

What is Cultural Capital?

At Regents Park Community College, we believe that cultural capital is the accumulation of knowledge and skills that a student can utilise in life beyond school to demonstrate their cultural awareness and to achieve personal success in society and their chosen careers. We agree that cultural capital empowers students, raises their aspirations and prepares them for an exciting future.

We are committed to enhancing our students' cultural capital and strive to introduce all students to rich and sustained opportunities and experiences that develop the whole child.

Cultural capital at Regents Park Community College is a key priority and is influenced and supported by our school ethos: Respect Pride Creativity & Challenge. We monitor the development of our students' cultural capital through Google Classroom surveys, Student Voice feedback and regular revision of our curriculum offer in which the following 6 key areas are embedded:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Key areas of cultural capital development coverage:

- Careers and Information & advice
- Employability skills, including work experience
- Citizenship, Personal, Social and Health Education provision
- The school's wider pastoral framework
- Transition support
- Mental Health & well-being provision.

1. Social Development:

- Citizenship, Personal, Social and Health Education provision
- Student volunteering and charitable works
- Student Voice – Year Group and School Council
- Nurture Groups
- Access to counselling.

2. Physical Development:

- The Physical Education curriculum
- Anti-bullying and safeguarding policies and strategies

- The extra-curricular programme related to sports and well-being
- The curriculum elements related to food preparation and nutrition
- Advice & Guidance to parents on all aspects of student lifestyle.

3. Spiritual Development:

- The Religious Education curriculum
- Our collective acts of reflection
- Support for the expression of individual faiths
- Inter-faith and faith-specific activities and speakers
- The Assembly programme.

4. Moral development:

- The Religious Education curriculum
- RPCC Behaviour Management policies
- Contributions to local, national and international charitable projects.

5. Cultural Development:

- Citizenship Education
- Access to the Arts through curriculum, invited guests and trips
- Access to the languages and cultures of other countries through the curriculum, trips and visits
- Promotion of racial equality and community cohesion through the school's ethos Respect Pride Creativity Challenge.

Each curriculum area or subject makes its own contribution to students' cultural capital development. See below for an overview of the contribution from each area:



Cultural Capital Development Opportunities: ENGLISH & MEDIA

KS3	Personal	Social	Physical
<p> > SOW > Home Learning > Extra-Curricular offer </p>	<p>Teaching of two whole plays by Shakespeare, and learning about his life and times.</p>	<p>Range of theatre trips to offer cultural experiences – some additional to texts studied as part of the curriculum.</p>	<p>Shakespeare performance.</p>
	<p>AMA projects using Southampton University undergraduate students.</p>	<p>Loom videos featuring Mrs Moth! Listen to a chapter-a-day from Wizard of Oz & Treasure Island.</p>	<p>Dragons' Den pitches</p>
	<p>Study of modern novels.</p>	<p>Frequent opportunities for Philosophical discussion, often extending beyond the curriculum</p>	<p>Producing models, dioramas and other physical objects to demonstrate knowledge and understanding.</p>
	<p>PP Book Swap Club - explicitly building the cultural capital of vulnerable students.</p>	<p>Poet Visits exposing students to ideas and work from a variety of cultures and perspectives.</p>	
	<p>Range of national and local writing competitions - with the chance to become published writers.</p>		
	<p>Studying newspapers, magazines and social media, as well as other media forms, to broaden understanding of the world, and how our views are shaped.</p>		
	<p>Year 8 Societies and Cultures unit explores identity, culture and British Values.</p>		



<p>KS4</p> <ul style="list-style-type: none"> ➤ SOW ➤ Home Learning ➤ Extra-Curricular offer 	<p>Teaching of two whole plays by Shakespeare, and learning about his life and times.</p>	<p>Range of theatre trips to offer cultural experiences.</p>	<p>Performance Poetry (Yr 10).</p>
	<p>Dedicated unit in Y9 which puts Literature in context for students.</p>	<p>Writing and delivering Spoken Language presentations that develop political and current affairs awareness.</p>	<p>Producing models, dioramas and other physical objects to demonstrate knowledge and understanding.</p>
	<p>Study of key British poets - both classic and contemporary.</p>		
	<p>Study of classic novels.</p>		
	<p>Film studies unit in Y9 - exploring the role film has in shaping our culture.</p>		
	<p>Range of national and local writing competitions - with the chance to become published writers.</p>		

Media Studies

<p><u>KS4</u></p>	<p>Study of audiences allows students to reflect on how they view the world.</p> <p>Study of stereotypes allows students to challenge the way</p>	<p>Study of newspapers covering current affairs.</p> <p>Study of the political spectrum.</p> <p>Study of societal movements.</p>	<p>Handling audiovisual equipment.</p> <p>Positioning peers for photo shoots and filming.</p> <p>Creating stages and settings for advertising campaigns.</p>
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	<p>persons are seen and assumptions are made.</p> <p>Study of media theory behind a range of products.</p> <p>Study of thought provoking products across history.</p> <p>Understanding of complex, media specific terminology.</p>	<p>Study of modern history and understanding how it influences the way we see the world and, in turn, causes national notable moments.</p> <p>Completing surveys on peers, family and staff.</p>	<p>Manipulating lighting and colour for shoots.</p> <p>Making props.</p> <p>Group work projects directing and producing.</p>
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Cultural Capital Development Opportunities: MATHS

	Personal	Social	Physical
<p>KS3</p> <p> > SOW > Home Learning > Extra-Curricular offer </p>	<p>Applying and extending numeracy skills.</p>	<p>WOW lessons focusing on team-work and building relationships.</p>	<p>Treasure Hunt activities (e.g. Pi day).</p>
	<p>Activities with real-life applications (e.g. shopping task to understand proportion).</p>	<p>Data collection activities involving interacting with the rest of the class.</p>	<p>Group work activities requiring groups to present their findings (e.g. creating a new chocolate bar).</p>
	<p>Collecting and displaying real-life data.</p>	<p>Activities emphasising problem-solving to encourage collaboration.</p>	
<p>KS4</p> <p> > SOW > Home Learning > Extra-Curricular offer </p>	<p>The use of symmetry and tessellation to investigate mathematical patterns and shapes.</p>	<p>At the beginning of lessons, the hook is used to engage pupils and to show how maths is used in the real world.</p>	<p>Various activities involving Treasure Hunt, Dominoes and Bingo.</p>
	<p>Investigate different number sequences and in particular the Fibonacci sequence which is evident in nature all around us.</p>	<p>Opportunity for pupils to work together collaboratively during investigative work like using scatter graphs and correlation between two</p>	<p>Speaking and communicating maths ideas fluently by consistently using correct terminologies.</p>



		sets of data, probability and dice activity.	
	Sense of personal achievement in using mathematical skills to solve real life or abstract problems.	The use of Statistics to make projections; do we have enough doctors for the number of people in the population? Do we have enough teachers to teach the number of children?	
	The use of questionnaires to conduct unbiased surveys.	Practising construction skills and drawing Nets of 3D shapes.	

Cultural Capital Development Opportunities: SCIENCE

<u>KS3</u>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
<ul style="list-style-type: none"> ➤ SOW ➤ Home Learning ➤ Extra-Curricular offer 	Discussion of ethical issues, such as genetic engineering and cloning.	Trips to Science Museum and Winchester Science Centre.	Aspects of curriculum covering healthy diet and impact of exercise.
	Celebration of Science Week each year with varied themes linking to society and culture.		Aspects of curriculum covering disease and immune system.
	Discussion of concepts that can prove controversial, like evolution and its opposition.		
	SOW covers our impact on the environment and the Earth's resources.		



KS4

- SOW
- Home Learning
- Extra-Curricular offer

<p>Links in SOW to current affairs, e.g. when learning about blood and transfusions, we discuss the laws prohibiting gay men from donating blood.</p>	<p>Topics in GCSE teach how different forms of contraception work, their advantages and disadvantages.</p>	<p>Topics of GCSE covering impact of exercise.</p>
<p>Discussions of concepts even when that is explicitly NOT contained in the underlying and guiding National Curriculum, with a view to exposing pupils to some of the most interesting and engaging material that may otherwise be missed.</p>	<p>In Chemistry pupils explore the impact that we are having on the Environment, lifecycle assessments and causes and solutions to Global Warming.</p>	<p>Topics of GCSE covering disease and immune system.</p>
<p>In Biology pupils will learn about the endocrine system, birth control and reproduction, how they continue to develop themselves through puberty and adolescence. We explore some of the moral aspects around reproduction.</p>	<p>In Physics pupils explore what Forces are and what they can do, what speed is and how to measure it, braking and thinking distances and factors that affect each, the overall stopping distance and why speed limits, especially outside schools, are needed and car safety features.</p>	
	<p>In Biology students study the ethical implication of cloning, selective breeding and genetic modification.</p>	



Cultural Capital Development Opportunities: HUMANITIES

<u>KS3</u>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
> SOW > Home Learning > Extra-Curricular offer	Position of people in society e.g. women, workers, the treatment of slaves.	Residential to the battlefields.	Guest speaker for Holocaust Memorial Day
	Causes of war and the morality of fighting. The treatment of Jews during WW2.	Loom videos for online lessons.	
	The environment and how it influences our behaviour.		
	The use of natural resources and how the world is changing.		
<u>KS4</u> > SOW > Home Learning > Extra-Curricular offer	Progress of rights and changes over time.	Residential trips to Germany, Poland & Holland - focus on places such as Auschwitz, Dachau & the Annex of Anne Frank.	
	Use of films to show bias in evidence.		
	Promotion of the role of women in important roles.		
	Place of humans in the wider world and the impact they have.		
	Use of contemporary sources.		



Cultural Capital Development Opportunities: PE

<u>KS3</u>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
> SOW > Home Learning > Extra-Curricular offer	Promotion of strategies to support health and well-being.	Opportunities to be part of a team and enhance social skills.	Developing knowledge and understanding of personal fitness, and practically applying these principles.
	Take on leadership responsibilities.	Participate in extracurricular clubs and fixtures.	Embedded development opportunities incorporated in Units of Work and resources (including history and sports/activities).
	PE Champion programme.		Teaching and learning of Physical literacy.
	New Forest Activity Centre trip.	Links with external clubs, coaches and facilities to promote life- long engagement and development.	Representing the school in various sporting events.
	Nominating students for representative trials and competitions.	Student voice task groups and clubs.	Sports Enrichment Days.
<u>KS4</u> > SOW > Home Learning > Extra-Curricular offer	Promotion of strategies to support health and well-being.	Opportunities to be part of a team and enhance social skills.	Developing knowledge and understanding of personal fitness, and practically applying these principles.
	Take on leadership responsibilities.	Participate in extracurricular clubs and fixtures.	Embedded development opportunities incorporated in Units of Work and resources



			(including history and sports/activities).
	PE Champion programme.	Student voice task: groups and clubs.	Teaching and learning of Physical literacy.
	New Forest Activity Centre trip.	Links with external clubs, coaches and facilities to promote life- long engagement and development.	Representing the school in various sporting events.
	Nominating students for representative trials and competitions.		Sports Enrichment Days.

Cultural Capital Development Opportunities: MFL

<u>KS3</u>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
<ul style="list-style-type: none"> ➤ SOW ➤ Home Learning ➤ Extra-Curricular offer 	Throughout the year, students will learn about significant cultural events from where French/Spanish is spoken, this could include Day of the Dead and Bastille Day.	A variety of trips abroad including a yearly day trip to Boulogne and residential trips to France and Spain.	Visits from International Migration graduates.
	Teachers will regularly use authentic materials taken from the country of the target language, for example poetry, recipes and songs.	Trip to the University of Southampton to participate in Able Linguist Day.	
	Dedicated Year 9 scheme of work on a study of a French or Spanish film.		



<p><u>KS4</u></p> <p> > SOW > Home Learning > Extra-Curricular offer </p>	<p>Theme 2 of the GCSE Specification includes a unit on Customs and Festivals of the target language country.</p>	<p>A variety of trips abroad including a yearly day trip to Boulogne and residential trips to France and Spain.</p>	<p>Visits from Onatti Theatre productions.</p>
	<p>Students will take a deeper look at literature in either French/Spanish.</p>	<p>Trips for GCSE students to practice study skills at University of Southampton.</p>	
	<p>As language skills develop, students will now be able to access a wider range of authentic texts and video clips in either French or Spanish.</p>		
	<p>Students are encouraged to identify and celebrate the differences between French and Spanish cultures and those of their home country.</p>		

Cultural Capital Development Opportunities: RE

<p><u>KS3</u></p> <p> > SOW > Home Learning > Extra-Curricular offer </p>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
	<p>Weekly contribution to Tutor Programme through SMSC/Religious Misunderstandings which highlights religious and cultural issues, festivals etc.</p>	<p>Understanding of different beliefs in society, through the study of Christian & Hinduism - giving an understanding of the two main types of religious world views - law v dharma (duty).</p>	
<p>Year 7 Unit 1 looks at how people inspire us and how religion is different to other types</p>	<p>Year 7 summer units looks at how to change society and causes of terrorism/extremism</p>		



	<p>of interests and activities.</p>		
	<p>Year 7 Religion and Art Unit looks at different ways to express beliefs artistically.</p>	<p>One City; No barriers conference for Year 8 - involves students working with students from other schools across the city to suggest ways to improve the city.</p>	
	<p>Year 8 term 2 encourages students to reflect on their personal beliefs and consider philosophical questions about the nature & existence of God as well as the problem of evil and suffering.</p>	<p>Year 8 - unit 1 is about obedience and authority in society. Unit 5 is about New Religious Movements (including cults etc), unit 6 considers Ancient Cultures e.g. Greece, Egypt, Mayan, Incan etc.</p>	
<p><u>KS4</u></p> <ul style="list-style-type: none"> ➤ SOW ➤ Home Learning ➤ Extra-Curricular offer 	<p>Weekly contribution to Tutor Programme through SMSC/Religious Misunderstandings which highlights religious and cultural issues, festivals etc.</p>	<p>GCSE includes study of Human Rights and Social Justice - this includes UNDHR, 2010 Equalities Act, the work of Charities, issues relating to relative and absolute poverty.</p>	
	<p>All students follow AQA GCSE Religious Studies through Christianity & Hinduism, giving an understanding of key humanist and religious world views. They are encouraged to think reflectively on their own beliefs as well as develop an understanding of how others understand the world and spirituality.</p>	<p>GCSE includes study of Crime and Punishment - including the way the law works, corporal punishment, the death penalty, causes of crime, aims of punishment, international comparison of prison systems & forgiveness.</p>	



	<p>Students consider and compare methods of dealing with stress, loss and other mental health issues through meditation, prayer, pilgrimage, festivals etc.</p>	<p>Students get to interview a Street Pastor.</p>	
		<p>GCSE includes study of War and Conflict, reconciliation, causes of war, protest, pacifism, Just War, Holy War, terrorism, extremism and treatment of casualties of war.</p>	
		<p>GCSE includes study of Religion & life which includes, Environmental ethics, Animal Rights and medical ethics (especially around end of life e.g. abortion & euthanasia).</p>	

Cultural Capital Development Opportunities: CRARTS & DT

<p><u>KS3</u></p>	<p><u>Personal</u></p>	<p><u>Social</u></p>	<p><u>Physical</u></p>
<p> > SOW > Home Learning > Extra-Curricular offer </p>	<p><u>DRAMA</u></p>		
	<p>SOW in Year 7&8 all develop and explore the understanding of the world around us using the medium of drama.</p>	<p>Paired/small and large group improvisation work explores the understanding of cultural and historical links and context.</p> <p>Extra-curricular opportunities include a KS3 drama club and musical theatre</p>	<p>Warm up games and performances in all lessons.</p>



rehearsals and performances.

MUSIC

SOW: Pupils explore and develop their personal area of interest within music in year 7 and 8 developing a personal understanding of their own preferences in musical instruments by accessing and learning basic skills on keyboards, guitars, bass and percussion. They begin to understand how when playing together they need to work as a whole to create a successful, coherent performance, reflecting the benefit of team working and commitment to their own role within the wider society.

Pupils in Year 7 and 8 Investigates and researches music comparing the individual qualities of many cultures and explores how, just like society many features of music can be fused to create new and vibrant musical genres.

In addition It explores the medium of song in many different ways and spends time exploring how various cultures and groups have used song to protest against injustice, such as slave songs and suffragette protest songs.

Through links with SMS students can access Instrumental lessons which can lead to musical ensemble rehearsals both in school and outside in the wider community.

Many RPCC students take part in music concerts both through the range of events held within school and outside of school.

Many instruments require a particular degree of stamina either within the diaphragm, upper arm, breath control, posture and lip control. This is focussed on in increasing measure as students progress and improve on individual chosen instruments.

ART



	<p>Students study art from different cultures which helps them to develop ideas using different media. We look at different artists to inspire us in our work. We use the world around us as inspiration.</p> <p>Opportunities to do extracurricular activities.</p> <p>Art competitions for students to get involved in.</p>	<p>We share our ideas with each other. We work as a team to support each other and help create design ideas. We have group critiques on a regular basis to learn from each other. We create exhibitions on walls to celebrate our work.</p> <p>Extracurricular clubs help and support our well-being, where we work together as a team on occasions to create artwork for our plays/musicals/dance performances.</p> <p>Loom lessons included on Google classroom.</p> <p>Gallery visits encouraged for home learning.</p> <p>Card club.</p>	<p>We are always active. We promote using materials in an expressive way, being creative with how we use the materials.</p> <p>Photography tasks for home learning are active and include going out on location.</p>
<p><u>DT</u></p>			
	<p>Students exposed to the world of Design & Technology through researching different designers from a variety of different cultures and design styles.</p> <p>Through our SOWs, they are encouraged to dream up innovative solutions and creatively pursue and stretch their ideas whilst being introduced to future technologies available to them.</p> <p>Students research artists, designers and chefs and we endeavour to scaffold them as they</p>	<p>Students experiment with materials, ingredients and resources from different sources and are encouraged to develop an ethical conscience in their selections.</p> <p>The yearly Rotary Club design challenge is an excellent way to connect with other schools and design students in a realistic industry design challenge.</p> <p>The DT dept. is key in supporting students in whole school events and</p>	<p>They are reminded of The Eatwell Guide and learn how to make food for themselves that promotes a balanced diet and encompasses the Governments '8 tips for healthy eating' guidelines.</p> <p>Their physical strength is improved and fine motor skills refined through the physical undertaking of practical activities.</p> <p>Multitasking during cooking and other DT physical tasks keeps</p>



	<p>assemble a palette of personal preference.</p>	<p>making costumes and sets for productions.</p>	<p>their brain active and their safety improved.</p>
<p><u>BTEC PERFORMING ARTS</u></p>			
<p><u>KS4</u></p> <ul style="list-style-type: none"> ➤ SOW ➤ Home Learning ➤ Extra-Curricular offer 	<p>Dance and drama: We examine the professional practitioners' work and develop knowledge, understanding and application of those skills.</p> <p>Epic Theatre, Naturalism and Physical theatre is studied.</p> <p>Dances from various cultural backgrounds studied - South American, African, North American.</p> <p>Choreographers/directors/actors and dancers' cultural backgrounds are discussed and studied.</p>	<p>Solo, paired, small and large group rehearsal and performance opportunities within lessons.</p> <p>Extra-curricular involvement in the annual musical production and dance showcase evenings.</p>	<p>At least two theatre trips are planned per year at local theatres.</p> <p>Further Education establishments bring their production into school and include workshop-based follow ups.</p> <p>Opportunities to practise dances from a variety of cultures and styles.</p>
<p><u>MUSIC</u></p>			
	<p>Students broaden their understanding of musical elements and learn how they can begin to control these within their own compositional and performance coursework in order to be able to develop their own ideas into pieces of music that express their own preferences and emotions.</p>	<p>Students work on an ensemble performance as part of their coursework requiring them to work together to create a rehearsal schedule that results in a final performance.</p> <p>For the past three years this has culminated in a GCSE recital where students demonstrate their work in front of a live</p>	<p>Students continue to develop stamina either within the diaphragm, upper arm, breath control, posture and lip control.</p> <p>As students improve to a higher standard of performance on their chosen instrument, many students access the grade system (such as ABRSM) which in turn improves access</p>



		<p>performance. It is an expectation of all GCSE students that they take part in the extracurricular musical activities and performance opportunities that the school offers.</p>	<p>to further and higher education courses.</p>
<p><u>ART</u></p>			
	<p>Students work independently. As they progress through the years, they are given more choice of topics/themes and are able to develop their chosen materials and techniques.</p> <p>Students investigate artists/cultures to inspire their work.</p> <p>Art competitions.</p> <p>In Photography students study different Artists according to their personal preference and projects they are working on. They are supported with this and encouraged through the projects to look outside ‘the box’ and develop new skills from across the globe</p>	<p>Students help and encourage each other to develop and move further.</p> <p>Extracurricular clubs are offered to mix groups and become a part of a team to help create props and set for school productions.</p> <p>Links with local colleges.</p> <p>Students are offered a range of competitions within photography as well as catch up time after school.</p>	<p>Ingestre Hall residential visit.</p> <p>Gallery visits to get inspiration for work.</p> <p>Photography out on location to help and support students work.</p> <p>In Photography students are supported to work in teams and look at different cultures and creators across the globe. Students are given high expectations and to use the city to take informed photos, bringing cultures to life using editing software back at school.</p>
<p><u>TEXTILES</u></p>			
	<p>Students gain new skills through experimentation. Students work independently. As they progress through the years, they are given more choice of topics/themes and are</p>	<p>Students help and encourage each other to develop and move further.</p> <p>Extracurricular clubs are offered to mixed groups and become part of a team to help</p>	<p>Ingestre Hall residential visit.</p> <p>Photography tasks for home learning/ research for projects are active and include going out on location.</p>



	<p>able to develop their chosen materials and techniques.</p> <p>Students investigate artists/cultures/ the world around them to inspire their work.</p>	<p>create props and set for school productions.</p> <p>Links with local colleges.</p>	<p>Cutting fabric, especially from big rolls, is very physical and needs spacial awareness.</p> <p>A lot of the practical work requires fine motor skills and dexterity and hand eye coordination.</p>
	<p><u>H&C</u></p>		
	<p>Adopting the concept of Seasonality when choosing ingredients to cook to embed a mindset of change and trying new foods.</p> <p>Learning about new rising stars in the chef profession to support all students to have a bank of positive role models and nutritional aspirations.</p> <p>Access to menus for different eating establishments to educate them on a variety of cuisines available in Southampton</p>	<p>Students understand the concept of food waste, sustainability and other environmental impacts of their food choices.</p> <p>Access to cooking competitions that encourage independence and improve self-confidence.</p> <p>Encouragement to look for part-time jobs in local catering venues and attend 'Future Chef' courses at Eastleigh College.</p>	<p>Empowering students to embed The Eatwell Guide and the Government's advice of '8 tips for healthy eating' when making personal food choices in the future.</p> <p>Understanding how nutrients can benefit the body both physically and mentally and sharing this at Exams evenings.</p> <p>Learning a variety of cooking techniques that can be independently executed.</p>



Cultural Capital Development Opportunities: PSHE & CAREERS

<p>KS3</p>	<p><u>Personal</u></p>	<p><u>Social</u></p>	<p><u>Physical</u></p>
<p>➤ SOW ➤ Home Learning ➤ Extra-Curricular offer</p>	<p><u>CAREERS</u></p>		
	<p>'Flourish' a self-reflective handbook to understand strengths and motivations.</p> <p>Bespoke programme of GCSE taster sessions.</p> <p>Money explorer sessions, where students get to develop crucial money management skills.</p>	<p>Group sessions with the careers advisor.</p> <p>Employer speed dating. Groups of students interviewing individuals from various careers and industries.</p> <p>Careers fair in-school for all and at Rock Assembly Futures Fair for some students.</p> <p>Team competitions. Dragon's Den, Port Competition and more.</p> <p>Assemblies delivered by inspirational individuals who share experiences about their life and career.</p>	<p>Soft skills workshop with hands-on experiences practising teamwork, communication, leadership and more.</p> <p>Internal and externally provided hands-on and interactive careers events such as BAE STEM Roadshow, the Big Bang and Get Inspired.</p> <p>Volunteer It Yourself - hands-on vocational workshops and improvements to school grounds carried out by students.</p>
	<p><u>PSHE</u></p>		
	<p>Mental health sessions run by solent mind.</p> <p>Money management sessions run by MyBnk.</p> <p>Self Harm sessions run by No Limits.</p> <p>Knife crime sessions run by Youth Options.</p>	<p>Relationships & dangerous relationships run by yellow door.</p> <p>Anti Social behaviour & respect sessions.</p> <p>Team building skills for year 7 students.</p> <p>Dangers of drugs & alcohol in a social setting.</p>	<p>Fire safety sessions by staff and Hampshire Fire Rescue.</p> <p>First aid CPR training.</p> <p>Healthy eating sessions.</p>
	<p><u>CAREERS</u></p>		



KS4

- SOW
- Home Learning
- Extra-Curricular offer

One week's work experience with a local employer including preparation and follow-up reflection sessions.

Big Interview- one-to-one mock interview day carried out by local business leaders.

One-to-one interviews with careers advisors.

CV writing to help students self-reflect and plan for their futures.

Careers Pilot sessions where students get to explore their individual learning journey and career path.

Mentoring delivered by City College students to small groups.

Interview techniques practised in small groups.

In-school post-16 careers fair for all and Rock Assembly Futures Fair for some students.

Group learning on apprenticeships and personal statement writing.

Assemblies delivered by inspirational individuals who share experiences about their life and career.

Visits to local businesses and colleges, i.e. Lidl Distribution Centre.

PSHE

Money management sessions run by MyBnk.

Mental health sessions run by solent mind.

Target setting activities, time planning & organising.

Dangers of drugs & alcohol in a social setting.

Dangers of pornography linked to relationships run by Yellow Door.

Sexual abuse within relationships run by yellow door.

Smoking/drugs and their effect on the body.

All year group topics via assembly

- Expectations and ethos
- Careers week
- Armistice
- Creative arts celebration
- Wellbeing week
- Apprenticeship week
- Prevent week

- European day of languages
- LGBTQ awareness
- Children in need
- Respect & pride
- Safer internet week
- Teacher appreciation week
- Learning disability week

- First Aid
- Swimming gala
- Science week
- Volunteering week
- Healthy Eating
- Sports celebration



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Cultural Capital Development Opportunities: SOCIOLOGY

<p><u>KS4</u></p> <p> > SOW > Home Learning > Extra-Curricular offer </p>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
	We use the approach of 'every opinion matters' encouraging people to share their opinions, develop their empathy.	Trip to 'Central Criminal Court' (The Old Bailey) - witnessing live court cases.	Research Methods Unit - conducting their own surveys around school.
	Giving a better understanding of the world through topics covered.	Trip to Royal Courts of Justice.	News articles - contemporary issues (racism, economy, politics).
	Topics include: Globalisation, Health, Social Issues, Education, Politics, Prison Systems, Police, Gender/Sex, Welfare, Crime Rates, Class, Cultures, Marriage, Divorce, Life Chances, Media, Poverty and Laws.	Debate club. Study of national and local issues, both historic and contemporary.	Understanding of social factors which affect physical and mental wellbeing.
	Understanding of factors which affect personal development and social mobility.	Discussions. Empathetic responses.	



Cultural Capital Development Opportunities: IT

<u>KS3</u>	<u>Personal</u>	<u>Social</u>	<u>Physical</u>
> SOW > Home Learning > Extra-Curricular offer	E-Safety - Personal safety when using technology and the internet.	Developing social media and data privacy information and applying it to themselves.	Presenting information to the class.
	Ethical decisions with technology.	How has technology changed the way we communicate and the impact of these.	Practical demonstrations and modelling.
	Problem solving skills using algorithms and programming.		Investigation through the classroom.
<u>KS4</u> > SOW > Home Learning > Extra-Curricular offer	Developing problem solving skills using algorithms and programming.	Developing understanding of copyright and protection of an individual's work.	Visits for gathering assets for use in assessment.
	Develop the design and creative skills when generating ideas for solutions.	Understanding of network communications and risks to technology.	Practical demonstrations for sorting algorithms.
	Time planning and management for assessments.		
	Cybersecurity - learning the risks and preventative measures relating to software development and end users.		