



Years 7 to 13 - >Something More? – 2025-26

Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is academic, sequential and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, though development of a rich language base and challenge in every lesson.

The Key Strands of >Something More?

Curriculums at BSS are designed to nurture not only intellectual and physical development but also the spiritual growth of students. This will be through the following strands:

Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?

Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.

Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.

Encouraging creative expression to connect with the inner self and the transcendent.

Fostering a sense of belonging and interconnectedness with others, nature, and the universe.

Encouraging self-awareness, emotional intelligence, and moral reasoning.

Promoting open-ended investigations rather than just seeking right answers.

Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.

Year 7

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	Fostering a sense of belonging and interconnectedness with others, nature and the universe	In the Landscape unit, students will take part in observational drawing in the natural environment to build a sense of awe and awareness of the natural world.
Computer Science	Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?	Discussions on AI, social media, or data ethics can prompt reflection on personal values and the role of humans in a digital world.
Drama	Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.	'Greek Theatre' - Exploration of the beginning of theatre in Ancient Greece including theatrical festivals to honour the gods.
DT	Promoting open-ended investigations rather than just seeking right answers.	Our KS3 D&T curriculum promotes open-ended investigation by giving students the freedom to explore a range of possible solutions within each design brief. Rather than working towards a single 'right' answer, pupils are encouraged to think creatively, justify their design choices, and develop unique responses that reflect their understanding and interpretation of the task.
English	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Discussions around the appreciation of nature, the human condition, humility, kindness and other Christian values which link contextually and conceptually to the poetry we cover in certain units

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Foundation Learning	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Elaborative interrogation, understanding memory and learning, learning how to study, cognitive bias, the forgetting curve, dual coding, cognitive load theory
French	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals
Geography	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Woburn trip: students explore the different animals that can be found in different ecosystems building on their work on hot desert environments. Going to Woburn gives students the opportunity to explore a new landscape and new animals whilst working within small groups to collect information/facts on foot safari about animals and their adaptations.
History	Fostering a sense of belonging and interconnectedness with others, nature and the universe	In the Crusades unit, students will explore the Golden Age of Islamic Baghdad and the growing interconnectedness of Europe and the Islamic World, as a consequence of the conflict.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Library	Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.	<p>Students will be given the opportunity to select new titles and to read them for their own enjoyment.</p> <p>There is also an Author visit during the academic year.</p>
Maths	Promoting open-ended investigations rather than just seeking right answers.	<p>Students learn to interpret graphs, deduce relationships, and prove identities—such as trigonometric equivalences—through disciplined, step-by-step reasoning. This process not only sharpens analytical skills but also nurtures a deep respect for clarity, consistency, and the objective nature of truth, encouraging students to value intellectual honesty and the pursuit of understanding.</p>
Music	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	<p>Experience of the NMPAT professional recital teams to witness the excitement and buzz of a live professional performance.</p>
PE (Core)	Fostering a sense of belonging and interconnectedness with others, nature and the universe	<p>Students are in Houses where we have many House competitions. Students all play their part in the House performance and showing a sense of pride and cohesiveness within their House as they work towards a common goal.</p>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
PSHE	<div data-bbox="629 331 1272 488"> <p>Encouraging self-awareness, emotional intelligence, and moral reasoning.</p> </div>	<div data-bbox="1323 331 2123 762"> <p>The curriculum powerfully explores human connectedness, democratic participation, and shared values through relationships education, exploring personal identity, and learning about the dangers of stereotypes, prejudice and discrimination. Considering what community is and means and what roles we have to play within our different communities.</p> <p>Encourages reflection on how people connect to causes bigger than themselves—climate justice, LGBTQ+ rights, civil and equal rights.</p> </div>
Religious Studies	<div data-bbox="629 831 1285 975"> <p>Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.</p> </div>	<div data-bbox="1323 831 2123 1198"> <p>Students will analyse and interpret sacred writings to unpack the deeper meanings behind the words of wisdom. They will, for example, explore the “I am” sayings to describe the nature of Jesus and will unpack the deeper meanings of the use of symbolic and metaphorical language, as well as the use of art. Students will also reflect on the use of music as a form of worship to express beliefs linked to the Apostle’s creed.</p> </div>

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Science	<p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p>	<p>Celebrating ‘breaking stereotypes’ scientists and routes into scientific careers in all classrooms during British Science week. Celebrating black scientists during Black History Month activities.</p>
Spanish	<p>Fostering a sense of belonging and interconnectedness with others, nature and the universe</p>	<p>Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals</p>

Year 8

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	Encouraging creative expression to connect with the inner self and the transcendent.	Students are routinely encouraged to express their ideas creatively
Computer Science	Encouraging creative expression to connect with the inner self and the	The Image Editing topic ends in a student led project which focuses on curiosity and self-exploration.
Drama	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Year 8 'Blood Brothers' – Considering the nature vs nurture debate.
DT	Promoting open-ended investigations rather than just seeking right answers.	Our KS3 D&T curriculum promotes open-ended investigation by giving students the freedom to explore a range of possible solutions within each design brief. Rather than working towards a single 'right' answer, pupils are encouraged to think creatively, justify their design choices, and develop unique responses that reflect their understanding and interpretation of the task.
English	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Extra-curricular activities and enrichment such as theatre trips to foster a love of Shakespeare and other playwrights through experiencing the beauty of performance and drama.

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Foundation Learning	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Elaborative interrogation, understanding memory and learning, learning how to study, cognitive bias, the forgetting curve, dual coding, cognitive load theory.
French	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals
Geography	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Students learn about a range of different people and environments. This ranges from communities in Ghana, an example of lower income country to the environment of Antarctica which is the only untouched environment. Furthermore, they learn about the Tikuna Tribe, an Amazonian tribe which is untouched by the outside world.
History	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	We explore the myriad challenges faced by Elizabeth I, from prejudice against women in power to the attempted invasion by the Spanish in 1588.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Maths	Promoting open-ended investigations rather than just seeking right answers.	Students learn to interpret graphs, deduce relationships, and prove identities—such as trigonometric equivalences—through disciplined, step-by-step reasoning. This process not only sharpens analytical skills but also nurtures a deep respect for clarity, consistency, and the objective nature of truth, encouraging students to value intellectual honesty and the pursuit of understanding.
Music	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Studies of great composers and their context to inspire and gain understanding of the ‘why’ music sounds like it does.
PE (Core)	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Students are in Houses where we have many House competitions, Students all play their part in the House performance and showing a sense of pride and cohesiveness within their House as they work towards a common goal.

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PSHE	<div data-bbox="622 268 1294 424"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1335 268 2123 687"> <p>County Challenge: competing in the police and fire commissioner’s county challenge to consider relevant issues facing young people in the county and to devise practical ways to provide help and support.</p> <p>Creative and reflective tasks during Mental Health Awareness Week, Anti-Bullying Week etc, practical tasks that are shared with the wider school community to encourage us to think and feel more widely and to open our minds to new ideas.</p> </div>
Religious Studies	<div data-bbox="622 783 1294 1018"> <p>Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</p> </div>	<div data-bbox="1335 770 2123 1214"> <p>The foundation of our curriculum are “big questions” that students explore through each lesson. The focus of Year 8 is to explore “Do our beliefs shape our actions?” through the different worldviews, mainly Christian and Dharmic faiths. This provides our students with the opportunity to reflect and make comparisons on how different beliefs can influence faith, purpose and everyday life. For example, students explore the problem of evil and question who is responsible for evil and suffering in the world today.</p> </div>

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Science	<div data-bbox="622 320 1294 427">Promoting open-ended investigations rather than just seeking right answers.</div>	<div data-bbox="1339 320 2072 438">Science Club is open to all students. This involves Student-led investigations</div>
Spanish	<div data-bbox="622 499 1294 638">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div>	<div data-bbox="1332 510 2072 667">Introducing students to real life scenarios and comparing life in the UK and other countries across a variety of topics such as school, family units, food and drink and festivals</div>

Year 9

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	Fostering a sense of belonging and interconnectedness with others, nature and the universe	In the <i>Art with a Message</i> unit, students will develop a creative response to a world issue which (e.g. the environment, poverty and war) which builds both empathy and a sense of responsibility towards others.
Computer Science	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Sharing the stories of computing pioneers like Alan Turing, Tim Berners-Lee or the extraordinary women in STEM.
Drama	Encouraging creative expression to connect with the inner self and the transcendent.	'Too Much Punch For Judy' – Use of stylised and abstract theatre to focus upon emotional experience and to present life after death.
DT	Fostering a sense of belonging and interconnectedness with others, nature and the universe	In our KS3 Food curriculum students recognise the impact their food choice has on others by looking at issues such as Fair Trade, Food Miles and Food Waste. This helps them to understand how simple changes in purchasing decisions can have far reaching consequences.
English	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Across the poignant period of remembrance, students will hear the voices of the soldier poets of WW1. Students will discuss the ways that war impacted both soldiers and those left at home, the conditions of the trenches that prompted such visceral responses to war and the way that comradeship, fraternity and prayer helped to mitigate against the horrors that were witnessed during that period.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
French	<p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p>	<p>Biannual Year 9 trip to France – students have the opportunity to experience first-hand the culture of the language of study, eat authentic food, visit important historical sites and take part in local festivities and activities.</p>
Geography	<p>Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</p>	<p>Students explore the Syrian war and the global refugee crisis in Topical Geography, therefore encouraging them to imagine the lives of displaced young people and consider how their experiences differ to their own. Through personal narratives and migration case studies, students can reflect on identity, belonging, and resilience. We also discuss how climate change and resource scarcity may affect students' futures and what kind of roles or responsibilities they might choose to embrace. This includes an understanding of how their lives may be impacted by conflict over resources and in the wider context.</p>
History	<p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p>	<p>In our topic on the Holocaust, students explore the stories of Jewish people who resisted the Nazi persecution, both through moral and cultural activities, as well as through armed resistance. Students also look at a range of individuals who tried to save Jews, such as Oscar Schindler.</p>

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<p>Maths</p>	<p>Promoting open-ended investigations rather than just seeking right answers.</p>	<p>Students learn to interpret graphs, deduce relationships, and prove identities—such as trigonometric equivalences—through disciplined, step-by-step reasoning. This process not only sharpens analytical skills but also nurtures a deep respect for clarity, consistency, and the objective nature of truth, encouraging students to value intellectual honesty and the pursuit of understanding.</p>
<p>Music</p>	<p>Fostering a sense of belonging and interconnectedness with others, nature and the universe</p>	<p>All students are encouraged to perform to others, both in class, and school and county ensembles, in assemblies, concerts and in the local community. The Music department is a place of respect for all and we practise being a ‘polite audience’ and ‘active listening’ for all student performances in class, whether formal assessments or spontaneous demos of work.</p>
<p>PE (Core)</p>	<p>Fostering a sense of belonging and interconnectedness with others, nature and the universe</p>	<p>Students are in Houses where we have many House competitions. Students all play their part in the House performance and showing a sense of pride and cohesiveness within their House as they work towards a common goal.</p>

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PSHE	<div data-bbox="618 272 1279 488"> <p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p> </div>	<div data-bbox="1312 272 2123 432"> <p>Specific focus on key legislation such as Equal Rights Act, Human Rights Act – how it relates to British Values and our own school core values.</p> </div>
Religious Studies	<div data-bbox="618 552 1279 703"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1312 552 2123 751"> <p>The Souster Youth – a Christian charity - deliver sessions to our students. These provide them with an opportunity to explore the “big” questions from a Christian perspective.</p> </div>
Science	<div data-bbox="618 892 1279 1023"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1312 876 2123 1038"> <p>An immersive Forensic Science investigation is held during Super Curricular Week. This is centred on ideas such as community, right and wrong, justice and the moral compass.</p> </div>
Spanish	<div data-bbox="618 1102 1279 1230"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1312 1110 2123 1302"> <p>Biannual Y9 trip to Spanish – the opportunity to experience first-hand the culture of the language of study, eat authentic food, visit important historical sites and take part in local festivities and activities.</p> </div>

Year 10

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	The Year 10 Gallery visit enables students to see the work of celebrated artists and designers
Computer Science	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Students are introduced to a range of different technologies to encourage communication and collaborative work through Office 365 and paired programming through the sense hats.
Drama	Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?	Year 10 'Devising' - Exploration of character work encouraging students to draw connections between themselves and other people.
English Language	Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?	To enable students to understand and appreciate the perspectives of both modern and historical writers through first hand witness accounts of experiences that have shaped their lives and spiritual awakening.
English Literature	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Through the poetry of Power and Conflict, we are searching for deeper meaning about what it is to be human in various contexts including the experiences on the most famous battlefields throughout the ages. To create an empathetic response to the suffering of those who have been directly involved in historical tragedies and societal prejudices.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Food	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Hands-on learning is central to the student experience. Pupils are taught a wide range of practical skills and are encouraged to work both independently and in teams to prepare, cook and present meals for target markets. This active engagement not only builds confidence and competence but also sparks a sense of wonder as students bring their ideas to life through making.
French	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with France.
Geography	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Studying favelas in Rio and wealth disparities in London encourages self-awareness and emotional intelligence by helping students reflect on their own privileges and the challenges others face. It fosters empathy by revealing how inequality affects people's daily lives, access to resources, and opportunities. This understanding promotes moral reasoning, as students consider fairness, justice, and the role of society in addressing poverty and creating more equal communities.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Health and Social Care	<div data-bbox="629 261 1249 405">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div>	<div data-bbox="1276 261 2072 459">Use of Case studies, life timelines, visits to nurseries or care homes. Within component 2 using health tracking, practical activities and wellness planning.</div>
History	<div data-bbox="618 558 1247 691">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div> <div data-bbox="618 946 1247 1166">Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</div>	<div data-bbox="1276 555 2072 901">Belgium Battlefields Trip: students explore the battlefields of the Ypres Salient to support their learning on the First World War. Students are able to walk in the footsteps of soldiers through the trenches and tunnels on the Western Front and pay their respects in the cemeteries that mark soldiers' final resting places. Students take part in remembrance activities at the Menin Gate, laying a wreath on behalf of the school community.</div> <div data-bbox="1276 952 2072 1171">Holocaust Awareness Morning: students attend a series of talks about the Holocaust, which culminates in meeting a Holocaust survivor (or 2nd generation). The survivor is able to share their story and explain the impact the Holocaust had on them and their family.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Maths	<div data-bbox="629 264 1247 408">Promoting open-ended investigations rather than just seeking right answers.</div>	<div data-bbox="1290 264 2058 608">Students learn to interpret graphs, deduce relationships, and prove identities—such as trigonometric equivalences—through disciplined, step-by-step reasoning. This process not only sharpens analytical skills but also nurtures a deep respect for clarity, consistency, and the objective nature of truth, encouraging students to value intellectual honesty and the pursuit of understanding.</div>
Music	<div data-bbox="629 663 1247 839">Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and</div>	<div data-bbox="1290 663 2058 887">Studies of great composers and their context to inspire and gain understanding of the ‘why’ music sounds like it does. Set works studies include innovations in performance practice, invention of instruments and ground-breaking compositional techniques.</div>
Product Design	<div data-bbox="629 959 1247 1118">Encouraging creative expression to connect with the inner self and the transcendent.</div>	<div data-bbox="1290 959 2058 1294">Our curriculum encourages creative expression by providing students with opportunities to develop their own individual design ideas. Through open-ended tasks and personal responses to design briefs, pupils are able to express their thoughts, values, and interests. This creative process allows them to connect with their inner selves, imagining how their designs can have an impact on individuals or society.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
PE (Core)	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Students are in Houses where we have many House competitions, with students all playing their part in the House performance and showing a sense of pride and cohesiveness within their House as they work towards a common goal.
PE (GCSE)	Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.	In anatomy and physiology topic, looking at the interconnectedness of the body systems promotes a sense of awe and appreciation of the human body.
PSHE	Fostering a sense of belonging and interconnectedness with others, nature and the universe	The curriculum powerfully explores human connectedness, democratic participation, and shared values through relationships education, exploring personal identity, and learning about the dangers of stereotypes, prejudice and discrimination. Considering what community is and means and what roles we have to play within our different communities.
Religious Studies	Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.	Students will be exposed to the different ways in which Buddhists perform Puja (worship). For example, they will listen to chanting, design their own mandalas and take part in guided meditation.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Science (Trilogy and Triple)	<p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p>	<p>Celebrating individuals within all Sciences – through the developed understanding of Atomic Structure, Evolution, DNA/Genetics, Electromagnetism and Climate Change</p>
	<p>Promoting open-ended investigations rather than just seeking right answers.</p>	<p>Ethical discussions around Assisted reproduction, Climate change and Genetics. Students are encouraged to consider both sides of the arguments and how Science can be used ethically to inform decisions.</p>
	<p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p>	<p>Students take part in trips to <i>Lectures in our Society</i>. Here, they understand how Science is critical to our understanding of the world. They also see how societies are interdependent and have an equal role and impact.</p>
	<p>Encouraging self-awareness, emotional intelligence, and moral reasoning.</p>	<p>Evaluating and debating the use of scientific developments, such as IVF, from many different points of view. Students are encouraged to seek the true through a range of medias, view different sides and consider their own bias.</p>

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Spanish	<div data-bbox="631 248 1258 379">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div>	<div data-bbox="1314 256 2054 432">Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with Spain</div>

Year 11

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Personal projects allow students to engage with a variety of themes and ideas, often exploring a sense of self and belonging.
Computer Science	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Topics like AI bias, data privacy, or cybersecurity ethics can prompt students to think deeply about fairness, justice, and personal responsibility.
Drama	Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.	Year 11 'Scripted Drama' – Using music to create an emotive, reflective response from the audience.
English Language	Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?	To enable students to understand and appreciate the perspectives of both modern and historical writers through first hand witness accounts of experiences that have shaped their lives and spiritual awakening.
English Literature	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Through the poetry of Power and Conflict, we are searching for deeper meaning about what it is to be human in various contexts including the experiences on the most famous battlefields throughout the ages. To create an empathetic response to the suffering of those who have been directly involved in historical tragedies and societal prejudices.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Food	<div data-bbox="622 247 1236 392">Promoting open-ended investigations rather than just seeking right answers.</div>	<div data-bbox="1281 252 2033 616">In our KS4 curriculum students study the science of food production. The learn to conduct scientific analysis of how ingredients interact to produce different outcomes with very small changes. The investigations are researched-based but results are often unexpected causing the students to have to really look at what is happening during the cooking process to understand the interactions.</div>
French	<div data-bbox="622 659 1236 793">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div>	<div data-bbox="1281 654 2033 807">Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with France.</div>
Geography	<div data-bbox="622 879 1236 999">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div>	<div data-bbox="1281 866 2033 1321">Studying favelas in Tunisia and wealth disparities in Nigeria encourages self-awareness and emotional intelligence by helping students reflect on their own privileges and the challenges others face. It fosters empathy by revealing how inequality affects people's daily lives, access to resources, and opportunities. This understanding promotes moral reasoning, as students consider fairness, justice, and the role of society in addressing poverty and creating more equal communities. Students look at the role of historical factors i.e. colonisation and the impact this has on current societies.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Health and Social Care	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Use of Case studies, life timelines, visits to nurseries or care homes. Within component 2 using health tracking, practical activities and wellness planning.
History	Fostering a sense of belonging and interconnectedness with others, nature and the universe	The Cold War: students cover a range of topics that help them to understand the world around them today, from the tension in the Korean peninsular to the current events in Ukraine. They are able to understand how the events they study in the past are interconnected to the world around them today.
Maths	Promoting open-ended investigations rather than just seeking right answers.	Students learn to interpret graphs, deduce relationships, and prove identities—such as trigonometric equivalences—through disciplined, step-by-step reasoning. This process not only sharpens analytical skills but also nurtures a deep respect for clarity, consistency, and the objective nature of truth, encouraging students to value intellectual honesty and the pursuit of understanding.
Music	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Experience trips to local theatres for concerts eg: RPO and shows, to witness the excitement and buzz of a live professional performance.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Product Design / Textiles	<div data-bbox="622 304 1256 443">Encouraging creative expression to connect with the inner self and the transcendent.</div>	<div data-bbox="1281 316 2074 647">Our curriculum encourages creative expression by providing students with opportunities to develop their own individual design ideas. Through open-ended tasks and personal responses to design briefs, pupils are able to express their thoughts, values, and interests. This creative process allows them to connect with their inner selves, imagining how their designs can have an impact on individuals or society.</div>
PE (Core)	<div data-bbox="622 730 1243 908">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div>	<div data-bbox="1281 730 2074 959">Students are in Houses where we have many House competitions, with students all playing their part in the House performance and showing a sense of pride and cohesiveness within their House as they work towards a common goal.</div>
PE (GCSE)	<div data-bbox="629 1058 1245 1224">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div>	<div data-bbox="1281 1062 2074 1232">In the socio-cultural topic we consider the contact to compete and how deviant behaviour affects the experience of all involved</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
PSHE	<div data-bbox="618 268 1252 411">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div>	<div data-bbox="1285 268 2056 379">Visiting Alumni students demonstrating career pathways and provide aspiration for the future.</div>
Religious Studies	<div data-bbox="618 526 1240 699">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div>	<div data-bbox="1276 526 2069 746">Students cover a range of topics which help them to understand the world today. For example, we will examine various examples of protests and make links to modern-day protests such as the BLM and Extinction Rebellion movements.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Science (Triple and Trilogy)	<div data-bbox="622 264 1245 451"> <p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and</p> </div> <div data-bbox="622 507 1245 651"> <p>Promoting open-ended investigations rather than just seeking right answers.</p> </div> <div data-bbox="622 746 1245 890"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div> <div data-bbox="622 1026 1245 1177"> <p>Encouraging self-awareness, emotional intelligence, and moral reasoning.</p> </div>	<div data-bbox="1281 264 2045 451"> <p>Celebrating individuals within all Sciences – through the developed understanding of Atomic Structure, Evolution, DNA/Genetics, Electromagnetism and Climate Change</p> </div> <div data-bbox="1281 507 2045 722"> <p>Ethical discussions around Assisted Reproduction, Climate change and Genetics. Students are encouraged to consider both sides of the arguments and how Science can be used ethically to inform decisions.</p> </div> <div data-bbox="1281 754 2045 994"> <p>Students take part in trips to <i>Lectures in our Society</i>. Here, they understand how Science is critical to our understanding of the world. They also see how societies are interdependent and have an equal role and impact.</p> </div> <div data-bbox="1281 1026 2045 1225"> <p>Evaluating and debating the use of scientific developments, such as IVF, from many different points of view. Students are encouraged to seek the true through a range of medias, view different sides and consider their own bias.</p> </div>
Spanish	<div data-bbox="633 1289 1240 1417"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1281 1289 2045 1433"> <p>Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with Spain</p> </div>

Year 12

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	<div data-bbox="647 256 1234 392">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div>	<div data-bbox="1319 256 2107 424">Personal projects allow students to engage with a variety of themes and ideas, often exploring a sense of self and belonging.</div>
Biology	<div data-bbox="631 488 1240 639">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div> <div data-bbox="636 874 1249 1011">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div> <div data-bbox="631 1056 1256 1177">Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.</div>	<div data-bbox="1319 496 2107 823">Evaluating and debating the use of scientific developments, such as IVF, use of stem cells, treatment of heart disease, classification of organisms, preventing and treating disease, genetic engineering and cloning, from many different points of view. Students use knowledge and moral reasoning to argue for or against a topic, whilst respecting other viewpoints</div> <div data-bbox="1326 874 2101 1011">Biology live trip. An exciting, thought-provoking day giving students a chance to hear 5 scientists who are working at the cutting edge of their specialisms.</div> <div data-bbox="1323 1056 2096 1233">Dissecting, staining and drawing the cells of a seemingly unexciting piece of celery, to highlight the complexity and beauty of the organisation of cells within plant tissues.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Business Studies	<div data-bbox="627 268 1261 403">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div> <div data-bbox="627 695 1267 879">Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</div>	<div data-bbox="1303 268 2078 630">Human motivation theories (Maslow, Herzberg, Mayo) reinforce the importance of workplace belonging, collaboration, and psychological needs. Corporate Social Responsibility (CSR) and Ethics (Theme 4: Global Business) explores how businesses operate responsibly within communities and ecosystems and encourages reflection on interconnectedness between business decisions, society, and the environment.</div> <div data-bbox="1303 699 2078 815">Stories of Anita Roddick, Steve Jobs, and Sara Blakely spark awe in innovation, vision, and persistence.</div>
Chemistry	<div data-bbox="627 1007 1256 1158">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div>	<div data-bbox="1303 986 2101 1161">Students will use the subject as a “window” through which to see the world and understand how Chemistry can be used, both productively and destructively, within Nature and Humanity</div>
Computer Science	<div data-bbox="627 1225 1263 1406">Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</div>	<div data-bbox="1303 1238 2094 1393">Discussions on AI, social media, or data ethics can prompt reflection on personal values and the role of humans in a digital world.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Economics	Fostering a sense of belonging and interconnectedness with others, nature and the universe	Externalities and Market Failure (Theme 1 & Theme 3). Concepts like negative externalities, public goods, and environmental degradation highlight how individuals, businesses, and nature are deeply interconnected.
English Language and Literature	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Studying The Whitsun Weddings will provide the opportunity for students to discuss a number of themes such as family, loneliness and old age and reflect on their own feelings about these.
English Literature	Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.	Discussions based around poetry will enable students to gain spiritual insight.
French	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with France.
Geography	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	This is supported by a trip to Naples whereby students explore the aftermath of Vesuvius and Pompeii, explore the island of Capri and the amazing geographical coastal features created by erosional and depositional processes. There is also the opportunity to highlight extraordinary events which has led to a sense of awe in terms of plate tectonics and geomorphology.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
History	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Trip to Hampton Court Palace.
	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Topic 2 demonstrates the power of the individual in History, focusing on how Lenin's tenacity led Russia to become the first communist country in 1917.
Maths	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Senior Maths Challenge and Christmas Lecture
Maths (Further)		
Music	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Studies of great composers and their context to inspire and gain understanding of the 'why' music sounds like it does.
Physics	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Celebrating 'breaking stereotypes' Physicists and routes into Physics during British Science week.

Subject	>Something More? - Key Strand	Where will you see it in the Curriculum?
Politics	<div data-bbox="618 261 1173 443"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1218 261 2069 801"> <p>Mock Elections or Referendums: Students campaign, vote, and count ballots on real or fictional issues. Visits from local candidates, sparks curiosity about democratic systems and political strategy.</p> <p>Visit to the UK Parliament, EU: Offers firsthand experience of political institutions and decision-making.</p> <p>Student Debates: Debate UK/US policy issues allowing for participation, and development and sharing of ideas and learning tolerance and respect for alternative views</p> </div>
Product Design	<div data-bbox="618 888 1196 1038"> <p>Encouraging creative expression to connect with the inner self and the transcendent.</p> </div>	<div data-bbox="1218 888 2069 1192"> <p>The curriculum encourages creative expression by providing students with opportunities to develop their own individual design ideas. Through open-ended tasks and personal responses to design briefs, pupils are able to express their thoughts, values, and interests. This creative process allows them to connect with their inner selves, imagining how their designs can have an impact on individuals or society.</p> </div>

Subject	>Something More? - Key Strand	Where will you see it in the Curriculum?
PE	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Students gain a deep understanding of barriers to participation and underrepresented groups in sport, developing empathy for others and also discovering ways to support those who don't have the access to physical activity as they should.
PSHE	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Creative and reflective tasks during Mental Health Awareness Week, Anti-Bullying Week etc, practical tasks that are shared with the wider school community to encourage us to think and feel more widely and to open our minds to new ideas.
Psychology	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Stanley Milgram and Philip Zimbardo: their controversial, ground-breaking studies challenge moral norms and deepen understanding of obedience and authority.
Religious Studies	Fostering a sense of belonging and interconnectedness with others, nature and the universe	In Philosophy, we study the Teleological argument for the existence of God which provokes our students to look out into the world. In Ethics, we explore theories such as Situation Ethics and Utilitarianism, which encourages our students to think deeply about their actions and the guiding principles behind them.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Sociology	<div data-bbox="629 323 1243 539"> <p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p> </div>	<div data-bbox="1288 323 2072 523"> <p>Students will explore key sociologists such as Marx, Durkheim, Parsons, Oakley, Archer, Giddens and consider their theories and the context of their writings and the influence and significance of their thoughts in contemporary society.</p> </div>
Spanish	<div data-bbox="629 616 1243 746"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1288 616 2072 762"> <p>Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with Spain.</p> </div>
Theatre Studies	<div data-bbox="629 842 1243 1050"> <p>Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</p> </div>	<div data-bbox="1288 842 2072 1042"> <p>Year 12 and 13 'Our Country's Good' - Consideration of the impact of social, cultural, historical and political context upon characters and their actions.</p> </div>

Year 13

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Art	<div data-bbox="640 373 1249 509">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div>	<div data-bbox="1299 368 2096 531">Personal projects allow students to engage with a variety of themes and ideas, often exploring a sense of self and belonging.</div>
Biology	<div data-bbox="640 596 1249 748">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div> <div data-bbox="629 951 1261 1086">Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</div> <div data-bbox="629 1129 1261 1251">Using art, music, literature, and nature to inspire awe, wonder, and spiritual insight.</div>	<div data-bbox="1299 596 2085 903">Evaluating and debating the use of scientific developments, such as IVF, use of stem cells, treatment of heart disease, classification of organisms, preventing and treating disease, genetic engineering and cloning, from many different points of view. Students use knowledge and moral reasoning to argue for or against a topic, whilst respecting other viewpoints</div> <div data-bbox="1301 951 2083 1090">Biology live trip. An exciting, thought-provoking day giving students a chance to hear 5 scientists who are working at the cutting edge of their specialisms.</div> <div data-bbox="1301 1134 2085 1315">Dissecting, staining and drawing the cells of a seemingly unexciting piece of celery, to highlight the complexity and beauty of the organisation of cells within plant tissues.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Business Studies	<div data-bbox="627 344 1261 480">Fostering a sense of belonging and interconnectedness with others, nature and the universe</div> <div data-bbox="627 738 1270 924">Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</div>	<div data-bbox="1301 344 2080 707">Human motivation theories (Maslow, Herzberg, Mayo) reinforce the importance of workplace belonging, collaboration, and psychological needs. Corporate Social Responsibility (CSR) and Ethics (Theme 4: Global Business) explores how businesses operate responsibly within communities and ecosystems and encourages reflection on interconnectedness between business decisions, society, and the environment.</div> <div data-bbox="1301 746 2080 863">Stories of Anita Roddick, Steve Jobs, and Sara Blakely spark awe in innovation, vision, and persistence.</div>
Chemistry	<div data-bbox="627 1007 1263 1158">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div>	<div data-bbox="1301 1007 2103 1182">Students will use the subject as a “window” through which to see the world and understand how Chemistry can be used, both productively and destructively, within Nature and Humanity</div>
Computer Science	<div data-bbox="627 1270 1270 1414">Promoting open-ended investigations rather than just seeking right answers.</div>	<div data-bbox="1301 1238 2089 1449">Student will undergo an NEA project. Student may choose any program to make and are encouraged to pick something that supports their studies, links to a hobby or that brings them joy.</div>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Economics	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Simulation Games (Theme 1 & Theme 2) Experiments where students act as buyers and sellers in different market structures (perfect competition, monopoly, oligopoly). These bring abstract concepts to life and evoke excitement through strategy and competition.
English Language and Literature	Promoting open-ended investigations rather than just seeking right answers.	Debates about issues like abortion, euthanasia, racism and the death penalty. Students are encouraged to research topics in depth so that they can produce written responses that are credible. These can then be used for coursework, or to inform their understanding of the unseen non-fiction texts that they have to write about in the exams.
English Literature	Encouraging self-awareness, emotional intelligence, and moral reasoning.	Othello (set text) – self-reflection and discussion about prejudice, love and loyalty, the roles of men and women in society and how these have changed.
French	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with France.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Geography	Promoting open-ended investigations rather than just seeking right answers.	Students create and design an independent individual investigation to explore a facet of geography which they find fascinating. These hypotheses or open questions create discussions on the role of humans on the planet, the natural processes which attract human interaction due to danger or wonder.
Geology	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Geology Field Trip to Blencathra.
History	<div data-bbox="618 831 1261 1018">Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</div> <div data-bbox="618 1059 1254 1169">Encouraging self-awareness, emotional intelligence, and moral reasoning.</div>	<div data-bbox="1299 831 2101 1018">Topic 3, Native Americans: students learn the horrific story of the loss of independence of the indigenous people of North America, the scale of their displacement sometimes being described as a genocide.</div> <div data-bbox="1299 1059 2101 1241">Independent research and discussions on the cause, nature and morality of witch-hunting in the Early Modern period</div>

Subject	>Something More – Key Strand	Where will you see it in the Curriculum?
Maths	Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.	Senior Maths Challenge and Christmas Lecture
Maths (Further)		
Music	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Studies of great composers and their context to inspire and gain understanding of the ‘why’ music sounds like it does.
Physics	Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.	Celebrating ‘breaking stereotypes’ Physicists and routes into Physics during British Science week.

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Politics	<p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p>	<p>Mock Elections or Referendums: Students campaign, vote, and count ballots on real or fictional issues. Visits from local candidates, sparks curiosity about democratic systems and political strategy.</p> <p>Visit to the UK Parliament, EU: Offers firsthand experience of political institutions and decision-making.</p> <p>Student Debates: Debate UK/US policy issues allowing for participation, and development and sharing of ideas and learning tolerance and respect for alternative views</p>
Product Design	<p>Encouraging creative expression to connect with the inner self and the transcendent.</p>	<p>The curriculum encourages creative expression by providing students with opportunities to develop their own individual design ideas. Through open-ended tasks and personal responses to design briefs, pupils are able to express their thoughts, values, and interests. This creative process allows them to connect with their inner selves, imagining how their designs can have an impact on individuals or society.</p>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
PE	<p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p>	<p>We study the innovations in sport, how technology has enhanced human performance, increased inclusion and provided more opportunities for participation in physical activity, as well as considering the potential for further enhancement in the future.</p>
PSHE	<p>Encouraging self-awareness, emotional intelligence, and moral reasoning.</p>	<p>Creative and reflective tasks during Mental Health Awareness Week, Anti-Bullying Week etc, practical tasks that are shared with the wider school community to encourage us to think and feel more widely and to open our minds to new ideas.</p>
Psychology	<p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p>	<p>Addiction (Paper 3) Simulate operant conditioning using games. Run reinforcement schedule experiments or develop an awareness campaign for schools.</p>
Religious Studies	<p>Highlighting extraordinary people, events, and discoveries that inspire awe or investigating how a sense of awe has led to breakthroughs and creativity.</p>	<p>Throughout the curriculum we explore the work of some of the great thinkers of our time and reflect on the impact they have made on the “big questions” which humanity have been asking for thousands of years. Within the Christian component, students will investigate the work of Gustavo Gutierrez, as the founder of Liberation Theology – a movement that has reshaped how Catholicism has engaged with poverty, social justice and political activism in the modern world.</p>

Subject	>Something More? – Key Strand	Where will you see it in the Curriculum?
Sociology	<div data-bbox="622 264 1249 443"> <p>Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</p> </div>	<div data-bbox="1281 264 2078 456"> <p>Explore key perspectives that explain the functions of society and giving students an opportunity to reflect on their views on what forms their identity (e.g post modernity/impact of globalisation).</p> </div>
Spanish	<div data-bbox="622 552 1249 687"> <p>Using hands-on activities, field trips and experiments to immerse students in learning and evoke wonder.</p> </div>	<div data-bbox="1281 552 2078 711"> <p>Students are exposed to a variety of film, literature and music to help broaden their horizons, find new interests and foster a sense of interconnectedness with Spain.</p> </div>
Theatre Studies	<div data-bbox="622 783 1249 999"> <p>Encouraging students to reflect on their experiences, beliefs and purpose and to contemplate the big Questions of Who am I? Why am I here? What is my purpose?</p> </div>	<div data-bbox="1281 783 2078 967"> <p>Year 12 and 13 'Our Country's Good' - Consideration of the impact of social, cultural, historical and political context upon characters and their actions.</p> </div>