars such as Locke, Holland, Moore, Swinburne, Wiles.</p>	Year 12
Science	<p>Practicals - Undertaking scientific practicals with other students</p> <p>Energy Resources Research Project - Yr7 are tasked with researching a particular energy source used in electricity generation. They then have to present this information to the group in a way a teacher would, including a plenary task. Debates on issues such as nuclear fuels and greenhouse gases often occur. Student feedback after each presentation is given.</p> <p>Organ Presentations - Students work in groups and research key organs in the human body using books and ICT. Within the groups, students form subgroups and delegate tasks to one another. They then creatively display their work (life size!) and then ultimately present their work to the rest of the class.</p> <p>STEM careers trip to DSTL - 11 students from Yr9 attended a day at DSTL to participate in a variety of tasks aimed at informing them about future careers in STEM subjects.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Y10 Science Day - An annual whole day event. Including presentations by and discussions with professional scientists. Indoor planetarium with presentation on the scale of the Universe and stellar constellations.</p> <p>Top of the Bench competition - KS4 (Y9, Y10, Y11) team competes with local and national schools in a Chemistry practical and theory competition.</p> <p>Physics Olympiad - An external competition which challenges the top students</p> <p>6th Form Open Evening - Students volunteer to present Physics A level as an option for Y11 students. They speak to parents, students and demonstrate practicals.</p>	<p>Year 10</p> <p>KS4</p> <p>Year 13</p> <p>KS5</p>
Extra-curricular Music	<p>Junior Choir - Year 7 and 8 students are invited to sing in the internal school concerts, Christmas Fair and the school carol service.</p> <p>Senior Choir - Senior Choir meets weekly and sings a range of music, both sacred and secular and takes part in Speech Day, services, concerts and a joint choral concert with Bishop Wordsworth's School.</p> <p>A Cappella Choir - A Cappella is a choir with a lunch-time and evening (7.00-8.30pm) rehearsal weekly which is auditioned and sings with invited men to prepare and perform sacred and secular music for services and concerts.</p> <p>Training Orchestra – an opportunity for younger musicians to play in an orchestral setting.</p> <p>Senior Orchestra – meets weekly to play a range of music for various events.</p> <p>Chamber Orchestra – meets weekly to play a range of music and often compete in various events as well as performing at concerts.</p> <p>Wind Band – meets weekly to play a range of music for various events.</p>	<p>Years 7 and 8</p> <p>Years 9-13</p> <p>Years 9-13 (G&T)</p> <p>Years 7-9</p> <p>Years 9-13</p> <p>Years 9-13 (G&T)</p> <p>All</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Music Events	<p>Speech Day - A whole school event celebrating the successes of the previous academic year. The senior choir prepared pieces and performed and the musical successes of individual students and groups were celebrated. All students, be it in the choir or as part of the congregation participated in performing the school song, which enshrines the values of the school's ethos.</p> <p>Autumn Concert - Ensembles from all key stages and across the key stages performed a wide variety of music in the school concert.</p> <p>Carol Service at Salisbury Cathedral - All choirs [Junior Choir, Senior Choir and A Cappella] rehearse and then perform at this annual event. They prepare carols and songs which fit in to the Christmas story.</p> <p>Spring Concert - All students are invited to rehearse and perform in a number of ensembles - Training Orchestra, Senior Orchestra, Junior Choir, Wind Band and small ensembles.</p> <p>A Cappella Choir Trip to Oxford Evensong - A Cappella Choir sang Evensong in The Queen's College Chapel, Oxford University.</p> <p>National Festival of Music for Youth - Chamber Orchestra played in Southampton in the first round of this, followed by Birmingham. They won their category.</p> <p>Concert at St. Martin's Church - A Cappella Choir with invited orchestra and School Chamber Orchestra gave a concert of mainly sacred music.</p> <p>Salisbury Cathedral Evensong - A Cappella Choir sang Evensong in Salisbury Cathedral.</p> <p>A Cappella Workshop - David Halls, Salisbury Cathedral's Director of Music, took A Cappella rehearsal to prepare the choir (Years 9-13) for Evensong in</p>	<p>Years 7-9</p> <p>All</p> <p>All</p> <p>All</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	Oxford. Sang a variety of sacred music, including his own Responses. Discussed meaning and relevance of the music to the service.	
Mentoring	<p>1:8 mentoring groups - Teachers take a small group [8] in tutor time to discuss social/mental/ physical well-being with a form pre-written from which to question students</p> <p>Academic mentoring - Mentoring with member of SLT - when identified as underachieving or some academic support is needed. This could be due to non-academic influences.</p> <p>One-to-one support meetings - Pastoral teams will meet with students as a result of mental/social/health concerns that may be raised from parents, friends, staff or themselves. Timings are dependent on need.</p> <p>Mentoring - Year 12 and 13 students volunteer and are trained to act as mentors for younger students who are struggling with academic subjects or with organisation and coping with school life or homework.</p> <p>1 to 1 Mentoring - 3 x 1 to 1 session per year with student and tutor. The purpose: to discuss academic progress and any pastoral concerns/achievements. To support with UCAS applications. Gain a deeper understanding of the student to fully support in the tutor role.</p>	<p>KS3</p> <p>KS4</p> <p>All</p> <p>All</p>
Tutor Time	<p>Emotional Intelligence Tutor time sessions - Pupils explore the reasons behind their decisions and actions.</p> <p>Prefect activities - 6 Year 10 prefects come into tutor time once a week to deliver a session with a Year 7 tutor group. Activities can vary, from teambuilding games to discussions about settling into a new school.</p> <p>Tutor Activities - Literacy Tasks - In term 3 and 4, students take part in an assortment of literacy tasks. This ranges from spelling bees, reading a variety of books</p>	<p>Year 7</p> <p>Year 7</p> <p>Year 8</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>and reflecting upon these, to Pictionary/charades (with the idea that they can express themselves non-verbally).</p> <p>GCSE Option choices - Opportunity to look at different career paths - weigh up pros and cons of different subject choices. Allow discussion for preparation prior to making option choices.</p> <p>Empowering Young People - Unit 4 - Ambition - A mixture of thought-provoking videos and question sessions. The unit starts with the thought that sometimes ambitious women are not positively respected or represented.</p> <p>Thoughtful Thursday - Either Form assembly material or problem-solving activities.</p> <p>Gap year investigation - looking at opportunities available reviewing risks and safety issues.</p> <p>Crosswords - The tutor group does the Guardian on-line crossword.</p>	<p>Year 9</p> <p>KS4</p> <p>Year 12</p> <p>Year 13</p> <p>Year 13</p>
School Clubs/Events	<p>Christmas Lunch - Students were all given the opportunity to have a full Christmas lunch all together with their tutors and senior prefects. Those who didn't want the meal still brought along their lunch and sat together in tutor groups as a celebratory get-together at the end of their first full term at SWGS.</p> <p>Disco - Y7 and Y8 school disco, with Bishops School. Support from 6th form from both schools.</p> <p>Mock Trial Competition - Students in years 8 and 9 volunteer and are prepared to take part in a mock trial competition, have a visit from a magistrate and take on the roles of lawyers, magistrates, defendants and witnesses.</p> <p>Tea Dance - All students are invited to help at the tea dance where elderly residents of the local day care centre come into school.</p>	<p>All</p> <p>Year 7 and 8</p> <p>Year 8 and 9</p> <p>All</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	Tours for prospective students - Sixth Form Prefects conduct tours for parents / students wishing to enter our Sixth Form.	KS5

Cultural – *Exploring, understanding and respecting diversity, participating and responding to cultural activities, preparing for life in modern Britain, understanding and appreciating personal influences..*

Whole School/ Curriculum Area	Title and Description	Year Group(s)
Assemblies	<p>Expectations and Learning - Welcome back to all students. Introductions of roles and responsibilities of staff and students. Reinforcement of school expectations.</p> <p>Triumph Over Adversity - An assembly talking about Mark Ormrod, the first British triple amputee out of Afghanistan. It demonstrates his zest for life and determination to succeed despite his physical limitations.</p> <p>Heroes - An assembly exploring different accomplishments of people and how they are regarded as heroes for their endeavours.</p> <p>School Song - Introduction for new students to school song. Reinforcement of the values and beliefs of the school. Preparation of performance of song for Speech Day.</p> <p>Form Assembly UKYP priorities - A form assembly explaining and then getting students to vote on their choices for the top priorities for the UK Youth Parliament this year, top in the school with 143 votes came the living wage, followed in second place with 82 votes was euthanasia.</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Ebola - An assembly outlining the key facts of Ebola, how the latest outbreak is affecting Africa and the possible implications of the spread of the virus.</p> <p>Modern and ancient warfare - Form group 11A researched and presented about the differences between modern and ancient warfare. They interviewed a modern soldier.</p>	<p>All</p> <p>KS4</p>
Charity Work	<p>Charity Work – Year 7 Lepra Assembly - Year 7 pupils listen to a talk about the work of Lepra and then have two weeks to fundraise, by selling cakes, collecting sponsorship etc. They then do a cultural dance session session.</p> <p>Trussell Trust Christmas Boxes - Pupils are asked to prepare a shoe box of presents for Rumanian people at Christmas.</p> <p>Charity Work – Year 9 Class Chosen Charity - Each class in year 9 choose a charity to support throughout the year. The tutor group will raise monies by baking cakes, buying and selling sweets or running a raffle.</p> <p>Jeans for Genes Day - Students supporting the charity by paying to wear jeans.</p> <p>11 W Christmas Raffle - Christmas Raffle organised by 11w selling tickets to all year groups, raising money for the school charities 2014-15 with 5 prizes</p>	<p>Year 7</p> <p>Year 7</p> <p>Year 9</p> <p>All</p> <p>All</p>
Competitions	<p>Spirited Arts - This competition is run by NATRE (National Association of Teachers of RE). It explores different themes each year (e.g. Where is God?). The RS department incorporate this into their Year 7 scheme of work.</p> <p>Art - Christmas card competition</p> <p>Art - A competition to design the front cover for the 2014 SWGS Staff Recipe book.</p> <p>Year 7 MFL Spelling Bee - Spelling competition where students are challenged to spell as many words as possible in one minute, using the target language.</p>	<p>Year 7</p> <p>Year 7 and 8</p> <p>Year 7 and 8</p> <p>Year 7</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Year 10 Team Mathematics Challenge - Students volunteer to take part in a National Competition in mathematical problem solving, competing with other schools. Students have to cooperate to succeed. We host the event at SWGS so our students have to act as hosts to teams from other schools.</p> <p>Junior Mathematics Challenge - Students volunteer to take part in a National Competition in mathematical problem solving, competing with other schools. The event is "modelled" within Year 8 classrooms so that all students in Year 8 get the opportunity to experience the activities. The team is mixed Year 8 and Year 9 students, who have to cooperate to succeed.</p> <p>Arts - NASUWT Arts and Minds competition.</p> <p>Art - 'Train your Brain through Art' competition organised by the Salisbury Practice - competition asking students to come up with a 'Compassionate Image'.</p> <p>Intermediate Mathematics Challenge – Students volunteer to take part in a National Competition in mathematical problem solving</p> <p>Senior Mathematics Challenge - Students volunteer to take part in a National Competition in mathematical problem solving.</p>	<p>Year 10</p> <p>KS3</p> <p>KS3</p> <p>KS3</p> <p>KS4</p> <p>KS5</p>
Sporting Events	<p>Area Sports - SWGS organised this year's Area Sports for schools athletics. This was held at SWGS track and involved all local schools.</p> <p>Ski trip - 9 day trip to Austria with 6 days of ski lessons and evening entertainments open to all years across the school. Repeated on a bi annual basis.</p> <p>Sports Relief Run - Whole school charity event run by the PE department/JHH All students and some staff run/walk a mile.</p>	<p>All</p> <p>All</p> <p>All</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Inter-form sports - Sports prefects organise inter form for year 7-11. Involves netball, cricket, dance and football.</p> <p>School Games - We entered the school games for variety of sports and year groups. We won U15 Netball, U16 Rounders and U13Tennis. We came R-up in U13 Netball and U12 Athletics. Overall we are the Winners for 2015 School Games in Wiltshire and Swindon.</p> <p>Fixtures - Fixtures throughout the year for Netball, football, hockey, athletics, cross country, rounders and tennis,</p> <p>SWGS v Cathedral School from Australia - Sixth form netball teams 1st and 2nd are hosting the Australian Schools netballers. We play them in a fixture after school.</p> <p>Sports Day - Athletics whole school competition. Representation in tutor groups. 6th Form helpers and parents invited. Banner competition for all tutor groups</p>	<p>Year 7 – 11</p> <p>All</p> <p>All</p> <p>KS5</p> <p>All</p>
Staff Training/CPD	<p>Safeguarding - A 3 hour training session for every member of staff regarding safeguarding. This was delivered by an external company.</p>	All staff
Trips and Excursions	<p>Go Ape - Year 8 activities week. All of year 8 attend Moors Valley and most students take part in Go Ape. Students attend a nature trail walk followed by a picnic.</p> <p>IBM trip - 6-8 pupils visit IBM to take part in a team building exercise which allows pupils to discover how games are made.</p> <p>Good food show - trip to NEC.</p> <p>SWAT Challenge Day - Students work with other SWAT schools to answer Oxbridge-style questions at Exeter University.</p> <p>Art - Students are encouraged to visit galleries/exhibitions to help inspire/support their GCSE course</p>	<p>Year 8</p> <p>Year 9</p> <p>Year 12</p> <p>Year 9</p> <p>KS4</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>History of Art - Trips to London galleries, Paris, New York, Rome.</p> <p>Art - Students are encouraged to take part in Art/craft related activities outside school and visit galleries/exhibitions to help further their studies.</p> <p>Old Sarum Visit - Cross Curricular Trip - Pupils spend a day at Old Sarum, using the site as a basis for the study of History, English, MFL and Science. The site is used as a stimulus for writing in English, pupils see the impact of different cultures on the site in the History study and build and fire a trebuchet during the science section of the visit.</p> <p>Comedy of Errors Theatre Trip - Year 9 trip to see a Propellor theatre company pocket version of A Comedy of Errors by Shakespeare. Q&A session after performance.</p> <p>Geography Controlled Assessment Fieldtrip - Students spend a day collecting data which they then analyse and use when writing their controlled assessment back in school.</p> <p>Geography Coastal Fieldtrip - Go to a variety of coastal locations to carry out a range of human and physical fieldwork techniques on coastal processes, landforms, and change over time.</p>	<p>KS5</p> <p>KS5</p> <p>Year 7</p> <p>Year 9</p> <p>Year 10</p> <p>Year 12</p>
Art and Design	<p>Self Portrait - Annual SOW - Year 7 students investigate the question 'who am I?' through a self-portrait project, looking at self-portraits by other artists.</p> <p>Aboriginal Clay Pots - Annual SOW - Year 8 students create an aboriginal inspired clay pot after exploring the culture.</p> <p>Mini GCSE Project - Annual SOW. Students create a highly personal and independent project investigating their own theme with support of research into inspiring and influential artists and contexts.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>GCSE coursework and exam - Students explore 3 individually selected themes in a personal manner, recording insights, researching influential artists and contexts to develop a personal project.</p> <p>AS and A2 coursework and exam - Students explore 2 individually selected themes in a personal manner, recording insights, researching influential artists and contexts to develop a personal project.</p>	<p>KS4</p> <p>KS5</p>
Careers	<p>Post-16 guidance meeting - All Year 11 pupils have a 20 min one-to-one session to discuss post-16 options.</p> <p>Careers Talk - Double lesson information session given by the careers advisor. This includes given guidance to the various further education establishments in the surrounding area to help students make an informed decision about where they would like to go as well as what they'd like to do for post-16 choices.</p> <p>Guidance meeting - Some pupils in Year 10 have a one-to-one session to discuss options. This is usually arranged by pastoral teams in response to emotional and mental health needs.</p>	<p>Year 11</p> <p>Year 11</p> <p>Year 10</p>
Classics	<p>Roman Society and Thought SOW - Explore the following themes through satire and letters. Foreigners, Role of women and Family, Religion, Wealth and NR, Slaves and Freedmen, Foreigners and Emperors</p>	Year 12
Design and Technology	<p>Graphics - Research into Memphis Design and Pop Art Culture, to gain understanding of historical design movements and use as a source of inspiration in own work.</p> <p>Graphics Housing Design - Designing a range of housing, working in design teams. Exploring factors that inspire designers to think in different ways to provide solutions that are viable and realistic.</p> <p>Speaker Project - Designing cardboard speakers incorporating environmental issues (3 R's) Designing for specific groups, understanding existing market influences.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Vegetarianism - investigation of choices people make and how ethics, cultures and individual moral opinions affect diet choice.</p> <p>Research Design Movements - Research a variety of Design movements, understand the historical, social and cultural influences on designers and society</p> <p>Nutrition and health - detailed investigation in to how food affects health</p> <p>Aspects of food industry and marketing - look at target groups advertising and media in food consumption</p>	<p>Year 9</p> <p>Year 10</p> <p>Year 12</p> <p>Year 13</p>
Drama	<p>School production - Working together to create a full scale school production, set in a different period in history and geographical location.</p> <p>Arts Award - A bronze, silver or gold project that covers volunteering work, personal growth and leadership in the arts.</p> <p>Moral Tales SoW - Scheme of work (6 lessons) where students learn how to tell a moral tale and put their own together.</p> <p>Evacuees/ refugees SoW - Students work on a whole class performance focusing on the plight of evacuees and this then leads onto discussion about refugees.</p> <p>Macbeth SoW - Working on play of Macbeth. Discussion on storylines.</p> <p>Do We Do The Right Thing? - Trip to Salisbury playhouse to see Verbatim Theatre piece about the repatriation of soldiers through Wotton Bassett; the impact of this on the local community; the impact of war and the consequences of; issues of dealing with being homosexual in a very military upbringing.</p>	<p>All</p> <p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 12</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	That Is All You Need To Know - GCSE theatre trip to Salisbury Arts Centre, dealing with the events surrounding the secrecy of Bletchley Park during WW2 and homophobia resulting in Alan Turing's suicide.	KS4
English	<p>Author visit - Emma Carroll came and talked to all the girls.</p> <p>Bookbuzz - Taking part in Bookbuzz activities and book review competition</p> <p>Playhouse activity days - Whole day workshops linking with English and drama lessons highlighting conflict and demanding intense periods of working together to produce a play at end of day.</p> <p>Poetry from Different Cultures and Traditions - Exploring a range of poetry from different cultures. Research into backgrounds of poems and poets and discussion issues surrounding the poems such as identity, prejudice, conflict and acceptance.</p> <p>English Literature: Aspects of Narrative - In the course of the year students read, study and discuss 4 texts: Birdsong, The Great Gatsby, and The Rime of the Ancient Mariner and selected works of a poet. Issues for discussion and debate arising from these include: codes of behaviour, good and evil, class, and the power of the imagination, wealth and poverty.</p> <p>English Language - Study of political correctness in language - including formal debate.</p>	<p>Year 7</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS5</p> <p>KS5</p>
EPQ	Edexcel Specification for Extended Project Qualification: optional in Yr 12 and Yr 13 - Supervised Independent learning with regular meetings with an allocated supervisor. Project to be decided by student and guided through the process to a presentation. Artefact/Dissertation or Field Work can be completed. Titles range within scientific /cultural /social issues/ moral etc.	KS5
General Studies	General Studies - Unit 1 - Unit 1 of General Studies explores a number of the key current issues around science, e.g. what are its limits? How does it interact with religion? How does it challenge current ways of thinking e.g. how should laws adapt?	KS5

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>How should it be funded? It also deals with the issue of crime and punishment: what constitutes just punishment for crime? All of these issues are explored using current and interesting case studies e.g. 'three-parent babies', current court cases, the use of antibiotics etc.</p> <p>Unit 2 - This unit allows students to explore a number of themes relating to modern Britain, especially in the areas of arts and politics. These include:</p> <ul style="list-style-type: none"> - is Britain really a democracy? - of what value are the arts to society? - is it nature or nurture that most influences our lives? <p>General Studies News Quiz - Around 60% of Y12 students take General Studies. Each week, students take part in a news quiz on contemporary issues which then leads into discussion.</p>	
Geography	<p>Scheme of Work - Sustainable Futures - Looking at global warming, the concept of sustainability, our responsibility to and our role in protecting the planet. Students assessed through groupwork, designing an Ecohome that could address some of these problems.</p> <p>Fairtrade lesson - Students to explore the concept of Fairtrade as part of 'Geography of Food' Scheme of Work. Discussing the ethical implications of trade, the benefits Fairtrade brings to local communities, and our motivations to buy Fairtrade.</p> <p>Tropical Rainforest - The importance of rainforests as a natural system and to provide 'goods and services', deforestation conflicts, management of the rainforest, and how groups of people live within and use the rainforest sustainability.</p> <p>Battle for the Biosphere - Students explore different ecosystems around the world and how humans use these in both positive and negative ways. We explore the impacts of the changes to ecosystems and how we can cope with these alterations.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 10</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>and the changing relations with Russia including the fall of the Soviet Union Under Gorbachev.</p> <p>AS History course - experience of warfare in Britain - Students explore the Crimean, Second Boer and First World Wars from the British perspective. There are many themes explored, such as the roles of women in all of the conflicts, the role of the media, impact on different people's lives, moral issues e.g. the British use of concentration camps in the Boer War.</p> <p>Tudor rebellions course work - students work independently and with a teacher to plan and write a piece of coursework (question of their own choosing) focused on rebellion and disorder in Tudor England. It is necessary for them to have an understanding of: Tudor parliamentary and monarchical government and how it develops, the economy and social impacts, Religion and its role in the state (especially the impact of the reformation). Students need to develop their ability to research and work independently but will also resource and idea share regularly.</p>	<p>Year 12</p> <p>Year 13</p>
ICT	<p>About Me Presentation - Pupils produce a presentation about themselves including their family life, previous schools and hobbies and interests. They will also record a video demonstrating something special to them - singing a song, reading a poem, dancing etc.</p> <p>Graphic Design - Pupils create a magazine cover using Photoshop. We talk about the role of media in portraying women.</p> <p>Computing Unit 2 and 3 - Controlled Assessment units</p>	<p>Year 7</p> <p>Year 8</p> <p>KS4</p>
Latin	<p>Sources Lessons Exploring Slavery and Freedmen - Students look at ancient sources that consider the variety of cultures that made up parts of the ancient population of Rome. Explore aspects of Roman religion and how it was perceived then by Romans and other and how they viewed Christians and Jews and Egyptians.</p>	<p>KS4</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Foreigners and Empire - How different nationalities and cultures were viewed and how they came to be part of Rome and Romans conquering countries.</p> <p>SOW for Prose unit and Tacitus - Students translate and analyse the account by the historian Tacitus regarding Nero and his reign we focus on illegal governance, persecution of the Christians and immorality in relation to Roman values</p>	<p>KS4</p> <p>KS5</p>
Modern Foreign Languages	<p>Year 7 French/German trip - The department offers visits to France / Germany to all students in Year 7. They are able to see and experience at first hand life in another country. The visits also require students to be away from home and to co-operate and get on with their peers in an unfamiliar context. They have to learn to compromise, resolve their own conflicts and tolerate the foibles of others.</p> <p>Letter writing to Les Embruns School, Normandy - Throughout Year 8, students continue to write to their French penfriends which they met during the Year 7 French trip. They sometimes send Christmas and Easter cards.</p> <p>Year 9 French - Historical and Cultural lessons - students learn about the life and work of Edith Piaf and Joan of Arc. They learn about the history of the French National Anthem and cocoa bean production in The Ivory Coast.</p> <p>Languages Day - Year 9 Languages' Day offers all Year 9 students the opportunity to study languages from a range of countries, including Japanese, Arabic and Urdu. Many of the teachers are native speakers of these languages and students have the opportunity to learn and ask questions about alternative ways of life.</p> <p>French/German Exchange - Students on this visit live with a French/German family, adapting to the way of life in the host country. They experience a typical school day and participate in cultural and historical visits. The main challenge of the week is communicating with their French family and adapting to a different way of life.</p>	<p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>Year 9</p> <p>Year 10</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Foreign Languages Film Club - This is a lunchtime club for pupils in Years 10 & 11 to watch Foreign Language films, in order to widen their cultural understanding. The club runs throughout the year.</p> <p>DDR Study Day - This was a day for Year 13 pupils to delve deeper into aspects of life in the DDR, their cultural topic for German A2. It consisted of activities with the FLA, a session with someone who'd lived in Berlin at the Fall of the Wall, a 1:1 oral session with a DDR specialist and a session on how to structure essays.</p> <p>Linguistics Olympiad - Pupils from Years 12&13 have the opportunity to take part in an Olympiad competition, in which they have to work through problem based on a variety of languages spoken throughout the world.</p>	<p>KS4</p> <p>Year 13</p> <p>KS5</p>
Music	<p>Individual instrumental and singing lessons with visiting teachers - Students of all ages and standards have regular lessons with visiting tutors in singing and instruments in order to enjoy playing and make progress.</p> <p>SOW Gamelan - Students listen to gamelan, research the context, create and perform pieces in this style. A lot of group work.</p> <p>India - Students study the background to Indian music, the context - social and religious, listen, perform and create own pieces, evaluating their own and others' work positively.</p> <p>Blues Topic - Students listen to blues music, discuss its origins, issues of slavery, how blues has influenced other genres and culture. The influences from African music are also discovered. Students perform and discuss lyrics.</p> <p>Listening for GCSE Music - Four areas of study based on Western Classical Music, Music in the Twentieth Century, Popular music in context, World music - analyse pieces in detail.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p> <p>Year 9</p> <p>KS4</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	AS Level Music Unit 1 Performing - Students perform as soloists or part of an ensemble and can choose music in any style.	Year 12
	A2 Level Music - Unit 5 Composition and Technical Study - Students can compose two pieces or complete two technical studies in pastiche style or one of each.	Year 13
PE	Sports Presentation Assembly - Celebrating participation and excellence in sport across all age groups over the year. Recognising coaches, leaders and officials from the student body.	All
	Netball Tour - Students in year 9-12 have been given the opportunity to go to Barcelona on a netball tour this April. They will compete in a tournament against other Uk schools and receive training from top international players.	Year 9-12
	Netball PGL residential - Students in the year 7&8 netball teams get the opportunity to attend the PGL weekend which involves outdoor activities such as archery, go karting, climbing, ladder climbing etc... And they compete in a netball tournament against other Uk schools. This weekend is organised by England Netball and students meet and greet a player from England Netball on the last day.	KS3
	Dance SoW Rock n Roll - Year7 learn Rock n Roll SoW. Learning about its origins and developing movements into their own dance motif.	Year 7
	Year 8 Dance SoW - Dance SoW, students learn African theme and movements. They develop their own short dance motif.	Year 8
	Street Dance SoW - Students learn about street dance movements and origins. They develop their own short motif.	Year 9
	GCSE PE Bath Uni G&T - Year 11 GCSE PE student attend bath university to do a range of activities. We start with a theory session of components of fitness (relates to	Year 11

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>year 11 syllabus) then SAQ, speed, and judo. They get the opportunity to use bath facilities, be inspired and also learn new skills, techniques and knowledge.</p> <p>England Netball Umpiring qualification - Students receive the opportunity to take up the netball umpiring qualification and become a beginner umpire. They learn new skills and knowledge of the game from an umpire's perspective.</p> <p>Sports Prefects - Sport prefects in year 13 & 12 run extracurricular clubs during their time times, taking on roles of leadership and coach. Cricket, swimming, dance, gym, football, tag rugby and netball are all ran by our successful team.</p>	<p>KS4</p> <p>KS5</p>
PSHE	<p>National Government - A project understanding what is meant by a democracy, how people vote, how the country is run, influencing the government and organisation a campaign.</p> <p>Talk about life in prison - A guest speaker talked about the various experiences he had of prison life and how set about reforming his life. This included a question and answer session for the students at the end of the talk.</p> <p>Volunteering - Looking at the importance of volunteering - how it can help individual students, the school and local community. Working towards the volunteering award.</p> <p>Current Affairs - Looking at a range of topical news items and using this as a basis for discussion and debate.</p>	<p>Year 8</p> <p>Year 11</p> <p>Year 11</p> <p>KS4</p>
Psychology	<p>Social psychology - conformity and obedience - Students learn about types of conformity, why people conform/obey and why people resist conformity/authority. They learn about the famous Zimbardo and Milgram experiment and analyse them ethically as well as its methodology. They look at social change and how minorities can and have influenced the views of others and use examples of when this has happened.</p>	<p>Year 12</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Ethics in Psychological research - What are ethical considerations? Where they stem from- Nuremberg trials/ Nazi Germany. 10 point code. Applications of human rights and cultural differences. Why there needs to be a code of ethics which governs Psychological Research. BPS National Governing Body regulating all research. Case Study confidentiality and recognising ethical issues and working within guidelines.</p> <p>Relationships - The formation, maintenance and breakdown of romantic relationships</p> <ul style="list-style-type: none"> o Theories of the formation, maintenance and breakdown of romantic relationships: for example, reward/need satisfaction, social exchange theory Evolutionary explanations of human reproductive behaviour o The relationship between sexual selection and human reproductive behaviour o Sex differences in parental investment <p>Effects of early experience and culture on adult relationships</p> <ul style="list-style-type: none"> o The influence of childhood on adult relationships o The influence of culture on romantic relationships <p>Gender – Psychological explanations of gender development</p> <ul style="list-style-type: none"> o Cognitive developmental theory, including Kohlberg o Gender schema theory <p>Biological influences on gender</p> <ul style="list-style-type: none"> o The role of hormones and genes in gender development o Evolutionary explanations of gender o The biosocial approach to gender development including gender dysphoria <p>Social influences on gender</p> <ul style="list-style-type: none"> o Social influences on gender for example, the influence of parents, peers, schools, media o Cultural influences on gender role 	<p>Year 12</p> <p>Year 13</p> <p>Year 13</p>
RE	<p>How do humans express their spirituality? - To know what sacrifice means and develop an understanding of sacrifice, including what and why people might sacrifice. To analyse the significance of the image of Jesus. To work with a partner or individually</p>	Year 7

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>on an entry for the national competition in conjunction with RE Today. To know and understand symbols found in a mosque. To develop an understanding of religious music.</p> <p>Living religions: what does it mean to follow a Christian/Jewish life in Britain today? - To develop an understanding of belonging to different groups. To know about the confirmation ceremony and why people are confirmed. To know about the adult baptism ceremony and why people are baptised as an adult. To know about initiation ceremonies in Judaism, to be able to critically analyse ideas about initiation ceremonies. To be able to compare two initiation ceremonies and to be able to critically analyse ideas about initiation ceremonies.</p> <p>How can you solve a moral dilemma? –</p> <ul style="list-style-type: none"> o Learn about the six steps of solving moral dilemmas o Understand how religious ideas can be applied to moral dilemmas o Give examples of religious moral decision making o Learn what religions teach about love o Understand why religions teach that people should forgive those who do them wrong <p>How do we know right from wrong?</p> <ul style="list-style-type: none"> o You will know what a conscience is o You will understand some religious views about conscience o You will be able to express personal viewpoints on issues of right and wrong o You will be able to analyse and evaluate a range of views about what is right and wrong <p>Death: Is it the end? Does it matter?</p> <ul style="list-style-type: none"> o Have an opportunity to think about your beliefs and the beliefs of others about the question 'is death necessary'? o to know what happens in a Christian funeral and understand the meaning of Christian funerals 	<p>Year 7</p> <p>Year 8</p> <p>Year 8</p> <p>Year 9</p>

Whole School/ Curriculum Area	Title and Description	Year Group(s)
	<p>Religion and Young People</p> <ul style="list-style-type: none"> o Where and how are young people introduced to religion? o Why do many religions have birth ceremonies? o Of what value are these birth ceremonies? o What influence does the home and the way a young person is brought up have regarding religion and spirituality? o How might a person's home background be a factor in their decision making and life choices? o How are young people educated in the faith? o What activities do faith groups provide for young people? o What is the purpose of providing activities such as the Brigades? o What happens at Taize? o What is Spring Harvest and why do people attend? o Why have celebrations and festivals come into existence? o How young people involved in celebrations and festivals are and what do they teach young people about religion? o What is meant by commitment? o How does a young person join a religion? o What rights and responsibilities do these ceremonies bring? o What are the advantages and disadvantages of belonging to a faith group? o What is meant by the generation gap? o How could belonging to a group bring marginalisation from others? o What influence might peers have on young people regarding religion? o What does it mean to live in a secular society? o In what ways might belonging to a religious group bring empowerment, purpose and a sense of brotherhood? o Why do schools teach about religion? o What does the law say about religion in schools? o What are the aims and responsibilities of Religious Studies? o Why do schools have assemblies? o Why there are faith schools in Britain and what role do they fulfil? 	Year 10

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	<p>Augustine, Irenaeus, Hick, Process and responses from a range of religious traditions. Understanding of key concepts and terms such as free-will defence, vale of soul making, best of all possible worlds and beliefs across a range of religious traditions will be central to this topic. Evaluation will require a weighing up of the respective strengths and weaknesses of scholarly approaches both to the 'problems' and 'solutions'.</p> <p>Women in John - Looking at Jesus' attitude towards women and how this compared to social practice at the time.</p> <p>Non-existence of God and critiques of religious belief - Students should show knowledge and understanding of key terms such as atheism, agnosticism, materialism, naturalism, scepticism and unbelief. Critiques may include one or more sociological and psychological stances with reference, for example, to scholars such as Durkheim, Marx and Freud. Students should understand and evaluate the strengths and weaknesses of the views, coming to an informed opinion. Provided the material is focused on the demands of the question, students may use the problem of evil in this context and some arguments about the existence of God may also be used in this context.</p> <p>The Prologue of John - Exploring the cultural influences and symbolism of the Prologue.</p>	<p>Year 12</p> <p>Year 13</p> <p>Year 13</p>
Science	<p>Dissection - When students are given the opportunity to dissect animal organs they are given the options to participate, to observe only, or to not be in the room at all during the dissection.</p> <p>Resistance Lesson - Lesson incorporates knowledge of Georg Ohm and how resistance was historically used in lie detectors.</p> <p>Deficiency Diseases - Students explore a range of deficiency diseases and how this impacts on human health. Deficiency diseases that are more prevalent in different historical and cultural contexts are considered and explored by students.</p>	<p>All</p> <p>Year 7</p> <p>Year 8</p>

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	<p>Healthy Diets - Students explore what is a "healthy" diet. Students read, compare and contrast food labels allowing them to identify how much salt and saturated fat (for example) are in different foods, and which foods would allow them to release the most energy. Students construct "menus" for a range of dietary needs e.g. during pregnancy, for people who are overweight, for elderly people with brittle bones, for vegetarians, and for young children.</p> <p>Molecules of life – DNA - Students research the Human Genome Project and efforts to sequence the genome of other organisms often leading onto debates about cloning of organisms eg. Dolly the sheep and designer babies. Researching the work of Watson, Crick and others in our understanding of the structure of DNA allows appreciation of how the work of scientists in making discoveries can be controversial, and may not be accepted or rewarded immediately.</p> <p>Replacing body parts - Issues regarding the replacement of body parts with artificial replacements and organ donations are taught. The fact that some people would object to the use of animal sourced material e.g. pig heart valves is included. There is also a discussion of the ethics surrounding who should be given organs, 'opt in' and 'opt out' organ donor registers, the buying of organs from living donors and potential sources of future treatments e.g. stem cells</p> <p>Cloning - The methods of cloning in animals and plants are taught which leads to discussion of the ethics of cloning and current UK legislation.</p>	<p>Year 8</p> <p>Year 10</p> <p>Year 11</p> <p>Year 13</p>
Extra-curricular Music	<p>Junior Choir - Year 7 and 8 students are invited to sing in the internal school concerts, Christmas Fair and the school carol service.</p> <p>Senior Choir - Senior Choir meets weekly and sings a range of music, both sacred and secular and takes part in Speech Day, services, concerts and a joint choral concert with Bishop Wordsworth's School.</p>	<p>Years 7 and 8</p> <p>Years 9-13</p> <p>Years 9-13 (G&T)</p>

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	<p>A Cappella Choir - A Cappella is a choir with a lunch-time and evening (7.00-8.30pm) rehearsal weekly which is auditioned and sings with invited men to prepare and perform sacred and secular music for services and concerts.</p> <p>Training Orchestra – an opportunity for younger musicians to play in an orchestral setting.</p> <p>Senior Orchestra – meets weekly to play a range of music for various events.</p> <p>Chamber Orchestra – meets weekly to play a range of music and often compete in various events as well as performing at concerts.</p> <p>Wind Band – meets weekly to play a range of music for various events.</p>	<p>Years 7-9</p> <p>Years 9-13</p> <p>Years 9-13 (G&T)</p> <p>All</p>
Music Events	<p>Speech Day - A whole school event celebrating the successes of the previous academic year. The senior choir prepared pieces and performed and the musical successes of individual students and groups were celebrated. All students, be it in the choir or as part of the congregation participated in performing the school song, which enshrines the values of the school's ethos.</p> <p>Autumn Concert - Ensembles from all key stages and across the key stages performed a wide variety of music in the school concert.</p> <p>Carol Service at Salisbury Cathedral - All choirs [Junior Choir, Senior Choir and A Cappella] rehearse and then perform at this annual event. They prepare carols and songs which fit in to the Christmas story.</p> <p>Spring Concert - All students are invited to rehearse and perform in a number of ensembles - Training Orchestra, Senior Orchestra, Junior Choir, Wind Band and small ensembles.</p>	<p>Years 7-9</p> <p>All</p> <p>All</p> <p>All</p> <p>Year 9-13</p>

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	<p>A Cappella Choir Trip to Oxford Evensong - A Cappella Choir sang Evensong in The Queen's College Chapel, Oxford University.</p> <p>National Festival of Music for Youth - Chamber Orchestra played in Southampton in the first round of this, followed by Birmingham. They won their category.</p> <p>Concert at St. Martin's Church - A Cappella Choir with invited orchestra and School Chamber Orchestra gave a concert of mainly sacred music.</p> <p>Salisbury Cathedral Evensong - A Cappella Choir sang Evensong in Salisbury Cathedral.</p> <p>A Cappella Workshop - David Halls, Salisbury Cathedral's Director of Music, took A Cappella rehearsal to prepare the choir (Years 9-13)for Evensong in Oxford. Sang a variety of sacred music, including his own Responses. Discussed meaning and relevance of the music to the service.</p>	<p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p> <p>Year 9-13</p>
Mentoring	<p>1:8 mentoring groups - Teachers take a small group [8] in tutor time to discuss social/mental/ physical well-being with a form pre-written from which to question students.</p> <p>One-to-one support meetings - Pastoral teams will meet with students as a result of mental/social/heath concerns that may be raised from parents, friends, staff or themselves. Timings are dependent on need.</p> <p>1 to 1 Mentoring - 3 x 1 to 1 session per year with student and tutor. The purpose: to discuss academic progress and any pastoral concerns/achievements. To support with UCAS applications. Gain a deeper understanding of the student to fully support in the tutor role.</p>	<p>Year 7</p> <p>Year 10 and 11</p> <p>KS5</p>
Tutor Time	<p>Charity Fair - Year 8's take on a charity from a selection where they aim to raise funds for them in the form of a 'charity fair' one lunchtime. They work as a team to come up with activities, merchandise, games etc. to entice people to spend money at their stall.</p>	<p>Year 8</p>

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	<p>They liaise with one another, as well as their chosen charities (adults) and make connections and friendships, working together for a common goal.</p> <p>Buddy System - Each mini-term students are paired up in buddies, at random, and on an assigned morning of the week, sit with their 'buddy' for registration. They have topics to discuss, regarding emotional wellbeing and supporting one another, and conduct activities together, ensuring, by the end of the mini-term, they know and understand each other very well.</p> <p>1:1 mentoring - Opportunity for students to meet 1:1 with form tutor to discuss GCSE options specifically (although opportunity to discuss any other academic concerns)</p> <p>Friday Reflection - One morning each week, students have the opportunity to reflect upon how the week has gone, plan some relaxation time at the weekend and to think ahead to the next week.</p> <p>EYP - Unit 1 Self Awareness - Each student will complete a questionnaire to help understand their preferred method of thinking In pairs students discuss their findings and how they are going to use the information and record in their planners. Three-way exercise to develop ability of listening. Whole form discussion to come up with alternatives to negative phrases and common negative words. A physical exercise in pairs to help students understand the link between physical behaviours and mental thoughts.</p> <p>EYP - Unit 2 - A three week programme looking at values and integrity, dilemmas and integrity and social networking.</p> <p>World News Wednesday - Discussing topical events from around the globe. Discussion of key news debates of the week, drawing on a range of media (Newsnight,</p>	<p>Year 7 and 8</p> <p>Year 9</p> <p>Year 9</p> <p>Year 10</p> <p>Year 11</p> <p>Year 12 and 13</p>

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	quality newspapers) for stimulus. This includes items from areas covering wide areas of curricula.	