

SMSC @ Perry Beeches The Academy

*Educational excellence for all, life chances and opportunities for all,
purposeful outcomes for all*



Perry Beeches
The Academy

SMSC across the Curriculum

Here at The Academy we see British Values as an integral part of everything we do. Our core business is student progress, not just for their time here at the academy but more importantly, for their future. As part of that preparation we place a heavy emphasis on broadening student's horizons and skill sets, all to ensure they play a purposeful and meaningful role in a modern Britain. Our family values revolve around the following British Values:

These are all values that we promote through SMSC in the curriculum. The Academy promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs¹. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- enable further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As leaders and governors we ensure that our students study a broad and balanced curriculum to prepare them for experiences in a modern British society. Our inclusive approach also promotes tolerance and respect for people of all faiths, cultures and religious backgrounds. Moreover, we support students and show them the right way through our Respect Agenda and within PSHE lessons.

At The Academy we support the whole child and as teachers we want to see them expand their horizons. That is why we endeavour to ensure that students:

- Recognise and understand the difference between right and wrong, that actions have consequences;
- Explore moral and ethical issues in Britain, and across the world;
- Have a fascination in different countries, cultures and groups of people all over the world;
- Co-operate and engage in a democratic society;
- Truly understand the wide range of cultural influences that have shaped the heritage and history of our modern British society.

ICT, COMPUTING & BUSINESS

At The Academy we focus on the broadening of possibilities and outcomes for each child. This includes developing the core skills of tolerance, respect, teamwork, resilience and building self-esteem. Pupils have the opportunity to work independently and as a team to build media products and computer programs, all to ensure that they are able to achieve their personal best and choose to make a positive contribution to modern Britain.

SMSC in ICT Faculty

- Explore creativity and imagination when planning, designing and creating digital products
- Promote self-esteem and confidence when working individually and within groups
- Explore how ideas in computing and business have inspired others.
- Encourage good etiquette when using digital technology including mobile devices especially in terms of e-safety.
- Encourage respect for other people's views and opinions.
- Encourage respect for the computer rooms and the equipment with an awareness how this affects others.
- Explore moral issues around the use of digital technology - For example, copyright and plagiarism.
- Encourage students to assist one another in problem solving and develop computational thinking skills.
- Empowering pupils to apply their ICT, Business and computing skills and knowledge to the wider curriculum and acknowledge links between subjects like graphics,

Mathematics, English and History.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. For example, in year 7 students explore E-safety and Health and Safety issues and in Year 8 lessons help children to understand Copyright, Intellectual Property Rights and Data Protection legislation through the 'Digital Skills in Dreamweaver' scheme of work.

The study of privacy issues, monitoring individuals' communications, health and safety issues that arise from the use of ICT and the impact on society of the widespread use of networks enable at KS4 promotes an interest in investigating and offering reasoned views about moral and ethical issues, and the appreciation of the viewpoints of others.

Within the classroom, ICT/Computing teachers use the whole school reward and sanction system to promote mutual respect between students, and to build resilience and self-esteem. We also use Student Voice and ICT Ambassador positions to provide students with the opportunity to contribute to lessons and the faculty.

Business

British Values underpin many aspects of the course that we deliver within the Business department. As part of our GCSE Business and Level 2 Business and Enterprise courses our students study a range of Business and Employment Law which promotes the importance of these laws and discrimination in determining British liberties, responsibilities and freedoms.

With our Recruitment and Stakeholders units KS4 students explore the impact of Ethics on business activities. Also the mutual respect, tolerance and equal opportunities expectations when working with employees, customers and other key stakeholders.

Students also investigate the cultural differences between different customer groups which businesses may be targeting their products/services towards and how these differences will impact upon sales and business objectives. Discussions, presentations and debates on the course content are key to students understanding the wide range of cultural influences that have shaped the heritage and history of our modern British society.

Within the classroom, Business teachers use the whole school reward and sanction system to promote mutual respect between students, and to build resilience and self-esteem. We also use Student Voice and ICT Ambassador positions to provide students with the opportunity to contribute to lessons and the faculty.

Media

British Values underpin many aspects of the course that we deliver within the Media department. Throughout their KS4 learning journey students understand how media products are constructed for specific audiences. They also explore legal constraints,

Copyright, advertising standards and press codes of conduct. Students are supported to develop original ideas for printed and online material, whilst considering conventions in production and the legal and ethical impact of their actions.

The Media course provides an exploration of British values by way of developing a fascination in learning about the Media industry and society around them. It provides opportunities for students to participate actively in innovative and creative activities, whilst encountering ideas of "Britishness" and how we view ourselves and the world around us on television, TV game shows, the radio and the internet.

Within the classroom, British values of equality are encouraged and respected in order to create a safe learning environment, where students recognise and understand the difference between right and wrong and that actions have consequences. Media teachers use the whole school reward and sanction system to promote mutual respect between students, and to build resilience and self-esteem. We also use Student Voice and ICT Ambassador positions to provide students with the opportunity to contribute to lessons and the faculty

Science

Spiritual – In Science lessons we use evidence to help us make sense of the world. It has the ability to make us feel both enormously insignificant (compared to the scale of the visible universe) and enormously significant (we are genetically unique). It helps us understand our relationship with the world around us. Making new discoveries increases our sense of awe and wonder at the complexities and elegance of the natural world.

Moral – As teachers, we encourage pupils to be both open minded (generating a hypothesis) and critical (demanding evidence) and to use their understanding of the world around them in a positive manner. Whether it's the ethics behind certain medical treatments, the environmental impact of industry, or how government funding is allocated to scientific projects; moral decisions are an important aspect of Science. Scientific discoveries and inventions need to be used responsibly, and decisions made based on evidence (not prejudice).

Social – Scientists are collaborators. Sharing ideas, data, and results (for further testing and development by others) is a key principle of the scientific method. We encourage pupils to work together on scientific investigations and to share results (to improve reliability). Science has a major impact on the quality of our lives. In Science lessons, pupils consider the social impact (both positive and negative) of science and technology.

Cultural – In Science lessons, we explore and celebrate research and developments that take place in many different cultures, both past and present. We explore how scientific discoveries have shaped the, beliefs, cultures and politics of the modern world.

Performing Arts

The Performing Arts department is passionate about delivering a rich curriculum of SMSC through Active Learning and deep thinking. We seek to help students to apply their creative skills, investigate the world around us, build confidence in their own abilities and take pride in their own work.

Spiritual

Spiritual learning at KS3-4 is embedded within the curriculum through the experience and emotion of response to the creative process. Students are required to create work from a stimulus that could range from a series of thought-provoking images, poetry, newspaper articles, an extract from a play or a particular theme. In doing this, students have to engage with a wide range of issues sensitively and maturely, thus, encouraging students to explore their own beliefs and understand perspectives of others. These skills are essential for our learners to be successful within the subject and we feel are fundamental in preparing our students for life beyond the classroom.

Moral

Moral education in Drama at Perry Beeches the Academy, allows our students to express their own response to many sensitive topics that expose moral dilemmas and a wide range of opinions and emotions. In doing this, students expand their tolerance and can appreciate the work of practitioners in expressing justice and injustice. Throughout all of their learning across Key Stages 3-4 students will be expected to engage in critical discussion in response to challenging topics and we feel that this is an integral process in their learning and development. Within the reflective element pupils will also take part in peer assessment and therefore will ensure reflections are justified and offer others positive steps on how to improve.

Social

Social education at Perry Beeches the Academy provides an individual and collective experience that contributes to a pupils' social development. Through collaboration in all lessons pupils develop essential social skills as they experience the necessity of pooling ideas, then selecting and developing them using effective co-operation and mutual agreement. Similarly, when students prepare for a performance they are required to develop the ability to work within an ensemble, whether it is the lead role or a supportive role. Students are reminded that they have a responsibility to the rest of the group and must work collaboratively to achieve success.

Cultural

The Cultural education we provide in the Performing Arts department encourages students to develop an appreciation of the arts drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise and appreciate difference. This can be experienced through the topics/issues they study, the drama practitioners they explore, and the drama they watch to enrich their learning.

English

At The Academy English provides students with opportunities to interact with a range of texts from different cultures, societies and time periods throughout their five year journey. For example, in y7 students study 'The Boy in the Striped Pyjamas'. Built into this study are is an exploration of the social, cultural and moral issues surrounding the Holocaust allowing students to consider the moral and ethical issues of this point in History. Within the y8 scheme of work studying 'Animal Farm' students explore different political beliefs and the impacts they have had upon the world and Britain. The English Department encourages students to engage with SMSC issues such as religion, sexual orientation, gender and race. This is done through selecting thought provoking texts – articles, poems, novels and plays. Students are encouraged to engage with wider social issues through debate and discussion and, in line with the school's family values, are taught to respect our differences.

MFL

The MFL Department at Perry Beeches The Academy actively promotes the Spiritual development in MFL concerns pupils examining the number of different and similar ways that people have developed to express themselves and ideas. Pupils also look at the simplicity and the complexity of these ideas and the ways in which we learn and construct our languages.

Moral education in MFL concerns pupils using the vehicle of languages they have to make a personal response to right and wrong. All languages carry messages about every aspect of life including moral development and pupils are able to consider other peoples' responses to moral issues.

Social education in MFL concerns communicating for a purpose with people from other cultural and social backgrounds. The social element of language learning comes both from learning about other societies and learning together in the classroom.

Cultural education is achieved through pupils valuing all languages and therefore learning to understand and respect other people.

Examples of Spiritual, Moral, Social and Cultural Education in Modern Foreign Languages include:

- Looking at cultural festivals for example Christmas and seeing how these are celebrated in different countries. Aiming to breakdown stereotypes and looking at the similarities as well as the differences between countries and cultures.
- Researching projects on different countries and preparing presentations and posters to express ideas e.g. Francophonie posters and research on 'les fêtes'.
- Pupils taking part in educational visits to France and Spain to give students the opportunity to experience another culture and speak another language.

Geography

At The Academy students study a range of cultures, groups of people and countries throughout their five year learning journey. For example, in year 7 students explore the culture and way of life in advanced countries such as The United States of America, and China, as well as low-income developing countries such as Kenya and Mexico. Geography also helps pupils understand the rules of democracy through the year 8 scheme of work 'Conflict around the world'.

The study of the EU crisis and migration at KS4 promotes the values of tolerance and teamwork within local and international communities and highlights the need for individual liberty. Throughout KS3 students explore how places have been changed by the people and the physical processes that have shaped them.

Within the classroom, Geography teachers use the whole school reward and sanction system to promote mutual respect between students, and to build resilience and self-esteem.

Health Faculty

At Perry Beeches The Academy SMSC is promoted as a part of everyday teaching within the Health faculty. Within practical and theory settings, teachers use the whole school reward and sanction system to promote mutual respect between students, and to build resilience and self-esteem. PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements. For example, penalties and red cards allow students to understand the consequences of their actions which in turn helps them apply this understanding to their own lives.

Students in PE use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. At KS3 many practical lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills.

The PE department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Experiences include a ski trip to France and GCSE PE trip to Stanley Head.

History/RE

The History department has always prided itself on the breadth and scope of the subject areas that are taught, and how they promote an understanding of the world of the past and the world today. Along with the other Humanities subjects, we endeavour to promote an understanding of peoples from different backgrounds and from different places, but through the lens of History.

Year 7 students begin the year by examining the very building blocks of the nation we know today through the Norman Invasion. By the summer term they will have already examined The Great War and the fight against slavery in the early modern period, all of which tackle the issues of democracy and individual liberty. Year 8 students examine the Suffragette movement which again tackles democracy, rule of law and liberty, and proceed on to World War II and the Home Front.

At KS4 students engage in a depth enquiry about Germany 1918-1945 which deals not only with rule of law, democracy and liberty, but also focusses on the perils of a society that lacks tolerance of faiths and beliefs. A development study of Medicine through Time allows the students to examine beliefs, religious and otherwise, over 5000 years and gives a deeper understanding of how and why these beliefs developed over time.

History is not just simply looking at what happened in the past. It is an examination of who we are as a homologous species and allows the students to have a greater understanding of the world around them.

ICT/Computing

At The Academy we focus on the broadening of possibilities and outcomes for each child. This includes developing the core skills of tolerance, respect, teamwork, resilience and building self-esteem. Pupils have the opportunity to work independently and as a team to build media products and computer programs, all to ensure that they are able to achieve their personal best and choose to make a positive contribution to modern Britain.

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Mathematics

The subject has a rich global heritage which is explored as part of Mathematics lessons. Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of students. In Maths lessons pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. The skills of analysing data are taught throughout the 5 year learning journey our pupils undertake to enable students to make sense of vast amounts of data available in the modern world around them.

The moral development of pupils is an important thread running through the entire mathematics syllabus. Numeracy style projects allow pupils to use Maths in real life contexts, applying and exploring the skills required to solve various problems. Projects include analysing carbon footprints which require students to make decisions on whether taking a journey by a particular method is ethically justifiable or not.

Problem solving skills and teamwork are fundamental to Mathematics, through creative thinking, discussion, explaining and presenting ideas. Students are always encouraged to develop their Mathematical reasoning skills, communicating with others and explaining concepts to each other. Self and peer assessment are very important to enable pupils to have an accurate grasp of where they are and how they need to improve. Working together in pairs or groups and supporting others is a key component of Maths lessons.

Mathematics is a universal language with a myriad of cultural inputs throughout the ages. We encourage the teaching of various approaches to Mathematics including the Chinese, Russian and Egyptian methods for multiplication. The historical origins of algebra are discussed. The ability to use exchange rates for foreign travel are also important life skills students will learn.

Design & Technology

Year Group	DT- Food	DT- Resistant Materials	DT- Textiles	DT- Graphic Products
7	<p>Topic: <u>Celebration- High tea</u> This project will serve as an introduction to safe and hygienic practice. Students to design and make a range of products around a celebration theme Skills to include, knife skills, mixing, creaming, baking and presentation of food. They will develop basic knowledge and understanding of the function of ingredients, with an emphasis on healthy eating and the importance of a balanced diet. Through a final product students will consider the aesthetics of food and how a product can be designed to suit the needs of a specific market.</p> <p>SMSC: Understanding the importance of celebration in the context of different cultures and celebrating diversity of cultures within the school setting. Understanding the importance of food in society-linked to religious and</p>	<p>Topic: <u>Celebration- Hand held game</u> This project will introduce students to the safe and effective use of hand tools in the workshop. Students to design and make a hand held game suitable to offer as a gift. Students will explore similar products and identify features that could be developed to create a new product. Students will make their product using CAD/CAM technology and traditional wood working skills.</p> <p>SMSC: Understanding the importance of celebration in the context of different cultures and celebrating diversity of cultures within the school setting. They will start to consider the economic use of resources and the impact that their product has on the environment. (developed further in year 8) Responsibility for behaviour and safety in the workshop and respecting the presence of other students.</p>	<p>Topic: <u>Celebration- Re-useable Bag Design</u> Students will research and share experience of a range of different cultural celebrations suitable for representation as a design for a bag. Additionally they will consider alternatives to the plastic carrier bag. Using surface pattern decoration together with hand and machine stitching skills students will design and make a re-useable fabric bag. Students will test their product against the specification and requirements of the design brief.</p> <p>SMSC: Understanding the importance of celebration in the context of different cultures and celebrating diversity of cultures within the school setting. Students will look at surface pattern design, inspired by cultural and contemporary images. They will consider the need to economise on use of materials to produce a sustainable/lasting product which</p>	<p>Topic: <u>Celebration – Game packaging</u> Students will look at how small games and toys are packaged through analysis of examples from existing ranges. Students will look at how products are promoted and become recognisable through their design. Students will use visual research (Font style/imagery) and classroom based discussion to explore the theme of celebration across different cultures. They will develop designs using drawing and CAD techniques and will explore the practical requirements of packaging materials. They will construct a prototype of their product – modelled using card.</p> <p>SMSC: Understanding the importance of celebration in the context of different</p>

	<p>cultural belief. Moral issues surrounding food production-avoiding waste through correct preparation and storage of food. Collaboration and peer support-working together in pairs and small groups in a practical environment. Understanding the importance of food hygiene and the impact that poor hygiene and safety may have on the well-being of others</p>		<p>should appeal to a wide range of users.</p>	<p>cultures and celebrating diversity of cultures within the school setting. Consideration of the importance of graphic design as a means of universal communication. Consideration of how essential information is presented to the consumer.</p>
8	<p>Topic: <u>Seasonal Produce</u></p> <p>Students will be taught about the importance of using seasonal produce and locally sourced ingredients in the planning and preparation of healthy, nutritious family meals to meet a budget. Students will further their basic skills, knowledge and understanding from year 7, whilst gaining greater independence to plan and prepare food under guidance. They will start to consider the impact of food</p>	<p>Topic: <u>Bird Feeders</u></p> <p>Students design and make a bird feeder considering sustainability and the environment. They will consider aesthetics, function and creative, economic and innovative use of resources. Students will undertake a detailed analysis of existing products and explore the potential market for their product during the planning process. They will construct the feeder using a range of skills, processes and equipment- with specific emphasis on the 6R's. This project will extend the range of tools, equipment and machinery used as well as allowing students to develop a unique</p>	<p>Topic: <u>Waste to wear</u></p> <p>Students will design and make a textile product using the theme of sustainability and recycling. Students will learn to use new and old fabrics and components to create a new and exciting product. The aim is to show inventive and economical use of resources to reinforce understanding of the environmental impact of design and manufacture.</p> <p>SMSC: Understanding the importance of Conserving resources and</p>	<p>Topic: <u>Board Games-Bio mimicry</u></p> <p>Students will research existing board games, looking at products available to suit a range of customers, interests and budgets. The design theme for this project will be based around the relationship between natural form and structure and Human interpretation. Students will be encouraged to use resources effectively to ensure that the product is</p>



	<p>production on the environment and measures that are in place to make improvements to the food industry. Terms such as organic, fairtrade, free range will be explained and referenced within students own planning.</p> <p>SMSC: Students will consider religious and cultural beliefs associated with food production and consumption. They will listen to and discuss their views with others and will have the opportunity to work with students who may omit certain foods from this diet for reasons of a SMSC nature. Students will consider the origins of food and the impact this has on the environment and society. They will look at planning within a budget and maintaining a healthy lifestyle.</p>	<p>product.</p> <p>SMSC: Understanding the need to appeal to a diverse range of end users. Making effective, economic use of resources. Understanding the moral/social responsibilities of the designer and manufacturer. Understanding the importance of supporting and maintaining wildlife.</p>	<p>avoiding waste. Creating a product that is made to last-high quality. Understanding the impact of cheap production associated with workers' pay and conditions.</p>	<p>sustainable-well made, long lasting and making effective use of resources.</p> <p>SMSC: Students will consider use of imagery and font style in relation to the intended market. They will consider the cost of materials and the impact of waste on the environment. Students will consider how the product could be reused /recycled, or the product made from materials that have previously been recycled. Students will be investigating the relationship between natural form and structures and the ways in which designers use bio mimicry to produce complex designs that can appeal to a varied audience.</p>
9		<p>Product Design</p> <p>Topic: <u>Robo- Remote Design movements</u></p> <p>Students design and make a remote control for a robot designed to complete household</p>	<p>Textiles</p> <p>Topic: <u>Waste to wear Design influences Basic skills</u></p> <p>Students design and make a product considering the 6</p>	

		<p>chores. Students have opportunity to design logos, robots and packaging. They also model with a variety of materials, looking at accuracy, scale and measurements. This lends to drawing techniques studying the different technical drawing styles. Students then research several design movements to design and make small products with the use of CAD/ CAM.</p> <p>SMSC: Social/Cultural/Moral/Economic</p> <p>Understanding how products need to be adapted to suit a range of end users including those with disability. Consideration of how designs have to be suitable for users with different values and beliefs, ensuring that the design theme does not offend. Understanding the environmental impact of manufacturing products and the need to make economic use of resources. Exploring the success of a series of design movements on everyday products available in the UK and the wider world- recognition of design style and development of iconic images.</p>	<p>R's. Looking at taking an existing garment/ textile product and recreating or regenerating it into a new product. Additional mini projects are undertaken to explore decorative and construction techniques through which to develop skills knowledge and understanding and potential for a product to be developed in quantity. Students will explore the role of the designer and undertake a short study of a significant design movement/designer.</p> <p>SMSC: Social/Cultural/Moral/Economic</p> <p>Exploring the use of resources and understanding that some manufacturing techniques and processes can be harmful. Exploring ways of avoiding waste through innovative recycling. Investigating use of surface pattern representing different cultures and recognition that some cultures or religions may find certain images offensive. Consideration of fashion trends and how these are</p>	
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			linked to the budget and practical needs of an end user.	
10	<p>Topic: <u>Controlled assessment/ Revision</u></p> <p>Students working on independent design task (café culture, British bake off, cultural foods, festivals). They have to research primary and secondary products to identify the needs/ requirements of their customer from a new product. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills and processes. Students will review their products against the demands of the specification and requirements of the end user. Revision- students cover a broad range of topics- function of ingredients, development of food products, packaging and labelling, sustainability of ingredients, SMCE issues, industrial</p>	<p>Topic: <u>Controlled assessment/ Revision</u></p> <p>Students working on independent design task (light, iPod docking station, radio). They have to research primary and secondary products to identify the needs/ requirements of their products. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated and tested. Revision- students cover a broad range of topics- materials, equipment, and manufacturing processes, CAD / CAM, joining methods, properties of materials, industrial processes, design movements, adhesives, sustainability and smce issues.</p> <p>SMSC: Social/Cultural/Moral and economic In line with the AQA specification and building on learning at KS3 students should understand: That products need to take account of the needs of different users, such as those with disability, the elderly or those with a specific religious belief.</p>	<p>Topic: <u>Controlled assessment/ Revision</u></p> <p>Students undertake a personalised independent design task, currently from a choice of modern vintage/Japanese street wear/ multicultural design/products for children. Students have to research primary and secondary products to identify the needs/ requirements of their target customer. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated to test whether it would be commercially viable. Revision- students cover a broad range of topics- materials, equipment, manufacturing processes, CAD/ CAM, printing processes, surface pattern and construction skills, industrial processes. Students</p>	<p>Topic: <u>Controlled assessment / revision</u></p> <p>Students working on independent design task (board game design). They have to research primary and secondary products to identify the needs/ requirements of their products. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated to test whether it would be commercially viable. Revision- students cover a broad range of topics- materials, equipment, manufacturing processes, CAD/ CAM, printing processes, industrial processes, artists/</p>

	<p>processes of manufacture, health and safety, nutritional facts and information about ingredients and dietary requirements.</p> <p>SMSC: Social/Cultural/Moral and economic.</p> <p>In line with the AQA specification and building on learning at KS3 students should understand: That products need to take account of the needs of different users, such as those with special dietary needs, intolerances or cultural beliefs. They need to consider the relevance of health and safety with regard to themselves and others. Students will be taught to consider the ethical, sustainability and environmental issues associated with food production for example; fairtrade, air miles, food wastage.</p>	<p>They need to consider the relevance of health and safety with regard to themselves and others and be aware of the moral responsibilities of the designer. Students will be taught to consider the ethical, sustainability and environmental issues associated with product design including economic use of resources and the need to reuse or recycle.</p>	<p>explore the impact of design and manufacture on the environment, sustainability and fairtrade.</p> <p>SMSC: Social/Cultural/Spiritual/moral and economic</p> <p>In line with the AQA specification and building on learning at KS3 students should understand: That products need to take account of the needs of different users, for example through creating designs that are age appropriate or that do not offend particular religions. They need to consider the relevance of health and safety with regard to themselves and others and be aware of the moral responsibilities of the designer. Students will be taught to consider the ethical, sustainability and environmental issues associated with product design including economic use of resources and the need to reuse or recycle.</p>	<p>designers, adhesives, sustainability and smce issues.</p> <p>SMSC: Social/Cultural/moral and economic</p> <p>In line with the AQA specification and building on learning at KS3 students should understand: That products need to take account of the needs of different users, such as those with disability, the elderly or those with a specific religious belief. They need to consider the relevance of health and safety with regard to themselves and others and be aware of the moral responsibilities of the designer. Students will be taught to consider the ethical, sustainability and environmental issues associated with product design including economic use of resources and the need to reuse or recycle.</p>
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<p>11</p>	<p>Topic: <u>Controlled assessment / revision</u></p> <p>Students working on independent design task (café culture, British bake off, cultural foods, festivals). They have to research primary and secondary products to identify the needs/ requirements of their products. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated. Revision- students cover a broad range of topics- function of ingredients, development of food products, packaging and labelling, sustainability of ingredients, SMCE issues, industrial processes of manufacture, health and safety, nutritional facts and information about ingredients and dietary requirements.</p> <p>SMSC: As for year 10</p>	<p>Topic: <u>Controlled assessment / revision</u></p> <p>Students working on independent design task (light, iPod docking station, radio). They have to research primary and secondary products to identify the needs/ requirements of their products. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated and tested. Revision- students cover a broad range of topics- materials, equipment, and manufacturing processes, CAD / CAM, joining methods, properties of materials, industrial processes, design movements, adhesives, sustainability and smce issues.</p> <p>SMSC: As for year 10</p>	<p>Topic: <u>Controlled assessment / revision</u></p> <p>Students undertake a personalised independent design task, currently from a choice of modern vintage/Japanese street wear/ multicultural design/products for children. Students have to research primary and secondary products to identify the needs/ requirements of their target customer. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated to test whether it would be commercially viable. Revision- students cover a broad range of topics- materials, equipment, manufacturing processes, CAD/ CAM, printing processes, surface pattern and construction skills, industrial processes. Students explore the impact of design and manufacture on the environment,</p>	<p>Topic: <u>Controlled assessment / revision</u></p> <p>Students working on independent design task (board game, fast food, commemorative sporting range design). They have to research primary and secondary products to identify the needs/ requirements of their products. They then move onto designing and developing suitable design solutions to meet the needs of their customer/ design criteria. This is then manufactured using a range of skills/ processes and evaluated to test whether it would be commercially viable. Revision- students cover a broad range of topics- materials, equipment, manufacturing processes, CAD/ CAM, printing processes, industrial processes, artists/ designers,</p>



			sustainability and fairtrade. SMSC: As for year 10	adhesives, sustainability and smce issues. SMSC: As for year 10
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