

## Spiritual

<p>•<i>Experiencing fascination, awe &amp; wonder</i></p>	<p>In Science practicals students learn about scientific reactions regularly in lessons. In June the science department hold Science Week which involves a week of activities around Biology, Chemistry and Physics; last year external professionals brought in snakes and other exotic animals, we had chemistry experiments and rocket building activities.</p>	<p>In Art in cycle 2 Y7 pupils continue to develop media skills and develop ideas using symmetry and negative space to create a personal Zentangle design. These designs are magical and require deep thinking, concentration and the finished piece often inspires awe and wonder</p>	<p>In HT2 Y8 in ATL students role play a Zombie virus being released on a population to introduce the project. To do this they are immersed into a scenario where a virus has been released and must role play the decisions they must make at each stage as public health experts.</p>	<p>In Art in cycle 1 Y9, students learn about still life drawing techniques and then create a piece in charcoal. This requires them to think deeply and look at the finer details of the subject they are considering.</p>	
<p>•<i>Exploring the values &amp; beliefs of others</i></p>	<p>In Personal Development lessons students learn about PSHE, Religious Education and Citizenship Education. In these lessons students learn about the main religions in the UK, different types of families and lifestyles and different opinions to social issues. We fully cover the Citizenship National Curriculum, the PSHE Association guidance, RSHE 2020 curriculum and follow the Hounslow SACRE guidance for RE.</p>	<p>In English in HT1 Y7 students study Global Culture and identity in poetry in which they learn about poets from around the world and the varied identities of different cultures.</p>	<p>In Art in cycle 1 year 8 pupils are introduced to Victorian gothic architecture, portrait and developing ideas from research as well as observational drawings. This requires them to understand the gothic movement and its inspiration.</p>	<p>In English HT 1 Y9 students study "Of mice and men" and learn about life in the American south through the eyes of Lennie an intellectually disabled man.</p>	<p>In Personal Development HT5 Y10 students learn about life and death in which they learn about religious explanations for creation, life after death and attitudes to moral issues such as abortion and euthanasia.</p>
<p>•<i>Understanding human feelings &amp; emotions</i></p>	<p>In Personal Development lessons, students in all year groups learn about mental health and wellbeing in discrete lessons led by our trained PD teachers as well as by external professionals. In PE lessons students will</p>	<p>In year 7 ATL in HT2, students investigate the fundamental building blocks of human life in the unit "life love and loss." In this unit students learn about human emotions and also the physical body including a heart dissection.</p>	<p>In English in HT 5 and 6 Y9 students study the play "Blood Brothers" which centres around kinship ties and the complex human emotions involved in family life and friendship. In HT1 and 2 they study "A monster calls" which a boy is supported to cope with cope with his mother's terminal illness and being bullied in school. Students discuss in class the emotions that go with this and how a person and manage with such challenging events.</p>	<p>In Performing Arts in year 9 students study Film Music and analyse film scenes through this they must understand the emotions involved. In year 7 they learn about rhythm and in year 8 they learn about Blues music. Through performing arts and music students are able to express their emotions and feelings artistically.</p>	<p>In Y10 students study the texts a Christmas Carol, Macbeth and an Inspector Calls. These texts all consider human emotions and feelings and the way in which strong emotions can influence human behaviour and decision making.</p>
<p>•<i>Using imagination &amp; creativity in learning</i></p>	<p>In English Art and DT students regularly use their imagination and creativity when reading and writing stories, exploring texts, creating artwork and designing. In ATL lessons in year 7 and 8 students have to solve problems and create answers to problems.</p>	<p>In ATL HT2 Y7 students research and design a sustainable building. To do this they must learn about sustainability and sustainable buildings before they create their own designs.</p>	<p>In HT4 Y8 ATL students must design a video game. To do this they learn about programming language, must come up with the characters and the game concept before creating the actual product.</p>	<p>In Y9 in cycle 2 students research, formal observational drawing and composition of still life drawings and paintings. Using various media such as charcoal and an introduction to printmaking.</p>	<p>In music and performing arts students use imagination and creativity in their music and performances regularly. In year 7, 8 and 9 they learn musical and dramatic techniques and create a performance to others. For students who take either subject for GCSE they will need to create original performances as part of their course.</p>
<p>•<i>Reflection -How, when, and why as well as what</i></p>	<p>Y7/8 ATL - part of each project to reflect on the strengths and weaknesses, what worked, why what did they learn. Every week in Academic Mentoring students are introduced to the word of the week and learn about its etymology, examples of its use and synonyms and antonyms. This allows them to understand how the word operates in a range of contexts and how it has evolved. This practice is widespread across the academy when introducing new vocabulary to students.</p>	<p>In History year 7 students study historical skills and how we know what we know about the past. They also study the Early middle ages up to the Stuarts and throughout ask questions about how people lived in the past and why .</p>	<p>In all subjects students are given formative feedback on their work. This is to encourage them to develop their responses to questions and is to improve them as learners rather than simply to assign grades. Students are then asked to reflect on what they have done well and what they need to improve on and complete improvement tasks so that they make progress. This is central to our school and visible in all lessons.</p>	<p>We hold regular progress review evening, students and parents are given feedback on their learning and progress and these events are an opportunity to reflect on what students have done well and need to improve on.</p>	
<b>Moral</b>					
<p>•<i>Recognising right and wrong and applying it</i></p>	<p>In Personal Development lessons students are regularly exposed to moral issues such as euthanasia, capital punishment and many others. They learn about Philosophical and ethical thinking and the works of great philosophers and they have resolved big questions. In History students learn about historical events and the challenging questions faced by key figures and evaluate their choices.</p>	<p>In Personal Development in HT 1 Y7 students make an anti bullying pledge and promise to report any bullying they encounter and be a positive bystander. They learn about online dangers such as extremist groups and others .</p>	<p>In Year 8 History students explore the slave trade and the British Empire and consider how we can evaluate this period in history from a modern perspective and the decisions made at the time and the impact this had on individuals and communities.</p>	<p>In year 9 Personal Development students explore themes such as forced marriage, harassment and stalking and social media image sharing in HT5. In these lessons they must consider what is right and judge the actions of others. They are signposted to next steps if they need them and are trained in spotting the dangers and given support on what they should do if they are concerned.</p>	<p>Students in year 8 and 9 are able to join the mock trial club. This allows them to take part in an extra curriculum competition against other schools where they take on the role of lawyers and try a case in a real courtroom judged by real magistrates. In previous years we have also entered the Crown Court competition which is open to year 10, 11, 12 and 13 and are planning on doing so in 2024/5.</p>
<p>•<i>Understanding the consequences of actions</i></p>	<p>Our attitudes to learning system is clear and has high expectations of the students. If students do not meet our high expectations, our students know that they can expect a consequence and behaviour around the academy is excellent and misbehaviour is rare.</p>	<p>In year 7 DT students are introduced to the utmost importance of health and safety and use of tools and equipment and understand how they must conduct themselves in the workshop.</p>	<p>In HT2 in Y8 ATL students learn about the impact of climate change and have to design an ECO school. To do this they must learn about the consequences of climate change and how it has impacted the planet and look for more sustainable practices.</p>	<p>In Geography in HT3 Y9 students study the development gap and HT4 they study climate change. In both units they are required to consider the impact of global consumerism and culture and how it affects people all over the world and the planet and how individual decisions can lead to a global impact.</p>	<p>In History in HT3 Y10 students study the Cuban missile crisis and the Bay of Pigs and analyse the decisions of key players at the time, deciding if they are right or wrong. In PD students study the work of ethical thinkers such as Kany, Mill and Bentham to evaluate ethical decision making and consider the questions "what is right?"</p>

Social					
<p>•Developing personal qualities &amp; using social skills</p>	<p>In PE lessons students learn teamwork and leadership skills. They must demonstrate resilience in lessons when facing challenges and are taught these skills by teachers. Through our behaviour system students are taught our high expectations for their behaviour in school which reflect the high expectations we have for them in their future. Through breaktime activities and social time, clubs and trips, students learn social skills and their personal qualities. Our assembly programme teaches students about important topic in the world in an understandable way and introduces them to positive character traits.</p>	<p>In year 7 all students take part in the Aspirations Edge. This is a programme designed to enable them to work on developing themselves both in and outside of the classroom with personal challenges they complete all designed around the LORIC skills (Leadership, Organisation, Resilience, Initiative and Communication). These are skills valued by employers but which typically the education system does not always develop in young people, we take these extremely seriously at Rivers.</p>	<p>In Personal Development lessons students work in groups as much as possible to encourage teamwork skills. Within the curriculum students learn about relationships, how to form positive relationships and how to identify negative ones. Students will be able to problem solve with others as well as on their own. We aim to actualise strategies to develop and maintain safe and strong relationships, personally and professionally and aim to help student evaluate choices and make decisions to support positive choices and their mental and physical wellbeing</p>	<p>In Y9 DT students create an Amaze project in which they work through a manufacturing understanding of best use of material which takes into account nesting/tessellation and material wastage. There is a great emphasis in DT on a good workroom environment and all students are expected to contribute to this as part of their work. They learn social skills and expectations in the workshop environment.</p>	<p>In year 12 students will complete the Aspirations Employability Diploma which will cover vital skills and knowledge that support the transition to your future career to greener industries, and to find new solutions for environmental problems and to develop solutions to societal issues. Students are presented with real world problems and must research and then present solutions to the problems to a panel of experts. To do this they must use their personal qualities and social skills throughout in working in groups and navigating their challenge.</p>
<p>•Participating, cooperating and resolving conflict</p>	<p>Our ATL curriculum has been specifically created to support students in developing 21st century skills. Students must work together to solve complex real world problems in team. They learn about leadership, teamwork and communication skills and must put them into practice every assignment to create their final product for display.</p>	<p>In Y7 HT1 in PE students play invasion games. These are games in which the aim is to invade an opponent's territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Students learn teamwork skills as well as skills to deal with conflict.</p>	<p>In ATL HT6 Y8 students must design a space tourism business. To do this they learn about space and the star system and then consider what would be required for the space tourism business. They work in teams and must reconcile the different wishes of their team mates and learn about teamwork and leadership skills.</p>		
<p>•Understanding how communities and societies function</p>	<p>In Personal Development lesson students learn about society including the legal and political systems following the Citizenship national curriculum. In Geography students learn about development, urbanisation, population and migration.</p>	<p>In ATL in HT1 Y7 students investigate the enquiry question: "How can we propose a change to improve our community?" in the module "Demos Kratos." To do this they must understand how communities are formed and run and reflect on the issues that exist in democracies.</p>	<p>In ATL HT2 Y8 students design a restaurant of the future. To do this they must survey the local area and understand local business needs and the diverse interests of the local community in planning their restaurants and understand the different foods and cultures locally. In HT2 in Geography students study Feltham and the local population to understand this from a demographic perspective.</p>	<p>In Hospitality and Catering in HT2 Y9 Food and Nutrition students learn about the workplace in hospitality. The UK Hospitality and catering industry is the 4th largest employment sector. Pupils are introduced to the Hospitality and Catering business, safety legislation and catering and learn how this section of society operates.</p>	
Cultural					
<p>•Exploring, understanding and respecting diversity</p>	<p>In modern foreign languages students learn about Spanish culture as well as the language. They also learn about different lifestyles in the UK and its diversity in Personal Development lessons when students study RE, Citizenship and PSHE topics.</p>	<p>In Personal Development lessons students learn about community, diversity, multiculturalism which is a big part of our British Values curriculum as well as tolerance and respect of differences between people.</p>	<p>In Hospitality and Catering in Y8 HT2 pupils explore a number of multicultural and diet perspectives concerning food. Dishes include Fruit Crumble, Stir Fry, Mexican Chilli, Vegetable curry and Mini Brownies. In cycle 2 students will enhance their understanding, appreciation and acceptance of people from a variety of cultural backgrounds through research and preparation of foods from other countries. Including religious, diet, allergy and other reasons for food choice.</p>		
<p>•Participating in and responding to cultural activities</p>	<p>Our assemblies are linked to days of national and global importance. For example in November we mark Remembrance Day every year with assemblies and AM time activities, students sell poppies and badges for charity and we commemorate the 2 minutes silence. We also have Holocaust Memorial Day, Black History Month, LGBT History month and many other days of importance.</p>	<p>In year 7 HT2 students learn study "Romeo and Juliet" then they try to retell the story in a different setting, the Roman Empire and then create a play to perform to others.</p>	<p>In science, students explore the change in Scientific understanding through time eg. History of the Atom, Lamarck's theory and Darwin's Theory. We also look at recent events like Chernobyl and Fukushima showing their effect on society. Students learn the value of Science in improving a Society's culture eg. Treatment of diseases, management of Global resources and Communications.</p>		
<p>•Understanding and appreciating personal influences</p>	<p>We have 8 faculty heroes which we selected by the Student Leadership Team in 2022/23. They researched and proposed to staff the new heroes who they felt were representative of modern Britain and the local area and as a group of 8 are a diverse set of role models for others. Students learn about their work and influence in assemblies and AM time.</p>	<p>In Art in cycle 2 Y7 students learn about the work of important artists such as Roy Lichtenstein and Nancy Spathrough and their influences and inspirations. They must then create their own final piece in a media of their choice.</p>	<p>Students</p>		