

### SMSC Audit of Curriculum Areas


Subject	Opportunities Identified				
	KS3 Year 1	KS3 Year 2	Year 9	Year 10	Year 11
<b>Art &amp; Design</b>	<ul style="list-style-type: none"> <li>• Celtic art</li> <li>• Aboriginal Art</li> <li>• African</li> <li>• Islamic Art</li> <li>• Asian art</li> <li>• Aztec Art</li> <li>• Native American Art</li> <li>• Painting</li> <li>• Drawing</li> <li>• Use a range of formal elements</li> <li>• Gallery visits</li> <li>• Critical thinking and analysis of others work.</li> <li>• Vocabulary development</li> <li>• Self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Celtic art</li> <li>• Aboriginal Art</li> <li>• African</li> <li>• Islamic Art</li> <li>• Asian art</li> <li>• Aztec Art</li> <li>• Native American Art</li> <li>• Painting</li> <li>• Drawing</li> <li>• Use a range of formal elements</li> <li>• Gallery visits</li> <li>• Critical thinking and analysis of others work.</li> <li>• Vocabulary development</li> <li>• Self assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of formal elements</li> <li>• Public Art</li> <li>• Modern and contemporary movements and artists</li> <li>• Printing</li> <li>• Design</li> <li>• Gallery visits</li> <li>• Abstract</li> <li>• Surrealist Art</li> <li>• Self assessment</li> <li>• Critical thinking and analysis of others work.</li> <li>• Vocabulary development</li> <li>• Painting</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of formal elements</li> <li>• Public Art</li> <li>• Gallery visits</li> <li>• Printing</li> <li>• Sculpture</li> <li>• Design</li> <li>• Self directed work</li> <li>• Self assessment</li> <li>• Critical thinking and analysis of others work.</li> <li>• Contemporary art</li> <li>• Cultural and political influences in art</li> <li>• Exhibiting art</li> <li>• Portfolio development</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of formal elements</li> <li>• Gallery visits</li> <li>• Abstract</li> <li>• Painting</li> <li>• Drawing</li> <li>• Sculpture</li> <li>• Design</li> <li>• Self directed work</li> <li>• Self assessment</li> <li>• Critical thinking and analysis of others work.</li> <li>• Contemporary art</li> <li>• Cultural and political influences in art</li> <li>• Exhibiting art</li> <li>• Portfolio development</li> </ul>

<b>English</b>	<ul style="list-style-type: none"> <li>• Texts from other cultures.</li> <li>• Empathy</li> <li>• Tolerance</li> <li>• Strengths and Weaknesses.</li> <li>• Working together.</li> <li>• Cultural contexts.</li> <li>• Writing to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts from other cultures.</li> <li>• Empathy</li> <li>• Tolerance</li> <li>• Strengths and Weaknesses.</li> <li>• Working together.</li> <li>• Cultural contexts.</li> <li>• Listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing to persuade</li> <li>• Making changes to our school community</li> <li>• Working together.</li> <li>• Listening to the points of views of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Imaginative writing</li> <li>• People we admire.</li> <li>• Looking beyond our environment.</li> <li>• Working together.</li> <li>• Discussion.</li> <li>• Perceptions of ourselves and others.</li> <li>• Representations and stereotypes.</li> </ul>	→
<b>ICT</b>	<ul style="list-style-type: none"> <li>• Use of internet</li> <li>• Safe use of internet</li> <li>• Social networking</li> <li>• cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>• Use of internet</li> <li>• Safe use of internet</li> <li>• Social networking</li> <li>• cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>• Use of internet</li> <li>• Safe use of internet</li> <li>• Social networking</li> <li>• cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>• Use of internet</li> <li>• Research about health issues</li> <li>• How digital devices are used in leisure, school and work</li> </ul>	<ul style="list-style-type: none"> <li>• Use of internet</li> <li>• Research on health issues</li> <li>• Research on College courses Post-16</li> <li>• Use of mobile 'phones</li> <li>• How digital devices are used in leisure, school and work</li> </ul>
<b>Mathematics</b>	• Sequences –	• Sequences –	• Weather using	• Statistical	• Statistical

	<p>Solar System</p> <ul style="list-style-type: none"> <li>• Discovery of Neptune by looking at the number patterns of other planets in Solar System</li> <li>• Use of co-ordinates in board games and Media devices</li> </ul>	<p>Solar System</p> <ul style="list-style-type: none"> <li>• Discovery of Neptune by looking at the number patterns of other planets in Solar System</li> <li>• Use of co-ordinates in board games and Media devices</li> </ul>	<p>Probability to predict – effects on communities</p>	<p>surveys using healthy food options, collecting and recording data</p> <ul style="list-style-type: none"> <li>• Graphical presentations of life expectancy in Uk using ONS figures</li> </ul>	<p>analysis of climate around the world, representing and interpreting data</p>
<p><b>DT/Food Technology</b></p>	<ul style="list-style-type: none"> <li>• Researching</li> <li>• Questioning</li> <li>• Discovery</li> <li>• Designing for others</li> <li>• Creativity</li> <li>• Making</li> <li>• Shaping</li> <li>• Forming</li> <li>• Use of material</li> <li>• Testing</li> <li>• Evaluation</li> <li>• Adaptability</li> <li>• Sustainability</li> <li>• Social responsibility</li> <li>• Recycling</li> <li>• Self confidence</li> <li>• Challenge</li> <li>• Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Researching</li> <li>• Questioning</li> <li>• Discovery</li> <li>• Designing for others</li> <li>• Creativity</li> <li>• Making</li> <li>• Shaping</li> <li>• Forming</li> <li>• Use of material</li> <li>• Testing</li> <li>• Evaluation</li> <li>• Sustainability</li> <li>• Social responsibility</li> <li>• Recycling</li> <li>• Self confidence</li> <li>• Challenge</li> <li>• Innovation</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Researching</li> <li>• Questioning</li> <li>• Discovery</li> <li>• Designing for others</li> <li>• Creativity</li> <li>• Making</li> <li>• Shaping</li> <li>• Forming</li> <li>• Use of material</li> <li>• Testing</li> <li>• Evaluation</li> <li>• Sustainability</li> <li>• Social responsibility</li> <li>• Recycling</li> <li>• Self confidence</li> <li>• Challenge</li> <li>• Innovation</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Team learning</li> <li>• Equal opportunities</li> <li>• Self-regulation</li> <li>• Target groups</li> <li>• Inclusivity</li> <li>• Responsibility</li> <li>• Respect of property and equipment</li> <li>• Researching</li> <li>• Questioning</li> <li>• Discovery</li> <li>• Designing for others</li> <li>• Creativity</li> <li>• Making</li> <li>• Shaping</li> <li>• Forming</li> <li>• Use of material</li> <li>• Testing</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Team learning</li> <li>• Equal opportunities</li> <li>• Self-regulation</li> <li>• Target groups</li> <li>• Inclusivity</li> <li>• Responsibility</li> <li>• Respect of property and equipment</li> <li>• Researching</li> <li>• Questioning</li> <li>• Discovery</li> <li>• Designing for others</li> <li>• Creativity</li> <li>• Making</li> <li>• Shaping</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Safety</li> <li>• Knowledge of other cultures</li> <li>• Natural resources</li> <li>• Origins of food</li> <li>• Eatwell plate</li> <li>• Healthy eating</li> <li>• Food safety/ Hygiene</li> <li>• Taste testing</li> <li>• Responsibility for actions</li> <li>• Respect of property and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of other cultures</li> <li>• Natural resources</li> <li>• Origins of food</li> <li>• Eatwell plate</li> <li>• Healthy eating</li> <li>• Food safety/ Hygiene</li> <li>• Taste testing</li> <li>• Responsibility for actions</li> <li>• Respect of property and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of other cultures</li> <li>• Natural resources</li> <li>• Origins of food</li> <li>• Eatwell plate</li> <li>• Healthy eating</li> <li>• Food safety/ Hygiene</li> <li>• Taste testing</li> <li>• Responsibility for actions</li> <li>• Alternative proteins</li> <li>• Smart foods</li> <li>• Dietary needs of population</li> <li>• Cultural influences</li> <li>• Diversity in food</li> <li>• Combining foods</li> <li>• Respect of property and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Social responsibility</li> <li>• Recycling</li> <li>• Self confidence</li> <li>• Challenge</li> <li>• Innovation</li> <li>• Collaboration</li> <li>• Natural resources</li> <li>• Eatwell plate</li> <li>• Healthy eating</li> <li>• Food safety/ Hygiene</li> <li>• Taste testing</li> <li>• Responsibility for actions</li> <li>• Alternative proteins</li> <li>• Dietary needs of population</li> <li>• Cultural influences</li> <li>• Diversity in food</li> <li>• Combining foods</li> <li>• Respect of property and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Forming</li> <li>• Use of material</li> <li>• Testing</li> <li>• Evaluation</li> <li>• Sustainability</li> <li>• Social responsibility</li> <li>• Recycling</li> <li>• Self confidence</li> <li>• Challenge</li> <li>• Innovation</li> <li>• Collaboration</li> <li>• Natural resources</li> <li>• Eatwell plate</li> <li>• Healthy eating</li> <li>• Food safety/ Hygiene</li> <li>• Taste testing</li> <li>• Responsibility for actions</li> <li>• Alternative proteins</li> <li>• Dietary needs of population</li> <li>• Cultural influences</li> <li>• Diversity in food</li> <li>• Combining foods</li> </ul>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<ul style="list-style-type: none"> <li>• Respect of property and equipment</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Take part in local sports initiatives</li> <li>• Introduce broader curriculum including off-site lessons with external coaches</li> <li>• Pupils learning to cope with both success and defeat with dignity.</li> <li>• Pupils discussing learning objectives and reflect upon issues as well as listening to others opinions.</li> <li>• Pupils witnessing positive behaviour in PE and are</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in local sports initiatives</li> <li>• Introduce broader curriculum including off-site lessons with external coaches</li> <li>• Pupils learning to cope with both success and defeat with dignity.</li> <li>• Pupils discussing learning objectives and reflect upon issues as well as listening to others opinions.</li> <li>• Pupils witnessing positive behaviour in</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in local sports initiatives</li> <li>• Introduce broader curriculum including off-site lessons with external coaches</li> <li>• Pupils learning to cope with both success and defeat with dignity.</li> <li>• Pupils discussing learning objectives and reflect upon issues as well as listening to others opinions.</li> <li>• Pupils witnessing positive behaviour in PE and are</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in local sports initiatives</li> <li>• Introduce broader curriculum including off-site lessons with external coaches</li> <li>• Pupils learning to cope with both success and defeat with dignity.</li> <li>• Pupils discussing learning objectives and reflect upon issues as well as listening to others opinions.</li> <li>• Pupils witnessing positive behaviour in PE and are allowed the opportunity to reflect upon the need for rules</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in local sports initiatives</li> <li>• Introduce broader curriculum including off-site lessons with external coaches</li> <li>• Pupils learning to cope with both success and defeat with dignity.</li> <li>• Pupils discussing learning objectives and reflect upon issues as well as listening to others opinions.</li> <li>• Pupils witnessing positive behaviour in</li> </ul>

	<p>allowed the opportunity to reflect upon the need for rules and fair play.</p> <ul style="list-style-type: none"> <li>• Pupils learning to cope with their emotions in socially acceptable way during competitive situations.</li> </ul>	<p>PE and are allowed the opportunity to reflect upon the need for rules and fair play.</p> <ul style="list-style-type: none"> <li>• Pupils learning to cope with their emotions in socially acceptable way during competitive situations.</li> <li>• Strategies and tactics being introduced to pupils.</li> </ul>	<p>allowed the opportunity to reflect upon the need for rules and fair play.</p> <ul style="list-style-type: none"> <li>• Pupils learning to cope with their emotions in socially acceptable way during competitive situations.</li> <li>• Students to plan strategies and tactics in order to outwit opponents in competitive games.</li> <li>• Many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills</li> </ul>	<p>and fair play.</p> <ul style="list-style-type: none"> <li>• Pupils learning to cope with their emotions in socially acceptable way during competitive situations.</li> <li>• Students to plan strategies and tactics in order to outwit opponents in competitive games.</li> <li>• Many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.</li> <li>• The role of coaches, leaders, and umpires are used to develop pupils' sense of right and wrong.</li> </ul>	<p>PE and are allowed the opportunity to reflect upon the need for rules and fair play.</p> <ul style="list-style-type: none"> <li>• Pupils learning to cope with their emotions in socially acceptable way during competitive situations.</li> <li>• Students to plan strategies and tactics in order to outwit opponents in competitive games.</li> <li>• Many practical lessons provide students with the chance to lead warm-ups,</li> </ul>
-----------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					<p>skill practices and officiate games to enhance social skills.</p> <ul style="list-style-type: none"> <li>• The role of coaches, leaders, and umpires are used to develop pupils' sense of right and wrong.</li> <li>• Pupils becoming aware of different cultural attitudes towards aspects of physical activity.</li> </ul>
<b>PSHCE / Humanities / Citizenship</b>	<ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Diversity</li> <li>• Tolerance and discrimination</li> <li>• Conflict and peace</li> <li>• Relationship and sexual education</li> </ul>	→	→	<ul style="list-style-type: none"> <li>• Global issues</li> <li>• Relationship and sexual education</li> <li>• .Democracy and Government</li> <li>• Global warming and ecology</li> <li>• Media</li> <li>• European union</li> </ul>	→

	<ul style="list-style-type: none"> <li>• Global issues</li> <li>• Democracy and government.</li> <li>• Law and crimes</li> </ul>			<ul style="list-style-type: none"> <li>• Charity</li> <li>• World of work</li> <li>• Work experience</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• Organisms, behaviour and health</li> <li>• Chemical and material behaviour</li> <li>• The environment, Earth and Universe</li> </ul>	<ul style="list-style-type: none"> <li>• Cells, tissues, organs and reproduction</li> <li>• Working in a Laboratory</li> <li>• Energy, forces and effects of speed</li> <li>• Classification of food webs</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and behaviour</li> <li>• Humans and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Processing data and patterns of Chromosomes and DNA</li> <li>• Human features (genes and environment)</li> <li>• Dominant and recessive genes</li> <li>• Effects of additives, anti-oxidants, vitamins, HIV</li> <li>• Use of x-rays</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping healthy</li> <li>• Use and abuse of drugs</li> <li>• Food chains</li> <li>• Genetic variations – analysing and evaluating data</li> </ul>