Curriculum Policy

Scope
This policy applies to Bootham Senior School. A separate policy exists for Bootham Junior School.

Curriculum Philosophy

At Bootham, students are encouraged to be adventurous and challenging in their search for knowledge, develop a thirst for learning, enjoy learning for its own sake and continue learning after they leave school.

The aim at Bootham is to provide both depth and breadth; students will study their academic subjects plus a wealth of curricular enrichment opportunities.

We offer a full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act, 1996), and a curriculum which stimulates different styles of learning, affording students a range of experiences through which they can learn, make progress and be successful.

We want our students to gain qualifications of recognised academic value and rigour and which give all students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative exploration; we want them to achieve qualifications at the highest level of which they are capable and, equally, to learn about spiritual, moral and cultural matters.

We recruit students with as wide an ability range as are able to benefit from the curriculum we offer, recognising that with limited resources we cannot cater for all abilities. Our aim is that students leaving Bootham will be articulate and confident, grounded, and comfortable with themselves.

We aim to develop creative, independent, skilled and collaborative learners with the required skill set for A Level, university, the working world and beyond.

Academic Courses
The academic courses at Bootham broadly follow the National Curriculum (students will, for example, acquire speaking, listening, literacy and numeracy skills) but the school is free to modify this and does so to produce a programme which best suits our students. Being a Quaker school, the care and nurture of the individual is seen as a high priority. This philosophy means that classes are small, classrooms are positive and productive and there are many opportunities to find ways to meet the needs of individuals.

Subject matter is appropriate for the ages and aptitudes of the students, including those with a statement or Educational Health and Care plan. Similarly, our PSHE provision reflects the school's aims and Quaker ethos.

Date of last review: **September 2026**
Person responsible: Deputy Head (Academic)
Review group: Education Committee
Approval group: Governors' Meeting
Date of next review: **September 2028**

Courses of Study: Schoolrooms
In Schoolrooms (Years 7, 8 and 9), students are taught in mixed ability groups except for Mathematics, which is set when appropriate, usually during Lower Schoolroom, and PE, where groups are streamed. A broad curriculum is followed. All students take Art, PSHE (including Careers), Classics and Latin (until Upper Schoolroom, when they may choose Classics as an option alongside an MFL), Computer Science, Design and Technology, Drama, English, Geography, History, Mathematics, at least one MFL, Music, Physical Education, Theology and Philosophy, and the Sciences. Latin is available as an ISSP course, beginning in Upper Schoolroom.

Courses of Study: Seniors
Most students have the opportunity to qualify in nine subjects in Lower and Upper Senior (Years 10 and 11). Most students follow IGCSE/GCSE courses in English Language, English Literature, Mathematics, at least one Modern Foreign Language (French, German, and/ or Spanish), a minimum of Dual Award Science, at least one Humanities subject (Classical Civilisation, Geography, History and/ or Philosophy of Religion and Ethics), and at least one Creative and Practical subject (Art, Computer Science, Design and Technology, Drama, and/ or Music). Non-examined PSHE (including Careers) and Physical Education are compulsory.

Some students are invited to take Triple Science as an accelerated course. Students are also invited to express their interest in taking Astronomy or Latin GSCEs as part of their enrichment programme. ISSP Latin GCSE begins in Upper Schoolroom.

AQA Level 2 Further Maths GCSE is available for the students most likely to benefit from this extra qualification. Students in Set 1 Seniors are taught the content of Level 2 Further Maths. The Head of Maths makes the decision about which students will sit the exam in the spring term of Upper Senior.

All Lower Senior students are automatically part of the Let Your Life Speak programme. This is a programme which takes place over one period a week, and is not examined. It aims to encourage a sense of agency in students over their education, and to recognise that they can use their education to help to make the world a better place for others as well as themselves. The course draws together a series of thought-provoking talks by outside speakers, usually with links to Quakerism or Bootham School, with experiences of subjects not normally available to Bootham students until College. In addition, key sessions on study skills, revision planning and techniques and careers guidance form part of the programme. The LYLS course culminates in a range of student-led, staff-facilitated projects which centre around the question of 'if your life could speak, what would it say about you?' The course is deeply informed by the school's Quaker ethos.

Courses of Study: College
In College (the Sixth Form), there is a wide range of A Level subjects to choose from, subject to demand. Three or exceptionally four subjects (with the agreement of the Deputy Head (Academic)) are chosen from Art, Biology, Business, Chemistry, Classics, Design and Technology, Drama, Economics, English Literature, French, Geography, German, History, Mathematics, Further Mathematics, Music, Physics, Politics, Psychology, Spanish, Sport Science and Theology and Philosophy. Most students begin an EPQ at the start of College One (worth 50% of an A level). Many

students complete their EPQs, which are submitted internally by Easter; other students might complete an in-house 'Bootham Project' instead. Both College year groups are also timetabled for Physical Education and a Quaker meeting at Friargate Meeting House. There is an extensive enrichment programme for College called ‘Specials’ which comprises a diverse range of talks and workshops as well as College activities.

More detailed information can be found in the GCSE and College curriculum booklets which are updated and published annually. The choice of exam boards for GCSEs, IGCSEs and A Levels is the responsibility of academic Heads of Department, in consultation with the Deputy Head (Academic) and the Head.

Careers
A cumulative programme of appropriate careers education is given from Lower Schoolroom onwards through the PSHE programme. In Lower Schoolroom this involves an exploration of raising aspirations, teamwork and enterprise skills. In Middle and Upper Schoolroom students explore equality of opportunity in the working world, different work patterns and types, and learn how to understand different career options and goal setting. As part of this, discussions about making GCSE choices are a focus of the Upper Schoolroom classes. At this age they also look at employability and their online presence. In Lower Senior there is a focus on how to obtain and make the most of work experience and in Upper Senior the topics covered are application processes, and skills for further education, employment and career progression This culminates in (a) detailed advice for Upper Senior (Year 11) students concerning A levels and career direction and (b) close monitoring of university applications for College Two (Year 13) students. At all stages the resources provided are mostly those that have been quality assured by the PSHE Association with supplementary material being provided by Unifrog. Please see Careers Policy.

Learning Support
Starting in Lower Schoolroom, we make provision for students who require additional support. From Middle Schoolroom, students may be invited to attend Curriculum Support lessons, for those with more extensive learning needs. Where a student has an Educational, Health and Care plan, a programme which fulfils that student’s requirements is offered. See Learning Support Policy.

EAL
Arrangements are made for students with significant EAL needs. Please see the EAL Policy for further detail. Such arrangements are subject to a student’s individual needs.

Extended Curriculum
Students develop an understanding of spiritual, moral, social and cultural issues through the academic curriculum, extended curriculum and other opportunities. Bootham is a multicultural community within which we celebrate the diversity of our students and their cultures. Alongside this, the school actively supports students in learning and deepening their understanding of citizenship and fundamental British Values, culture and systems through speakers at Meetings, tutor time and, where possible, as part of the curriculum. Examples of how each curriculum subject promotes fundamental British values are included in **Appendix 1**. Students learn about personal and online safety as part of the PSHE and Computer Science curricula, and through presentations at Morning Meeting and year group speaker programmes. At Bootham, students are encouraged to be adventurous and challenging in their education and we place equal importance on learning that takes place in and out of the classroom. Our after-school activities programme forms the backbone of our extended curriculum. Activities run from 4:15 - 5:15pm Monday to Friday and are led by members of staff, both teaching and support, our Resident Graduate team, members of College and experts brought in from outside.

Activities on offer cover a range of skills, leisure, sports, volunteering, natural history, creative, artistic and musical possibilities. There are approximately 130 different activities on offer per term.

Bootham places great emphasis on Social Action, Service and Volunteering. Our BEAST (Bootham Environmental and Sustainability Team) ensures that we are an environmentally friendly school and retain our Green Flag Status. Volunteering is undertaken by students of all years but in particular in College I, where students have a timetabled Service and Outreach block of 2 hours a week to engage with volunteering in the local community.

Students are encouraged to create a broad programme via the Bootham Challenge, our Extra-curricular awards scheme. Details of this provision can be found in **Appendix 2.**

Related Documents: Careers Policy, Learning Support Policy, EAL policy, PSHE policy and RSE policy.

Appendix 1 of the Curriculum Policy

PROMOTING BRITISH VALUES IN THE CURRICULUM

Schools are expected to ensure that principles are actively promoted which:

1. Enable students to develop their self-knowledge, self-esteem and self-confidence;
2. Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
3. Encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
4. Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
5. Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
6. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
7. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

EXTENDED CURRICULUM

1. Cooking activities promote British Traditions such as baking.
2. Debating activities debate British Values and traditions.
3. Cryptography club looks at the work of British Code breakers.
4. Bootham Challenge promotes volunteering, social action, leadership and cultural experiences through its awards e.g. volunteering activities promote the value of society and helping others.
5. A variety of recreational history clubs (Horrible Histories, White Queen etc.) cover historical British values.
6. BEAST promotes modern British values on equality and environmental issues.

ART

Through the use of contextual and historical references from around the world we encourage a sense of respect, admiration and understanding of other cultures, beliefs and nationalities.

Moreover, we encourage our students, especially those at exam level, to explore and express elements of their personal identity and heritage within their creative output.

We promote the idea of peaceful protest through Art and encourage our students to see their creative powers as a way to challenge perceived injustice and abuses of power. This is most often seen in individual students' work at GCSE and A Level where the student has a particular interest in social action.

BIOLOGY

We have no specific units on British Values though we do focus on British seasons and countryside as a way to engage students, with trips out for Boarders to experience this first hand.

We treat the students carefully to uphold the nine protected characteristics for the EOC and try to explain why certain behaviours are not acceptable in the UK.

Medical issues and diseases are looked at from a UK perspective with NHS treatment as the way forward.

CHEMISTRY

We have some opportunities for students to look at British Values during topics on environmental chemistry and the use of the Earth's resources. We discuss the importance of personal responsibility alongside legislation when trying to reduce pollution levels. We have some opportunities for students to debate the benefits and harms of industries such as mining, and fuel production. We touch on market-forces, wider responsibilities, plurality of opinions and free speech.

CLASSICAL CIVILISATION AND LATIN

1. In Latin and Classical Civilisation by interaction with cultures very different from our own; frequent discussion of Greek and Roman values and attitudes compared with ours:
2. Different political systems; Athenian democracy, tyrannies, Roman law.
3. Universal values of human nature, morals and reactions explored in study of e.g. Greek Tragic plays.
4. Discussion of multiple religious groups in the ancient world; Christians as scapegoats.
5. Engagement with foreign languages and different ideas expressed in literature.
6. Human rights: Women's rights, often as a negative example; no official rights but some resourceful and exemplary women, slavery, and submission e.g. Boudicca punished for putting her head above the parapet.
7. Attitudes to war and the religious and political aspects involved; e.g. Jewish suppression by Romans.

COMPUTER SCIENCE

Laws and the ethics of Computing are discussed at all levels, especially with regards to social media.

CURRICULUM SUPPORT

1. Explore a variety of fiction and non-fiction texts during intervention lessons that address different faiths and belief systems.
2. Support a variety of subject areas and reinforce the values that are explored and reflected, e.g. different laws in History.
3. Provide ongoing opportunities for discussion and exploration that may implicitly and/or explicitly address British values. Specific topics have included: The National Trust; the work of charities; political correctness (language); gender equality and element of British history. Additional topic areas may be covered whilst supporting work from other subject areas.
4. Through our work in Curriculum Support lessons and in the Learning Support department in general, we aim to promote responsibility for behaviour and self-awareness, encouraging students to reflect on their decisions and choices. Students are taught in small groups and this provides an opportunity for them to develop their self-confidence in all areas of literacy.

DESIGN AND TECHNOLOGY

- **Laws of England**

GCSE Students look at patents, intellectual ownership and British and European standards for products.

- **Respect for others**
  Inclusive and exclusive design. Designing for the needs of the young, elderly, disabled. How designers should take into considerations people from different cultural backgrounds.

DRAMA
Through the examination of various themes in devised drama work explored across all levels (such as identity, bullying, conformity) and through analysis and performance of a range of play texts, students are encouraged to build empathy with characters and ideas from a range of cultures and historical eras. Through discussion, respect for and tolerance of difference, is encouraged and fostered.

ECONOMICS AND BUSINESS
Both these A-level courses examine economic markets, political ideology and the link to economic policies and decision making. Students examine the development of democracy in developing countries and the implication for their economies and citizens, investigating the differences between free market vs planned economies. The impact of laws on businesses and other stakeholders is examined throughout the two years of study. Economic markets, political ideology and the link to economic policies and decision making is made taught in context of business behaviour or strategic decision-making. We examine the development of democracy in developing countries and the implication for their economies and citizens. Globalisation, it's impact and changing attitudes towards workers or to the changing lives of women and children. This is compared to the UK labour markets over the last 30 years. Forced labour and modern slavery taught in both Business and Economics. Individual employee rights and the right to belong to an employee group, discrimination and policies to correct it and the importance of greater equality within a modern economic society

Students are given the opportunities to study how local or national funding is spent. We regularly review government data and study how it can influence decision making and legislation. One particular example is the annual budget which through financial allocations show where government priorities lie. How governments regulate markets and the impact of EU laws have on the UK economy are also researched and examined. Critical thinking skills are applied to the role of businesses as a stakeholder in the local communities and emerging markets. Research is carried out into business ethics and whether the impact of religion has an impact on recruitment and or marketing strategies.

ENGLISH
As an English department, one of our principal responsibilities is to enable our students to express their own thoughts articulately, clearly and accurately. As George Orwell demonstrated all too clearly in '1984', a limited or manipulated vocabulary can lead to a flawed understanding of issues and events. We want our students to be intellectually critical, curious and clear sighted about the country into which they're born, and it is essential that they should constantly be introduced to new concepts and ideas. Much of our Language work is designed to develop the students' abilities not only to express their own ideas but to appreciate, engage with and apply language that has been used for effect elsewhere. Throughout Schoolrooms, for example, we teach our students how to debate effectively and how to appreciate that every argument has at least two sides. We also work on discursive and persuasive speaking and writing skills, in different media such as advertising or sports commentary, and above all, we aim to develop their awareness of voice, audience, register and purpose in every significant piece of writing they read or produce. Because freedom of speech is fundamental to democracy, we believe it is all the more important that students should be made aware of the power of not just the content in what they say but the ways in which they say it. We would also look at the dangers of manipulative language, sophistry and rhetoric, particularly in 'The History Boys', a play

which demonstrates how language can be used to damaging effect. Something we do regularly is to explore examples of famous rhetoric from past and present and to pick them apart with the students so that they become versed in the techniques employed by politicians.

With every text we study, and we aim to study as wide a range of texts from different periods and genres as possible, we spend considerable time encouraging students to think about the power of language in conveying ideas. We also, of course, engage with the ideas themselves and we encourage our students throughout the school to make frequent contrasts and comparisons between different concepts or issues such as law, gender, crime, punishment and perceptions of right and wrong at different periods in English history. In our teaching of Shakespeare throughout the school we explore issues of power such as the changing notions of kingship or the ways in which power can be controlled, wielded or abused in texts like 'Macbeth' and 'Hamlet'. Every text we teach is carefully contextualised so that students are encouraged to forge links between the past and the present. We also encourage our students to research, explore and debate how far such notions of power have really changed and to contrast them with our expectations of democracy. We also aim to encourage our students to further their understanding of our own country by studying and appreciating the similarities and diversities of others. Indeed, one of the reasons we adhere to the IGCSE is because it affords greater opportunities to study ideas and issues facing other English-speaking parts of the world. Many of the fictional or non-fictional passages we explore for IGCSE Language for example relate to other countries, some of them developing nations, while we study texts by a range of international writers for Literature in addition to the texts from our own culture. Contrasts and comparisons are one of the best means of heightening our sense of the culture we have been born into.

Above all, we aim to enable all our students to understand the emotional and psychological complexities of both themselves and the people around them through their study of Literature and to have the confidence and the eloquence to express such understanding in everything they think, write or speak.

In English the values of Liberty, Democracy, Tolerance are covered in many ways, but particularly through taught texts at all levels.

GEOGRAPHY

Throughout the curriculum at all key stages we visit the theme of mutual respect for those of different ethnicity and religion on many occasions. When we have voting activities in class these model a democratic system.

HISTORY

We cover the following aspects:

Respect for democracy and support for participation in the democratic processes – campaigns for parliamentary reform under Pitt the Younger and Lord Liverpool, 1832 Reform Act, Chartism, Public Health Acts in Upper Schoolroom and the current College 2; Soviet expansion in the Eastern Bloc and life under communism in Lower Senior with democracy in Russia in 1917; causes of the English Civil War in Middle Schoolroom; Magna Carta in Lower Schoolroom.

An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety - teaching Magna Carta in Lower Schoolroom, changes in German legislation post

1933 in Upper Schoolroom, medieval law and order in Lower Schoolroom, Soviet expansion in the Eastern Bloc and life under communism in Lower Senior.

Enabling students to distinguish right from wrong – slavery in Middle Schoolroom, the holocaust in Upper Schoolroom

An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence – Bourbon France in CII, Nazi Germany in Upper Schoolroom, life under communism in Lower Senior, government handling of the radical challenge under Pitt to Peel for the current College 2, FDR's New Deal and the Supreme Court in Lower Senior, Beckett in Lower Schoolroom.

An understanding that the freedom to hold other faiths and beliefs is protected in law – the Medieval Church in Lower Schoolroom, Holocaust in Upper Schoolroom, Red Scare, Monkey Trial and Cold War in Lower Senior, Conscientious objection in WW1, Conquest of Granada and Convivencia for the current College 2, the Huguenots in Bourbon France for College 2, life under the Mongols for College 1.

An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour - Bloody Mary in Middle Schoolroom the Reformation in Middle Schoolroom, the rise of Hitler and the Holocaust in Upper Schoolroom, the medieval Church in Lower Schoolroom, French Wars of Religion and treatment of the Huguenots in College 2, the Crusades in Lower Schoolroom, Gunpowder Plot in Middle Schoolroom, the Spanish Inquisition for the current College 2, spread and appeal of Lutheranism for the current College 2, post-war immigration for College 1.

An understanding of the importance of identifying and combatting discrimination - black civil rights and KKK in Lower Senior, Catholic emancipation and repeal of the Test and Corporations Act for the current College 2, the rise of Hitler in Upper Schoolroom, post-war immigration for College 1.

ISSP

- Debate and discussion form the backbone of many workshops
- Students mix with a wide cross section of the community promoting understanding between students.

MATHS

All students are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Students of all abilities are encouraged to believe they are able to achieve and this builds confidence and self–esteem. Group work encourages students to work as part of a team and helps them understand how different people solve problems in various ways. This also promotes the British values of mutual respect and support for one another. Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as students are encouraged to persevere, take risks and try different methods. Students will learn that Mathematics comes from different cultures. They study Pythagoras and Fibonacci which all originate from different cultures. Students are taught about methods of taxation in Britain as well as voting systems within lessons on percentages. All students have the right to a safe and secure learning environment and teachers and students have the right to be treated with respect.

MFL

The study of MFL by its very nature gives students an insight into the culture, traditions and differences encountered in the countries and communities where the language(s) they are studying is spoken. MFL promotes and contributes to intercultural understanding and exchanges and reinforces the values of tolerance and respect for others. As students develop their linguistic knowledge and become more proficient in their target language(s), they become more open to diversity and other socio-cultural and economic contexts thereby emphasising the need for tolerance and justice. Students come to value the rule of law and democratic values of a range of European countries whereby at the same time gaining an understanding of some of their key national characteristics.

In junior classes, students explore and talk about family relationships, lifestyles and cultural pursuits, and begin to appreciate the fundamentals of language and culture.

At KS4, students engage with topics that contribute to the awareness of their roles and responsibilities as global citizens, e.g., the issues of poverty and homelessness, climate change and the environmental crisis, the value of relationships and their contribution to the world of work.

At A-Level, some key topics are discussed and covered which further reinforce these key values with concrete examples drawn from within the French, German and Spanish speaking world, namely:

- An understanding of the issues surrounding multiculturalism and immigration
- The negative effects of racism, the marginalisation of certain groups of people in society and how to overcome it
- Family life, roles and responsibilities within the family, equality for all and gay marriage
- Social action in other countries and the democratic process, especially in the way it affects young people and their engagement with political institutions
- The rule of law and debates over responses to crime
- Culture and traditions and how they contribute to a common shared heritage

Furthermore, we promote openness in the MFL classroom where students' views are valued and shared in a spirit of kindness and respect. We encourage the interaction with others so that students come to respect and accept different points of view. This in turn builds community, resilience and mutual understanding which are all fundamental to a pluralistic society.

MUSIC

1. Through the study of a variety of works, tolerance and understanding of other cultures, and each other, is enhanced.
2. As general classroom practice, respect and acceptance of others and their differences, is expected and encouraged. Individual opinions are actively sought and acknowledged.
3. All music staff lead by example in their treatment of one another, their treatment of students and looking for positive points, whether in practical lessons, rehearsals, concerts or in the classroom, is regular practice.

PE

Through curriculum PE numerous links with British values are made including the following:

The concept of playing within the rules encourages pupils to act responsibly and they learn to accept the rules of the game and to respect the need for them. Through promoting fair play, we are encouraging pupils to distinguish right from wrong, to accept that actions have consequences and to respect themselves and each other.

We celebrate and reward success and accept defeat enabling pupils to develop self-esteem. The maintaining of good behaviour and awareness of others and the environment around is essential for the safe delivery of physical education.

Pupils are participating in activities that promote co-operation with others. There is inclusion for all in lessons with tolerance and mutual respect of others irrespective of ability, gender, disability or cultural background. Respecting others is encouraged within the PE department and links with the Quaker ethos.

As the pupils move through the school they are given individual liberty in having some choices within the PE programme as to what physical activity they wish to do. We actively support and promote the concept of an active healthy lifestyle and this promotes self-improvement.

Within lessons and when playing in house and inter school competitions they have the opportunity to take on roles and responsibilities e.g. captain of school team or house team.

Pupils are encouraged to join clubs beyond school and many have taken the initiative to play and help with local sports clubs in numerous sports thus encouraging them to contribute positively to those in the locality and to society more widely. Some gain qualifications with lifesaving and some complete 10k races to raise money for charities.

Within examination PE (GCSE and A level) a number of topics link with Promoting British Values such as: The influence of gender, age, disability and religious/cultural backgrounds upon participation. Playing by the rules of National Governing bodies, the impact of drugs on sport and other examples of deviance, fair play and sportsmanship are all topics taught as part of their syllabus.

PHYSICS

British values are not taught explicitly in Physics lessons. However, there are a number of areas in which the subject naturally promotes British Values. Some examples include;

- **Safety in Science**
  This area lends itself very well to British values of mutual respect, tolerance, teamwork, resilience and self-esteem. Students are encouraged to be considerate of the needs of others at all times.

- **History of Scientific Development**
  At various points in the curriculum, the influence of British Scientists upon society is discussed, e.g Michael Faraday and the development of Electricity, Brian Cox and the development of the Standard Model, Ernest Rutherford on the discovery of the Nucleus, and Jocelyn Bell Burnell on the discovery of Pulsars. Many of these examples lend themselves to discussing tolerance of others views, as well as at times intolerance.

- **Physics for a better future**
  Examples of wind farms, hydroelectric power stations and biomass (farmers), and fusion research in the UK. This also links to how the UK gets its electricity and why renewable resources need to be found – natural non-renewable resources in the North Sea are running out and mining has stopped. Discussions can include the impact of technology on others and how we can improve the lives of many.

POLITICS

The very nature of this subjects lends itself to meeting British Values.

Students are taught to understand the political process and examine their relationship with the state, the fellow citizens. They examine electoral systems in the UK and investigate how individuals and groups are influenced by voting behaviour and/or political actions. We also examine the specific roles and powers of the different branches of the UK government with special focus on legislative, executive and judiciary powers. Students explore the relationship between political thinkers and the importance of challenging hate and intolerance.

Students identify parallels, connections, similarities and differences between the contexts we study to draw reasoned and unprejudiced conclusions.

Theology and Philosophy

A key aim of TP is to help students understand the interior architecture of different religious and philosophical systems in a meaningful way. This genuine understanding is the basis for real respect and tolerance that goes beyond "putting up with" and towards genuine affinity and connection.

Throughout KS3 students study a variety of world faiths in a way that helps them make sense of how they really work. For example, in Middle Schoolroom, students study the beginnings of what we now call "Hinduism", with an aim to helping students understand the ancient philosophical underpinnings of the faith, and the current diversity in faith and practice across the world.

The curriculum is designed to help students acquire and develop self-knowledge by consistently encouraging them to reflect on and situate their own worldview. Students will study various philosophical traditions and theories including Platonism, philosophy of mind and ethics. In these schemes, students will be given ample opportunity to consider their own positions on a variety of issues and critically engage with the many metaphysical, ethical and political assumptions they have inherited.

Students will be taught explicitly about the law, democracy and individual liberty in the Ethics course in Upper Schoolroom. Students will learn about Aquinas, Jeremy Bentham, Hannah Arendt, Peter Singer, and their ethical theories. They will explore origins of the welfare state, liberal politics, with reference to the philosophical systems that lead to the British Values themselves.

PSHE and CAREERS

In all subject areas in PSHE, students are actively encouraged to reflect on their values and decision-making processes in order to understand how they use their individual liberty to make decisions.

In order to facilitate this, they are given information to enable them to make informed choices and take responsibility for how their choices may impact themselves, their immediate network of relationships, the wider community and the natural world. This includes understanding and evaluating the law relating to the issues at hand (including both UK and international law) such as consent and harassment or drug and alcohol misuse. Alongside this, students take responsibility for developing their own class agreement in order to understand how individuals and groups come up with and enforce rules. In topics such as drug and alcohol use, mobile phone use and discrimination, students will also have the opportunity to examine the school's rules and behavior policies.

In PSHE students also reflect on the societal barriers, privileges, cultural backgrounds and religious beliefs of others in order to understand why other people may make difference personal decisions

from them. Curiosity and tolerance around such differences are a core value in PSHE and ground rules are established at the beginning of the year and revisited regularly to promote respect for others, including those with different views and traditions, all of which is in keeping with, and reinforces, the ethos of the school. Alongside this, the nature of many of the tasks in PSHE encourages students to develop mutual respect by working collaboratively with others and seeking to understand their views.

When looking at the topic of the Wider World, students look at the law making and political process in different countries and reflect upon the democratic nature of the UK system. These ideas are explicitly drawn out during elections or referenda in the UK in order to help students to understand how individual beliefs can influence a collective public voice. In many topic areas students will also consider how individuals can influence the democratic system in order to challenge injustice and make their views heard.

In Careers students will look at employment law and particularly at equality of opportunity in careers and the 2010 Equality Act in order to understand how UK law impacts different areas of a person's working life. Lessons include the law surrounding minimum wages, the work of unions and how others might make different choices based on their individual priorities. Students also discuss personal rights and freedom, use of social media and making decisions. Additionally, students also look at the topics of raising aspirations and goal setting in order to understand individual's choices and decision making when it comes to employment and career goals.

PSYCHOLOGY

In Psychology we cover Personal Liberty and/or Law in a range of topic areas including Mental Health, Attachment, Aggression (Prisons and treatments), Debates such as Freewill versus Determinism, Ethics, plus Gender and Cultural Issues. In all topics we discuss - Implications for the Real World.

SCHOOLWIDE

- Elections and referenda are covered in depth with debates and mock polls.
- Political topics are discussed in morning meetings with opposing viewpoints aired.
- The Social Action programme throughout school encourages our students to play an active part in society locally, nationally and globally.
- The Schoolrooms, and Seniors and College Student Councils enable students to raise and discuss matters of interest to the student body with each other and with representative staff members.

Appendix 2 of the Curriculum Policy

BOOTHAM CHALLENGE

The Bootham Challenge is the school's way of recognising achievement in the extended curriculum. Students work towards awards at different levels earning credits from seven categories:

1. Physical
2. Creative
3. Cultural
4. Skills
5. Volunteering and Service
6. Global Citizenship
7. Leadership

Credits can be earned through school activities and activities done in their own time. These are checked using a referee. A credit represents 30 minutes participation in an activity.

The Challenge is awarded at four levels as summarised below.

Award	Year group(s)	Requirements
Bronze	Lower Schoolroom	200 credits from across 4 categories
Silver	Middle and Upper Schoolroom	400 credits from across 5 categories
Gold	Seniors	300 credits from across 6 categories
Platinum	College	200 credits from across all 7 categories

In addition, a student can earn a Plus Award (e.g. Bronze+) for achieving 50% more than the required credits, at least 10% of the original total in each of the required categories and some credits in Volunteering and Service.