



The Harvey Grammar School

Citizenship Programme of study Key Stages 3 & 4 2021 – 22

SUMMARY STATEMENT

At the heart of our citizenship programme is our commitment to promote British values, including the primacy of British civil and criminal law, democracy, liberty, freedom, religious tolerance and opposition to segregation. Through a combination of assemblies, tutor sessions, taught subject lessons and extra-curricular opportunities, students are provided with an opportunity to engage with, and understand the meaning of, the core values of British Citizenship and the associated debates surrounding it. The values studied within the citizenship curriculum are at the heart of The Harvey’s ethos and school culture and underpin the development of our learners for both academic success and in their contributions to the wider British and Global society.

The below table illustrates our Key Stage 3 & 4 Programme of Study and its delivery through various curriculum subjects, tutor time, assemblies and through extra-curricular activities and wider community involvement.

1. Key Concepts

Teaching should develop pupils’ understanding of democracy, government and the rights and responsibilities of citizens. Pupils should use and apply their knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

KEY STAGE 3	Within the curriculum		Wider involvement
	Key Stage 3	Tutor Time/ Assemblies	
<i>a. The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</i>	<p>RE – Y9 unit of study: covers the contribution of Christianity to the cultural and religious history of the UK and the development of the Church of England.</p> <p>ART – unit of study: The role of Art and Design in political protest and campaigning. Exploring ideas, feelings and issues that have relevance and meaning both for individuals and for wider society.</p> <p>ENG - The English Curriculum has many links to the political system and the role of citizens:</p>	<p>KS3 PSHE Programme – The Day, current affairs quiz in forms. Political understanding of world events.</p>	<p>ART - Involvement with outside agencies like Strange Cargo Arts celebrating local links to wartime remembrance.</p>

	<p>Y7 unit of study: Being Different. Encourages wider discussions around disability, racism, and culture clashes.</p> <p>Y7 unit of study: Relationships. Applied text: The Tempest. Discussions based on governments and the duties of those in power.</p> <p>Y7 unit of study: Ethics and Morality. Investigations centered on concepts in society.</p> <p>Y8 unit of study: Society. Investigate forms of government, including Totalitarianism vs Democracy. Applied text: 1. Animal Farm, 2. Of Mice and Men.</p> <p>Y8 unit of study: Loyalty and Betrayal. Applied text: Julius Caesar. Roles of leaders and citizens. Year 8 – Y8 unit of study: Duty and Courage. Applied text: Journey's End. Focus on debated around protectionism and its consequences.</p> <p>Y9 unit of study: Respect and Tolerance. Applied text: Various literature and film from different cultures. Topics include: Japan, Sikh Indians in England and Black Lives Matter.</p> <p>GEO - The Geography Curriculum has many links to the political system:</p> <p>Y8 unit of study: Climate change. Case study: The role of governments in creating and adhering to policies linked to climate change.</p> <p>Y9 unit of study: Superpowers. consider the system of government and the role of citizens.</p> <p>Y9 unit of study: Russia/China. Comparison between communism and capitalism/ controlled communist economy and free market liberal democracy.</p>		
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	<p>PE- Engage in sports theory. How rules have been applied to sports for players, officials, and fans. Pupils take part in invasion games and create their own structure and rules. Pupils select teams in a democratic style.</p> <p>HIS - Y8 unit of study: 'Power'. This includes the consolidation of royal autocracy following 1066 and how events in the Middle Ages challenged this (e.g. the Magna Carta, Becket and the Peasants' Revolt). A study of the English Civil War, Interregnum, Restoration and Glorious Revolution then examines the temporary termination of the traditional monarchy and the creation of a constitutional monarchy.</p>		
<p><i>b. The operation of Parliament, including voting and elections, and the role of political parties</i></p>	<p>ART - unit of study: critical view of society: Communicating ideas, commenting on and aspiring to social change. Pupils learn to understand how the visual arts can be used in political protest, campaigning, posters, Urban Art, TV and Media.</p> <p>ENG - The curriculum has many links to the operation of parliament. Y8 unit of study: Society. Applied texts: Animal Farm and Of Mice and Men. Y8 unit of study: Loyalty. Study into the oaths taken by the US President/ VP and MP's in UK Government.</p> <p>GEO - The curriculum has many links to the operation of parliament. Y8 unit of study: Controversies surrounding fracking and the role of government/public opinion in actioning change. Y9 unit of study: Superpowers. consider the system of government and the role of citizens.</p>	<p>KS3 PSHE Programme - Discussion e.g. of whether the voting age should be reduced.</p> <p>Tutor Programme – Election of Form and School Council Representatives through a democratic system of voting.</p>	<p>Student Voice – House Representatives are elected to the School Council. Agenda items put forward and fed back to forms. The system mimics modern day parliamentary system.</p>

	<p>PE: Pupils decide upon and select their own teams using the best democratic style.</p> <p>HIS – Y8 unit of study: Parliament and its role in ending Britain’s direct role in the Atlantic slave trade and the existence of slavery within the empire. This is followed by an exploration of the extension of the franchise in the 20th century.</p>		
<p><i>c. The precious liberties enjoyed by the citizens of the United Kingdom</i></p>	<p>RE - Y8 unit of study: Relevance of religion to the UK incl. secularism and religious freedom. All RE lessons focus on issues of free debate and tolerance.</p> <p>ART – unit of study: Artist's existence in society. Study artists work that reflects personal, social, political and cultural values, freedom of speech and the celebration of identity.</p> <p>GEO - The curriculum has many links to the liberties of citizens. Y7 unit of study: Population. Push/pull factors - comparison to living standards in the UK. Y7 unit of study: DTM (demographic transition model). Examining the different stages of a country's development: population (links to UK.) Population management. Case study: China. Y8 unit of study: UK. Rural/urban areas, access to resources/infrastructure e.g. hospitals. Y9 unit of study: Superpowers. Case study: China - restrictions placed on Chinese citizens., minimum wage, working conditions, pensions. Debate applied to UK setting. Y9 unit of study: Development. Role of empire in creating and maintaining the</p>	<p>KS3 PSHE Program –Discussion centered on discrimination laws and people’s rights and duties.</p>	<p>Student Voice – students create their own agenda born out of discussions at House Council. Items are discussed at School Council and fed back to the SLT. Results then circulated to form Tutors for further discussions – Links to freedom of speech, democracy and rights.</p>

	<p>development gap with links to life expectancy, schooling, healthcare and clean water.</p> <p>MUS – Y8 unit of study: Blues Music. Links to origins in the slave trade.</p> <p>HIS – The curriculum has many links to the liberties of citizens. Y8 unit of study: Magna Carta, Civil War and Glorious Revolution. Deals with the growth of democracy and the formation of a constitutional monarchy. Y8 unit of study: Civil rights in the USA (1950s and 1960s) also enables pupils to contrast the liberties that they enjoy to the situation that African Americans faced pre-reform. Y9 unit of study: Nazi persecution and how and why British people fought in two world wars emphasises the ‘precious liberties’ that are cherished in the UK then and now.</p>		
<p><i>d. the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</i></p>	<p>RE – Y7 unit of study: 10 Commandments. Links to secular rules in UK.</p> <p>DT – Y9 unit of study: Product performance standards. Links to (British Standards) and European and UK certification for product safety (CE mark and Kitemark).</p> <p>ART – unit of study: Urban Art. Pupils are discouraged from celebrating illegal painting or ‘tagging’ and directed to the work of many of our artists that are commissioned by local authorities and businesses to enhance our environment.</p> <p>COM – unit of study: Data protection, copyright and computer use laws. This includes both the law themselves and the sanctions in place should they not be followed.</p>	<p>KS3 PSHE Programme – Y8 discussion - laws around possession of illegal substances and the role of the police in monitoring this.</p> <p>Y9 role of police – Illegal drugs available in Britain. The role of the law and managing risk. The impact of others' views on drugs, alcohol and smoking and other decision making. Plus, the sign-posting – providing pupils with awareness of where to go fearful and need help.</p> <p>House Assemblies - awareness assemblies: Computer safety, bullying behaviors, drugs awareness, police and emergency services, being a good citizen, criminal justice system.</p>	<p>School Rules/ Motto – Work Hard, Play Hard and Be Supportive – is the central pillar of the school ethos and guiding principal of our school rules.</p> <p>PE: Lunch time and afterschool clubs as well as competitive fixtures against other schools in a variety of sports</p>

	<p>GEO - The curriculum has many links to rules, laws and the justice system. Y7 unit of study: Population. Migrants including refugees and asylum seekers. Y7 unit of study: Crime. Role of neighbourhood watch' and police including local crime data. Y8 unit of study: Reduction of Carbon Footprint (wider society). Y9 unit of study: grassroots development, planning laws.</p> <p>PE- unit of study: Rules and laws in sport. Focus on understanding reasons behind why sports have rules.</p> <p>SCI - Yr8 Biology unit of study: Impact of drugs, alcohol and smoking.</p> <p>HIS – Y7 unit of study: Crime and punishment in the Middle Ages and the Tudor / Stuart era.</p>		
<p><i>e. the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</i></p>	<p>RE – Y8 unit of study: Zakah in Islam. Reference to Islamic relief, wider exploration of charity and religious buildings, organisations and justice.</p> <p>FRE – Comparison of French/Spanish customs and experiences.</p> <p>DT – unit of study: Product design of the environment. Focus on sustainability, origins of products and institutions.</p> <p>ART – Projects to produce imagery that is used to enhance the School community/environment. Pupils are given the opportunity to participate in local exhibitions and celebratory community</p>	<p>KS3 PSHE Program – Y8 discussion – community awareness/campaigning for causes such as racial discrimination, gender inequality, homophobia.</p> <p>Y9 discussion - dementia in the community, the role of the public services and government aid to improve conditions.</p> <p>Y9 discussion - adoption charities, challenges and awareness of being a parent.</p> <p>House Charity – each year forms vote on a charity to support (local or national). Houses/Forms fundraise (Non-Uniform Days, Bake Sales, sponsored events)</p>	<p>FRE – Pen Friend in Boulogne, creating links to other school communities.</p> <p>ECO Council - regular meetings to discuss how to improve environmentalism within the school community. Also organise regular wastepaper collection and introduce schemes to impact positively on the school environment.</p> <p>Student Voice – democratically elected student body, which raises awareness of issues pertinent to the school community. Ideas are discussed and voted on at a council level before presented to the SLT. Results are published on the SC minutes and fed back to Form Tutors.</p>

	<p>arts events. Pupils design posters to promote their chosen charities.</p> <p>ENG - The curriculum has many links to community, institutions, voluntary groups, and work of citizens. Y7 unit of study: Growing Up. Discussions centered on friendship, changing schools and the role of school in their life. Y7 unit of study: Being Different. Conversations about those who are perceived to be different (physically, mentally or emotionally) and how society operates for those. Y8 unit of study: discussions about how groups and individuals can control or affect the lives of those less fortunate. Y9 unit of study: Respect and Tolerance. Allows students to explore culture clash and how communities can cause or solve issues.</p> <p>GEO - The curriculum has many links to community, institutions, voluntary groups, and work of citizens. Y7 unit of study: Crime. Role of local community in neighbourhood watch schemes. Y7 unit of study: Coasts. Coastal management i.e. idea of community groups fencing sand dunes in Greatstone. Y8 unit of study: Rivers. The role of the Environment Agency i.e. flood prevention in local areas and the water quality of rivers. Y8 unit of study: Reduce, Reuse, Recycle. It's place in the community, endangered animals and climate change activism. Y9 unit of study: Ecosystems. Discussion around conservation and sustainable management of the rainforest.</p>	<p>throughout the year to support the House charity.</p>	<p>Awards Ceremonies: Prize Giving. Celebrating the achievements of pupils past and present. The event is supported by the school community and members of the local community: Mayor of Folkestone and Hythe Town Council etc.</p> <p>DT - STEM (Science, Technology, Engineering and Mathematics) activity to promote Scalextric in schools. This is being promoted by a Facebook group (wider community) and donations of track have already been supplied to the school.</p> <p>School Visit - Y9 Folkstone and Hythe District Community Safety Youth Conference 2022.</p> <p>ART – Involvement in community events throughout the year:</p> <ul style="list-style-type: none"> • Sketchbook Arts Award. • Cheriton lights winter project. • Charivari community carnival. • Mayor’s Christmas card competition. • What’s in your head competition, Folkestone west sculpture project linked with a French School, links with primary feeder Schools. <p>MUS - Performing music within and for the school community and the wider community:</p> <ul style="list-style-type: none"> • Showcase events • Festival of Remembrance, • Carol Service, • Prize giving Day • Orchestra, • Big Band – Folkestone bandstand • School productions
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	<p>Y9 unit of study: Fair Trade. Pupils also look at the idea of food miles and carbon footprint.</p> <p>Y9 unit of study: Tectonics: Discuss the role of NGO's i.e. red cross, Oxfam etc.</p> <p>PE - Fair play, teamwork, organisation and leadership responsibilities in most sports</p> <p>SCI - The curriculum has many links to community, institutions, voluntary groups, and work of citizens.</p> <p>Y7 Biology unit of study: Bioaccumulation and impact on ecosystems.</p> <p>Y8 Chem unit of study: Global warming and climate change.</p> <p>Y8 Physics unit of study: Significance of home insulation.</p> <p>Y8 Biology unit of study: Extinction and the need to preserve biodiversity, GM crops and organisms.</p> <p>HIS - Y8 unit of study: Power of collective action. African Americans who improved their communities by, eventually, achieving full civil rights.</p>		<p>DRA - Performances within the school that improve the sense of school community: School Productions.</p>
<p><i>f. The functions and uses of money, the importance and practice of budgeting, and managing risk.</i></p>	<p>D/T unit of study: Production Cost. Focus on design/production costs, profit/loss and building robust design specifications for products.</p> <p>ART – unit of study: Contemporary art and design practice. Pupils explore commercial world of art and the numerous creative careers that exist in the workplace.</p> <p>COM – unit of study: Excel Projects. Pupils experience how to utilise the functions of excel for budgeting their projects. How to</p>	<p>KS3 PSHE programme -</p> <p>Y8 Discussion around online safety and the risk of fraud, identity and bank detail thefts.</p> <p>Y9 The role of the economy – how it influences decisions. Investigations into interest rates, the Bank of England, high street banks, loans/borrowing money-plus saving and judging risk connected to financial situations. Study into the economic environment – how to assess and manage risk in relation to financial decisions.</p>	<p>FRE – Visit partner school in France, learn about different currencies (Euro)</p> <p>PE: Trips and tours and the financial independence this brings to money management. Trips to US and Europe require different currencies (Dollar/Euro).</p>

	<p>calculate sums to accurately budget within their means based on a scenario given.</p> <p>ENG - Y8 unit of study: Society. Develops conversations on budgeting and finance linked to the American Dream of George and Lennie. Applied text: Of Mice and Men.</p> <p>GEO - The curriculum has many links to the functions of money, budgeting and managing risk.</p> <p>Y7 unit of study: Population. Pupils examine the use of census i.e. no. of children born and the need for enough school places etc.</p> <p>Y7 unit of study: Coasts. Coastal management top trumps and Holderness DME looking at the cost and justification.</p> <p>Y8 unit of study: UK. Examine the role of industry, investments in areas e.g. infrastructure, farming and carry out a DME using a set budget to put forward business ideas for diversification.</p> <p>Y9 unit of study: Tectonics. Comparison of tectonic hazards and their effects and management at different levels of country development.</p> <p>Y9 unit of study: Development. Examines how trade affects development.</p> <p>SCI - The curriculum has many links to the functions of money, budgeting and managing risk.</p> <p>Y7 Physics unit of study: Electricity costs. Y8 Chem unit of study: Extraction of metals and recycling of raw materials. Focus: introduction to atom economies and conservation of mass (linked to KS4 atom economies)</p> <p>Y8 Physics unit of study: electromagnets. recycling, significance of home insulation;</p>		
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	<p>Y8 Biology unit of study. Biotechnology and fermentation</p> <p>HIS – Y8 unit of study: the consequences of poor budgeting by King Charles I in the 1630s/40s.</p>		
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2. Key Concepts

Teaching should build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.

KEY STAGE 4	Within the curriculum		Wider involvement
	Key Stage 4	Tutor Time/ Assemblies	
<p>a. parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press</p>	<p>RE - The curriculum has many links to parliamentary democracy and the roles of the executive, legislature and judiciary. GCSE Full Course - covers the legal system as part of religion, crime and punishment. Functioning of crown courts, magistrate's courts and the origins of laws in the UK. GCSE Short Course - Just War Theory and the supremacy of Parliament in making a decision to go to war.</p> <p>ART – unit of study: Classic and current Art. Explores the past and then to portray contemporary issues in their creative response. Students create art that explores the workings of society in a historical and contemporary context.</p> <p>BUS - Y10 unit of study: How the government has an impact on the running of small and medium size enterprises.</p>	<p>KS4 Form time activities: current affairs discussed using The Day. Activities and quizzes enhance understanding of role of UK Parliament, Constitution and power of government.</p>	<p>Engagement in Parliament Week (Nov) as part of UK Governments project to increase student awareness of Parliament and Government.</p>

	<p>ENG - The curriculum has many links to parliamentary democracy and the roles of the executive, legislature and judiciary.</p> <p>GCSE unit of study: AQA Poetry Anthology covering the core themes of Power and Conflict.</p> <p>GCSE unit of study: Applied text. The study of A Christmas Carol exploring: Christian values; Societal Responsibility linked to Poverty; Education and Capitalism.</p> <p>GCSE unit of study: Applied text. The study of An Inspector Calls, a morality play linked to Gender Inequalities, Social Class, Social Responsibility, Poverty, Worker's rights and Socialism vs Capitalism.</p> <p>GCSE unit of study: Applied text. The study of Macbeth, linked to Power, Ambition, Loyalty and Betrayal, Kingship and Good vs Evil.</p> <p>Additional texts: there are a number of fiction and non-fiction texts exploring a wide range of contextual factors, which include those that are relevant to modern society.</p> <p>GEO – Y10 unit of study: Ecosystems (deforestation) impact of community.</p> <p>HIS – Y10 unit of study: Rise of Adolf Hitler and the Third Reich that followed provides pupils with a stark contrast to 21st century Britain. The course touches upon the creation of a democratic state in 1919, its fall in 1933 and the totalitarian regime that consumed it. The suffocation of the legislature (Enabling Act), independent judiciary and free press (censorship) are explored in detail.</p>		
<p>b. The different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral</p>	<p>ART – unit of study: Role of law. Project based learning that focuses on the Urban</p>	<p>Student voice: House and School Council elections of senior representatives.</p>	<p>Engagement with the KCC – Young Person Council.</p>

<p>processes to influence decisions locally, nationally and beyond</p>	<p>artist, Guerrilla artist and Political artist in a contemporary and historical context.</p> <p>ENG – GCSE unit of study: AQA poetry Anthology - the poem Storm on the Island by Seamus Heaney gives an opportunity to explore Northern Ireland as part of the United Kingdom and discuss the Troubles and the role of Sinn Fein in the politics of the region.</p> <p>HIS – The curriculum has many links to the different democratic and electoral systems. Y10 unit of study: The imposition of Proportional Representation that Germany established in 1919. Its contrast to FPTP is made clear as well as its strengths and weaknesses. Y10 unit of study: Examines the decision making process of the League of Nations in the 1920s with regards to its Council and Assembly. Y11 unit of study: Democratic methods that protesters used in the 19th Century when they successfully convinced the government to change its policy regarding compulsory vaccination of children against smallpox.</p>	<p>PSHE programme – engagement in Parliament week (November) - Activities and quizzes in form.</p>	
<p>c. Other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p>	<p>RE - GCSE Short Course - Students cover the different conception of systems in Shi'a and Sunni Islam which are analogous to royal family vs democracy.</p> <p>ART – All pupils are encouraged to promote appreciation and respect for cultural diversity through studying the art and craft of different societies and ethnic groups. They build an understanding of the role and rights of the artist in a variety of situations.</p>	<p>Form time activities – Current affairs discussed using The Day. Activities and quizzes enhance understanding forms of government.</p>	<p>History Xtra – supplementary History Club covering a range of topics and subjects that relate to democratic and non-democratic government.</p>

	<p>ENG – unit of study: The poems Ozymandias by Percy Bysshe Shelley; My Last Duchess by Robert Browning and Kamikaze by Beatrice Garland, give insights into other forms of government and cultures from a historicist perspective.</p> <p>SCI – The curriculum has links to the systems and forms of government. GCSE Biology: Discussions/ debate surrounding GM crops and ethical use of vaccines/ treatment methods. GCSE Physics: Discussions/debate surrounding Energy resources and the use of Nuclear Power.</p> <p>HIS - Y10 unit of study: the Third Reich. Y11 unit of study: How parliament played a direct role in improving the public health and study the very undemocratic rule of the early Norman kings of England.</p>		
<p>d. local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p>	<p>RE - GCSE Short Course - Students cover Just War Theory and the role of the UN in peacekeeping as well as dictating legal military actions.</p> <p>FRE - Yr11 discuss poverty as a global issue and how this is present in his town/village. We also discuss soft and hard drugs and the effects on the body and mind.</p> <p>ART - All pupils are encouraged to promote appreciation and respect for political diversity and the United Kingdom's National and International workings through studying the art and craft of different societies and ethnic groups. They build an understanding of the role and rights of the artist in a variety of situations including political comment.</p>	<p>Form time activities – Current affairs discussed using The Day. Activities and quizzes enhance understanding local, regional and international governance.</p> <p>Assembly – Stream on Ukraine focusing on the Russian Invasion and the battle between liberal democracy and autocracy.</p>	<p>Charitable Appeals - Christmas Hamper, Ukraine Appeal. Fundraising for House Charities.</p> <p>History Xtra – supplementary History Club covering a range of topics and subjects.</p>

	<p>GEO – The curriculum has many links to local, regional and international governance. Y10 unit of study: Urban - Greenbelts and brownfield sites. Y11 unit of study: Economic - address the idea of aid and how governments give aid, using the UK as an example.</p> <p>HIS - The curriculum has many links to local, regional and international governance. Y10 unit of study: Britain’s involvement in the League of Nations before looking at the diplomatic tactic of appeasement in their study of how the nation collaborated with its allies to stave off a second world war. Y11 unit of study: Norman Kings and their governance of both England and Normandy in the 11th and 12th Centuries</p>		
<p>e. Human rights and international law</p>	<p>RE- GCSE Full Course - study human rights in relation to the death penalty, persecution around the world and issues of justice related to poverty.</p> <p>ART – Study of Picasso’s Guernica, photographic images of the Vietnam war as examples of ‘visual arts’ highlighting the wrongs of society and the pain that conflict delivers to both victim and perpetrators.</p> <p>COM - GCSE unit of study: covers laws such as GDPR/DPA, Copyrights Act and Computer Misuse. Pupils are taught the meaning behind the laws, how to follow them correctly and what sanctions are imposed should they not adhere to them.</p> <p>ENG –unit of study: Applied text. A Christmas Carol and An Inspector Calls both</p>	<p>PSHE Program – Parenting Long term relationships studies at KS4.</p> <p>Assembly – Holocaust memorial Assembly.</p>	<p>History Xtra – supplementary History Club covering a range of topics and subjects covering Human Rights and International Law.</p> <p>Attendance at Holocaust Memorial Remembrance Service in January.</p>

	<p>explore the moral and well as legal obligations of Society towards all members.</p> <p>GEO – The curriculum has many links to Human rights and International Law. Y10 unit of study: Ecosystems - International agreements re hardwood and forestry. Y10 Urban - Briefly look at refugees, international migration and asylum. Y11 unit of study: Climate - International agreements re COP26.</p> <p>PE – Focus on fair play, teamwork, organisation and leadership responsibilities in most sports</p> <p>PSY- GCSE unit of study: Social influence, includes aspects of human rights, and the process of social change.</p> <p>SCI – Biology: Pros and cons of contraceptives, stem cell research, vaccinations and GM crops.</p> <p>HIS - Y10 unit of study: Holocaust Education (this is a key part of the Germany 1890 – 1945 exam unit). Y10 unit of study: Suffocation of human rights inside the Third Reich and their study of the causes of the Second World War and the efforts of the League of Nations assists in building an appreciation of international law.</p>		
<p>f. The legal system in the UK, different sources of law and how the law helps society deal with complex problems</p>	<p>RE – GCSE Full Course - study ethical issues such as abortion, euthanasia, the death penalty and need to have an understanding of the development and current status of the law in relation to them.</p>	<p>PSHE Program – Long term relationships Parenting and the laws around adoption.</p> <p>Assembly: ESafety and the Law, highlights the complex problems in society when</p>	<p>Drug Awareness Assembly - Kenward Trust</p>

	<p>ART - unit of study: Art in Society. Pupil's explore how the law and the community co-exist.</p> <p>BUS - Trading laws that might impact on the running of small and medium size enterprises (y10).</p> <p>COM – GCSE unit of study: laws such as GDPR/DPA, Copyrights Act and Computer Misuse. Pupils are taught the meaning behind the laws, how to follow them correctly and what sanctions are imposed should they not adhere to them.</p> <p>ENG - The concepts of Legality vs Morality in both An Inspector Calls and A Christmas Carol.</p> <p>MUS - Performing Rights and Copyright Law within BTEC Unit 1.</p> <p>DRA - GCSE course, students tackle issues which have a connection to law- right and wrong.</p> <p>PE - Pupils are exposed to rules and laws in all sports and gain a good understanding of the reason behind specific rules.</p> <p>HIS - Y10 unit of study the Nazi manipulation of the court system and their establishment of a police state (which is also glimpsed by Y9 in their study of the Holocaust). This demonstrates the benefits of the rule of law that exists in the UK by contrast.</p>	<p>dealing with issues of bullying, cybercrime, grooming and online footprints</p> <p>Assembly: Drugs and Alcohol Awareness, Knife Crime and County Lines.</p>	
<p>g. Diverse national, regional, religious and ethnic identities in the United Kingdom and</p>	<p>RE - All RE lessons should meet this aspect of the need for mutual respect and understanding.</p>	<p>PSHE Program – Stereo Types and prejudice, offers a key focus on</p>	<p>The school has a dedicated Multi-Faith room on site.</p>

<p>the need for mutual respect and understanding</p>	<p>D/T - students take into account regional, religious and ethnic factors play a part in providing products that are usable and accessible to all.</p> <p>ART - All pupils are encouraged to promote appreciation and respect for cultural diversity through studying the arts and crafts of different societies and ethnic groups. They build an understanding of the role and rights of the artist in a variety of situations.</p> <p>BUS – Y10 GCSE unit of study: students engage in changes in consumer behaviour that impact trends within the trade of small and medium size enterprises.</p> <p>ENG – unit of study: AQA poetry Anthology. Applied text: Checking Out Me History by John Agard invites conversations about colonialism and how education can be used as a tool by those in power to subjugate those who have none. Applied text: The Emigrée by Carol Rumens explores what it means to be displaced from your country and heritage.</p> <p>GEO – Y10 GCSE unit of study Urban: engages with the idea of a ‘cultural mix’ – factors causing ethnic segregation within urban areas. Strategies aimed at supporting the multicultural nature of many urban areas.</p> <p>MUS - Using a range of live and recorded music from different times and cultures – locally, nationally and globally – to</p>	<p>mutual respect and understanding.</p> <p>Current affairs discussed using The Day. Activities and quizzes enhance understanding of diversity and national, regional, religious and ethnic identities.</p> <p>Discussions on Immigration and Identities/Refugees during form time. Applied to local context – use of Shorncliffe barracks as a Refugee Centre.</p> <p>Assembly – Stream on Ukraine focusing on the Russian Invasion and the battle between liberal democracy and autocracy.</p> <p>Assembly - Positive approaches to migration and taking care of others.</p>	<p>POLARI Group created and supported by ‘Be You’ youth worker.</p> <p>Attendance at Folkestone Holocaust Memorial Remembrance Service in January.</p> <p>D/T - Students take part in the Design Ventura competition which involves accomplished designers from around the world. As part of this project students are taken to the design museum where they can experience product design from around the UK and the world.</p> <p>MUS - Performing a range of music from different times and cultures, music composed for different festivals and rituals through participation of extracurricular activities – orchestra, choir, big band and barber-shop.</p>
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	<p>celebrate diversity and consider how it enriches our communities. Sharing of different festivals and rituals, e.g. Olympic hymns, 'Ode to Joy'. Developing understanding of how conventions and culture have influence.</p> <p>DRA - In the same piece of work, some students choose to focus on issues such as diversity.</p> <p>PSY - A large part of the GCSE course is related to cross cultural variation in Psychology, it's an important tool in looking to use universality in terms of evidencing the role of evolution in human behaviour.</p> <p>SCI – Biology unit of study: Genetics. When discussing contraceptives and evolution, sensitivity is shown towards religious points of views and those are discussed in lesson in addition to the Science specification.</p>		
<p>h. The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</p>	<p>RE – GCSE Full Course: students study the work of the local and worldwide church in relation to issues such as poverty, reconciliation, and persecution.</p> <p>FRE – SoW focusing on improvements in local area.</p> <p>ART - Projects regularly produce imagery that is used to enhance the school environment. Pupils are given the opportunity to participate in local, national exhibitions and celebratory community arts events. Pupils design posters to promote their chosen charities.</p>	<p>PSHE Program – Long term parenting, child care, support groups in the community, single parenting.</p> <p>Form Time Activity – Christmas Hamper Appeal. Delivered to local church centre to support Elderly and vulnerable during the winter months.</p> <p>Music – Christmas Carol Concert at the Parish Church of St Mary & St Eanswythe, Folkestone.</p>	<p>PE: Sports leaders have the opportunity to work as volunteers supporting the development of sporting activities within the local community.</p> <p>The Harveian: Schools E-newsletter is published on the website to promote school based and wider community achievements.</p> <p>School Twitter feeds : Economics, Exams, History, Languages, Maths, Music and Sport. All promote real time achievements and engage with the wider community.</p>

	<p>ENG – Applied texts: A Christmas Carol and An Inspector Calls both explore the moral and well as legal obligations of Society towards all members.</p> <p>GEO – Y10 GCSE unit of study: Urban. Engages with the idea of urban sustainability and the social aspects of this, including local people, decision making process and squatter settlements. Case study: Formation of local nature reserves in Bristol and creating a clean environment for everyone's benefit.</p> <p>Y10 GCSE unit of study: Ecosystems. Students study stewardship and conservation of vulnerable environments such as the rainforest. Case study: Ecotourism can benefit the environment, the local economy and the lives of the people.</p> <p>Y11 GCSE unit of study: Resources. Pupils learn about the benefits of Fairtrade and local goods reducing carbon footprint and food miles. Pupil also learn about recycling, reusing and renewable sources of energy.</p> <p>PE - Fair play, teamwork, organisation and leadership responsibilities in most sports.</p> <p>SCI – The curriculum has many links to community involvement.</p> <p>GCSE unit of study: product life cycle assessment. Promoted consideration for sustainability with the idea of reducing, reuse and recycle.</p> <p>GCSE unit of study: The idea of atmospheric pollutants and how this contributes to the greenhouse effect and climate change.</p> <p>GCSE unit of study: BIO B18. Centres on the environment and how to protect it.</p>	<p>Assembly – History of the Harvey Grammar School and the schools place within the community.</p>	<p>History – Attendance at Canada Day service at Shorncliffe Military Cemetery. Attendance at Folkestone Holocaust Memorial Service.</p> <p>Music: Performing music within and for the local community, e.g. Festival of Remembrance – Orchestra, Big Band etc. Harvey</p> <p>ART – involvement in the community includes:</p> <ul style="list-style-type: none"> • Sketchbook Arts Award. • Cheriton lights winter project. • Charivari community carnival. • Mayor’s Christmas card competition. • Folkestone Arts Society competition • Mall Galleries exhibition • Saatchi online Gallery • Collaboration with outside agencies. <p>SCI - Year 12 students are science ambassadors for local primary schools.</p> <p>MAT – Primary Math's Challenge invites local primary schools to engage with the Math's Dept at HGS.</p> <p>DRA – School productions and annual Pantomime.</p> <p>School Prizegiving ceremony at the Leas Cliffe Hall. Promoting achievements of the school community</p>
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<p>i. Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p>	<p>FRE – Year 10 complete a unit of work on personal finance.</p> <p>ART - In the exploration of contemporary art and design practice, pupils are given an insight into the commercial world of art and the numerous creative careers that exist in the workplace. Pupils explore the world of the commissioned public artist.</p> <p>BUS – Economics Y10 unit of study: Income and expenditure, credit and debt. Y10 unit of study: insurance, savings and pensions, financial products and services. Y11 unit of study: how public money is raised and spent .</p> <p>GEO - The curriculum has many links to income, expenditure and money. Y10 unit of study: Urban. Examines the population pyramid and discuss the dependent vs economically active members of society. Linked to this is a discussion about pensions, schooling and how these are paid for in the UK and in other countries. Y11 Unit of study: Economic. Addresses the idea of aid and how governments give aid, using the UK as an example.</p> <p>MUS - Income and Expenditure in Creating a Music Product unit of BTEC Music.</p> <p>SCI - The curriculum has many links to income, expenditure and money. Chemistry GCSE Unit of study: Atom economy. Study's the impact upon the choice of process both environmentally and economically.</p>	<p>Assembly – Financial wellbeing.</p> <p>PSHE – Careers talk and next steps in education including finance of further education.</p>	<p>PE: Trips and tours and the financial independence this brings to money management</p> <p>ART - Folkestone Triennial lectures, workshops and visits. Deals with cost of productions and installations.</p>
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