Appendix 1

Curriculum Map for SMSC, fundamental values, CEIAG and Claydon High Schools' core characteristics

	Year 7	Year 8	Year 9	Year 10	Year 11
CEIAG	Careers Education, Inspiration, Advice and Guidance is delivered specifically through the LIFE (Learning, Identity, Faith and Employment) curriculum and enhanced through other subject curricula where relevant and appropriate as well as assemblies, tutorial programme, specific events during the school day, evening events and through display.				
	My Future (LIFE 4) Visit local employer	Suez trip (5)	Pathways (1) Options (LIFE 3) Quick Fire Connections (3) Options Evening inc local labour market information(3) Careers meetings	Pathways (1) CV writing and work experience (LIFE 5-6) One taster day (LIFE 6) Careers meetings	Post 16 Options Planning and Future Employment (LIFE 1-2) Skills Show (1) Pathways (1) Learning About Work Day(1) Careers meetings Work and Future Plans (MFL 1) Global Issues (MFL 3)
Challenge	This is one of the four core characteristics of Claydon High School education and students are challenged to be the best they can be in all aspects of their school and personal lives. This is introduced upon arrival at the school, promoted around the environment, through the Year 7 induction programme, target setting, choosing options, student leadership programmes and the tutorial and assembly programme. Our broad subject curricula challenge students to engage with and develop in new skills throughout their five years at the school.				
	Induction curriculum My Future (LIFE 4) My Relationships (LIFE 6)	Islam and the Media (LIFE 1) My Health Risks (LIFE 2) My Rights (LIFE 4) My Relationships #2 (LIFE 5)	Diversity or Division (LIFE 4) An Equal Society (LIFE 5)	Managing challenges in Relationships, Family and Parenting (LIFE 1-2) CV Writing and Job Application Process (LIFE 5-6)	Post 16 Options Planning and Future Employment (LIFE 1-2)
Compassion	This is one of the four core characteristics of Claydon High School education and student wellbeing is promoted at every opportunity; asking students to show compassion to others and being kind to themselves is central to our school ethos. This is modelled and promoted at every opportunity, including through display, assemblies and the tutorial and student leadership programmes.				
	Induction curriculum What makes us who we are? (LIFE 1) Hinduism - My Gods and Me (LIFE 3) Judaism - Other Religions and Me (LIFE 5) My Relationships (LIFE 6)	Islam and the Media (LIFE 1) Sikhism (LIFE 3) My Rights (LIFE 4) Humanism (LIFE 6)	Diversity or Division (LIFE 1) An Equal Society (LIFE 5)	Belief and Ethics: Religion and War (LIFE 3-4)	My Influences (LIFE 3-4)

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Confidence	This is one of the four core characteristics of Claydon High School education where we encourage students to believe that they can all aim to be the very best they can be and we support and challenge them to achieve it. Students have opportunities to develop confidence in different areas including: communication, oracy and literacy, numeracy, team work and academically. In performance subjects including Drama, Music and PE as well as oracy based subjects like English and MFL, these skills are integral to learning.				
	Induction curriculum What makes us who we are? (LIFE 1) My Wellbeing (LIFE 2) My Future (LIFE 4) My Relationships (LIFE 6)	Islam and the Media (LIFE 1) My Health Risks (LIFE 2) My Rights (LIFE 4) My Relationships #2 (LIFE 5)	Diversity or Division (LIFE 1) Options Preparation (LIFE 3) RSE Personal Safety (LIFE 4)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) CV Writing and Job Application Process (LIFE 5-6)	My Influences (LIFE 3-4) Managing time and coping with stress (LIFE 5)
Conscientious	This is one of the four core characteristics of Claydon High School education; we set high expectations for our students upon their arrival at the school to be conscientious and take every opportunity to promote and develop this quality. The school planner is a learning tool to develop conscientious learning habits and we liaise with parents and carers throughout a child's school career to develop these, working in partnership to demonstrate the need to be conscientious as a life skill. Our reporting process assesses students' organisational and classroom skills. Subjects such as Maths, Science and Design Technology require a conscientious approach to testing, measuring and evaluating.				
	Induction curriculum	Islam and the Media (LIFE 1)	Understanding Risk in Relationships (LIFE 2) Options Preparation (LIFE 3) Crime and Punishment (LIFE 6)	Belief and ethics: Religion and War (LIFE 3-4) CV Writing and Job Application Process (LIFE 5-6)	Managing time and coping with stress (LIFE 5)
Spiritual development	The spiritual development of students is shown by their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life; knowledge of, and respect for, different people's faiths, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; and willingness to reflect on their experiences. This aspect of education, closely linked to the fundamental British value of respect and tolerance for those of different faiths and beliefs and those of none, is delivered specifically through the LIFE curriculum and enhanced through other subject areas where imagination and creativity are fundamental. From the Year 7 induction week, students are supported to be reflective in their work, linked to our teaching, learning and assessment policy. Further focus on students' spiritual development comes through the tutorial programme, including the mentoring support available, assemblies and bespoke events.				
	What makes us who we are? (LIFE 1) Hinduism - My Gods and Me (LIFE 3) Judaism - Other Religions and Me (LIFE 5)	Islam and the Media (LIFE 1) Sikhism (LIFE 3) My Rights (LIFE 4) My Relationships #2 (LIFE 5)	Diversity or Division (LIFE 1) RSE Personal Safety (LIFE 4)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) Belief and Ethics: Religion and War (LIFE 3-4)	My Influences (LIFE 3-4)

	Year 7	Year 8	Year 9	Year 10	Year 11
Moral development	The moral development of students is shown by their: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England; understanding of the consequences of their behaviour and actions; and interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. This aspect of education, closely linked to the fundamental British value of the rule of law, is delivered specifically through the LIFE curriculum and enhanced through other subject areas, especially Humanities. From Year 6 transition and Year 7 induction, using the school planner, we promote our expectations and rules and through the tutorial programme, assemblies and other bespoke support for individuals, the link between these and social expectations about moral behaviour is explored.				
	What makes us who we are? (LIFE 1) My Wellbeing (LIFE 2) My Future (LIFE 4) My Relationships (LIFE 6)	My Rights (LIFE 4) My Relationships #2 (LIFE 5) Humanism (LIFE 6) Human and Civil Rights (Drama 1-4)	Diversity or Division (LIFE 1) Understanding Risk in Relationships (LIFE 2) RSE Personal Safety (LIFE 4) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Too Much Punch for Judy (Drama 3-4) Life in Nazi Germany (History 4) Civil Rights in America (History 5)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) Belief and Ethics: Religion and War (LIFE 3-4) Text in Performance (Drama 3) Theatre Makers in Practice (Drama 4-5)	My Influences (LIFE 3-4)
Social development	The social development of students is shown by their: use of a range of social skills in different contexts, for example working and socialising with other students, including those from different religious, ethnic and socio-economic backgrounds; willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively; and acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain as well as understanding other societies as promoted through the Humanities curriculum. At GCSE higher level skills are developed in Sociology, Business Studies and Health and Social Care.				
	What makes us who we are? (LIFE 1) My Wellbeing (LIFE 2) My Future (LIFE 4) My Relationships (LIFE 6) Africa (Geography 4) Kenya (Geography 5)	Islam and the Media (LIFE 1) My Health Risks (LIFE 2) My Rights (LIFE 4) My Relationships #2 (LIFE 5)	Diversity or Division (LIFE 1) Understanding Risk in Relationships (LIFE 2) Options Preparation (LIFE 3) RSE Personal Safety (LIFE 4) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Brecht and Social Issues (Drama 1-2)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) Belief and Ethics: Religion and War (LIFE 3-4) CV Writing and Job Application Process (LIFE 5-6)	Post 16 Options Planning and Future Employment (LIFE 1-2) My Influences (LIFE 3-4) Managing time and coping with stress (LIFE 5) English Literature (2-3)

	Year 7	Year 8	Year 9	Year 10	Year 11
Cultural development	The cultural development of students is shown by their: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others; understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain; ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities; knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; and interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. This aspect of education, closely linked to the fundamental British value of respect and tolerance for those of different faiths and beliefs and those of none, is delivered specifically through the LIFE curriculum and enhanced through other areas notably the Humanities, English, Design Technology, MFL and Arts faculties where culture is integral to the nature of the subject. Through extra-curricular and additional curricular opportunities, the assembly programme and links with the local community, cultural development is explored in its widest forms.				
	What makes us who we are? (LIFE 1) My Wellbeing (LIFE 2) Hinduism - My Gods and me (LIFE 3) My Future (LIFE 4) Judaism - Other religions and me (LIFE 5) My Relationships (LIFE 6) Family (MFL 2) Leisure (MFL 3-4) The UK (Geography 1) Africa (Geography 4) Kenya (Geography 5)	Islam and the Media (LIFE 1) My Health Risks (LIFE 2) Sikhism (LIFE 3) My Rights (LIFE 4) My Relationships #2 (LIFE 5) Family (MFL 1) Home (MFL 2-3) New India (Geography 3) Empire (History 3)	Diversity or Division (LIFE 1) RSE Personal Safety (LIFE 4) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Home (MFL 1) Leisure (MFL 2) Food (Sp)/Careers(Fr) (MFL 3) Culture(Sp)/Careers (Fr) (MFL 4) Tourism (MFL 6) China (Geography 2)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) Belief and Ethics: Religion and War (LIFE 3-4) CV Writing and Job Application Process (LIFE 5-6) Tourism(Sp)/Family(Fr) (MFL 1) School(Sp)/Leisure(Fr) (MFL 2) Family (MFL 3) Leisure(Sp)/Tourism(Fr) (MFL 4) Tourism (MFL 5) Culture(Sp)/Tourism(Fr) (MFL 6)	Managing time and coping with stress (LIFE 5)
Democracy	This fundamental British value, closely aligned to the social development of students, is taught through the LIFE programme and the development of our British democracy is explored through the History curriculum				
	Student council King John (History 4)	Student council Charles 1 & Civil War (History 1)	Student council Diversity or Division (LIFE 1) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Civil Rights in America (History 5)	Student council	Student council

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Rule of Law	This fundamental British value, closely aligned to the moral development of students, is taught through the LIFE programme, through the assembly and tutorial programmes and in individual interactions with students and their families, we highlight the links between expectations about behaviour and following school rules, with society's laws. Developing knowledge of rules of varied team sports in the PE curriculum develops effective team work skills.				
	What makes us who we are (LIFE 1) My Wellbeing (LIFE 2) My Relationships (LIFE 6) King John (History 4) Computing	My Health Risks (LIFE 2) My Rights (LIFE 4) My Relationships (LIFE 5) Human & Civil Rights (Drama 1-2) Blood Brothers (Drama 3-4)	Diversity or Division (LIFE 1) Understanding Risks in Relationships (LIFE 2) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Too Much Punch for Judy (Drama 3-4) Life in Nazi Germany (History 4) Civil Rights in America (History 5) Computing	Text in Performance (Drama 3) Theatre Makers in Practice (Drama 4-5)	My Influences (LIFE 3-4)
Individual Liberty	This fundamental British value, aligned to the moral development of students, is explored through the LIFE programme and more widely through the assembly and tutorial programmes				
	What makes us who we are (LIFE 1) My Wellbeing (LIFE 2) Hinduism (LIFE 3) My Future (LIFE 4) Judaism (LIFE 5) My Relationships (LIFE 6) King John (History 4)	Islam and the Media (LIFE 1) My Health Risks (LIFE 2) Sikhism (LIFE 3) My Rights (LIFE 4) My Relationships (LIFE 5) Humanism (LIFE 6) Charles 1 and Civil War (History 1) Slavery (History 4)	Diversity or Division (LIFE 1) Understanding Risks in Relationships (LIFE 2) Options (LIFE 3) RSE Personal Safety (LIFE 4) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Life in Nazi Germany (History 4) Civil Rights in America (History 5)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) Beliefs and Ethics: Religion and War LIFE (3-4) CV Writing and Job Application Process (LIFE 5-6)	Post 16 options planning and future employment (LIFE 1-2) My Influences (LIFE 3-4)

	Year 7	Year 8	Year 9	Year 10	Year 11
Respect and tolerance for those of different faiths and beliefs and those without faith	This fundamental British value, closely aligned to the spiritual and cultural development of students, is specifically taught through the LIFE and Humanities curricula and promoted at every opportunity including in the tutorial and assembly programmes, and in individual interactions with individuals				
	What makes us who we are (LIFE 1) My Wellbeing (LIFE 2) Hinduism (LIFE 3) My Future (LIFE 4) Judaism (LIFE 5) My Relationships (LIFE 6)	Islam and the Media (LIFE 1) Sikhism (LIFE 3) My Rights (LIFE 4) My Relationships (LIFE 5) Humanism (LIFE 6) WW2 (English 4) Treatment of Jews (English 6) Slavery (History 4)	Diversity or Division (LIFE 1) RSE Personal Safety (LIFE 4) An Equal Society (LIFE 5) Crime and Punishment (LIFE 6) Life in Nazi Germany (History 4) Civil Rights in America (History 5)	Managing Challenges in Relationships, Family and Parenting (LIFE 1-2) Beliefs and Ethics: Religion and War (LIFE 3-4)	