

Harlington School

Community Cohesion Subject Audit



“Know each child, nurture each child”.

The contribution of Art to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Art curriculum

	Indicator of good practice	This is evident in, for example:
1	Pupils appreciate excellence in a range of cultural traditions in the visual and plastic arts. Within each tradition and cultural context, they encounter different genres, art forms and media, drawn from a variety of places and historical periods.	<p>Year 7 Mandalas Art – students study symbolism and Geometry</p> <p>Year 8 students study the Mexican festival ‘the Day of the Dead’ and produce work based on this tradition. They study art from different cultures drawing on their own experiences to create their own work. They also study Botanical Art (William Morris and Georgia O’Keefe)</p> <p>Key stage 3 students look at the work of the Expressionists and Pop Art as well as graphics</p> <p>KS4 looks at a wide variety of styles including Cubism, Masks from different cultures and organic forms</p> <p>KS5 uses Identity as a theme and students are able to explore their own identity through this topic, linking it to the work of other artists</p>
2	As pupils become familiar with a variety of cultural traditions and genres, they make imaginative use in their own work of diverse media, methods and approaches.	<p>See point 1.</p> <p>Students are able to produce work in a variety of forms including 3D sculpture, print-making, mixed media and 2D. In KS4 and 5, they are also able to develop clay, screen-printing and lino-printing skills further.</p>
3	Pupils develop their awareness of common elements, concerns and strivings in different artistic traditions, so developing their understanding of shared human values.	An example of this can be found in the Year 7 Mandalas and Islamic Art project where students look at how Islamic Art reflects beliefs in its non-figurative nature
4	Painters, printmakers, sculptors, potters, photographers and other visiting artists who work with pupils are from a range of cultural and ethnic backgrounds, and these are reflected in the work they share with pupils.	The Art staff are from a varied background and they each bring a different area of interest. Ex-Students return to bring examples of work they have completed in further and higher education, thus broadening the range of work that the students are exposed to. Short projects and one day workshops with outside agencies vary from year to year, depending on what is on offer, however it is a priority to develop this further.

5	Pupils see that artistic heritages significant to themselves and to their families are valued, and draw on these in their own work.	In Year 8 pupils are encouraged to identify and analyse pattern and design in their own home environments as subjects for drawing. Displays of artwork around the school are diverse but the artistic heritage of the students is evident in work influence by specific cultures and also in the diverse influences from which students draw in their work. This element is an important aspect of the aims of the school; to allow students to develop a clear sense of their own identities.
6	Pupils appreciate ways in which works of art are produced in specific historical and cultural contexts.	Teachers in the department are always keen to explain and demonstrate the sources of specific artists and also of resources in the classroom. A collection of resources has been established in order to give context and background to styles
7	The study of Western artistic traditions and influential artists - for example, classical, medieval, Renaissance, post-Renaissance, nineteenth century, twentieth century - shows how they have been affected, influenced and inspired by other traditions and individuals.	Within the context of a particular style / work of a particular artist, links are made back to influences and inspirations. Eg how some 20 th Century artists reacted against 19 th Century styles.
8	Pupils appreciate that art can have personal, social and political meanings and purposes, and have opportunities to use and to explore aspects of their personal and cultural identity, and matters relating to participation in society.	Pupils explore all aspects of this through their historical and contextual artist studies and through, self and peer evaluations of their own artworks. They make artworks that form part of social, cultural and historical events such as improving the school environment.
9	There is a balance between examples of Western and non-Western art. Western art is presented as belonging to the dominant culture of Europe and the West, but not as intrinsically superior to non-Western forms.	References to, or elements of Western art, and non-Western art selected from different historical periods run through the projects within the art curriculum and all examples of artwork included are given equal status. The projects were carefully planned and combined by the art staff to create a broad and balanced art and design curriculum that reflects our multi –cultural society.
10	Concepts such as 'high' and 'low' art, and 'classical', 'primitive', 'ethnic', 'African', 'popular', 'folk', 'tribal', and so on, are considered analytically and critically with regard to their origins and meanings.	Such concepts are considered analytically through class discussion and project research as well as in written analysis. Pupils are encouraged to use the internet as part of their homework to extend and deepen their knowledge of the origins and meanings of artwork. An example of this being in the KS3 Self-portrait unit, where 'Outsider' Art is studied
11	Pupils listen to, understand and respect the views and values of others when discussing art, and are confident in expressing and justifying their own opinions.	Plenaries for group discussion are planned into art lessons and pupils are encouraged through questioning and answering activities to express and justify their opinions.

12	The points referred to in this list are reflected in displays, images and artefacts in classrooms and around the school, and in reference books and resource collections.	Each art room has annotated displays of exemplar artwork made by the pupils as well as examples and reproductions of art made by other artists from diverse cultures and times. Visual resources used in teaching and learning exemplify the content of the different projects offered in the art curriculum. School displays of pupils' artwork reflect the breadth of the content of the art and design curriculum.
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The contribution of Design & Technology to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Design and Technology curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Activities, assignments and projects refer to a variety of cultural, climatic and historical contexts, as appropriate, but illustrate common elements, problems and concerns in human experience, for example with regard to shelter, transport, and food preparation and manufacture.	<p>KS4 includes examining different foods from around the world</p> <p>KS4 students cook a range of foods from different cultures including their own</p> <p>KS4 resistant materials study different design and make products used by a variety of people (inclusive)</p> <p>Key Stage 5 Product Design examine a range of design movements including Post-war European design</p> <p>All Key Stages study the environmental, social and moral issues and investigate sustainability, fair trade and responsible designing for the mass market</p>
2	Pupils are aware that technological advance is not the monopoly of any single culture, but that developments over the centuries have taken place in many different cultures and countries.	<p>KS3 and 4 students cook a range of dishes from around the world.</p> <p>Year 10 – see 1</p>
3	Materials, tasks and activities reflect the pupils' own first-hand experience of life, and reflect the multi-ethnic and multi-cultural nature of society.	Tasks include those which allow students a degree of choice over the materials that they will use or the design influences that they will bring to their work eg mendhi patterns, styles of graphics. The design aspects of projects allow elements of freechoice
4	Pupils appreciate that all societies, past and present, have a range of both simple and complex technology. They understand the concept of appropriateness, and are aware that the most appropriate technology can often be quite simple.	<p>Students conduct product evaluations and research the history of both simple and complex products</p> <p>Key stage 4 look at design across the ages and different influences</p>
5	High technology is not equated with social sophistication and progress.	Students are taught a range of hand tool skills alongside CAD / CAM. Students appreciate, compare and experience the differences

6	Illustrations in books, posters and worksheets show a range of women and men engaged in technological activities, from a variety of ethnic and cultural backgrounds.	All Key Stages – materials including text books, audio / visual material, posters and so on are sensitively chosen. For example, cookery books include recipes and techniques taken from a range of cultures
7	The language of technology is clearly explained, enabling all pupils to have access to the curriculum, and is developed in collaborative group work and problem-solving. Bilingual support is provided within the mainstream classroom or workshop. Learning is made intelligible by context and through practical tasks and activities so that it is not wholly dependent on competence in English.	All key stages – including key words, displayed in classrooms, marking and assessment criteria, displays. Work with the EAL team is taking place to develop bilingual resources
8	Through links with other subjects technology is seen in its social, cultural and historical contexts, and enables pupils to extend their knowledge of themselves and of the world around them.	All subject areas – especially in the cross-curricular work of the faculty which has shared policies across food and product design. Also development of cross curricular work with humanities, science and other STEM activities
9	Care is taken, in choices of contexts in which pupils identify needs and design solutions, to avoid reinforcing negative images of certain people being merely passive and dependent, for example the elderly or disabled, or people in developing countries	<p>KS3 and 4 – a focus on healthy eating throughout. The careful use of languages in schemes of work and lesson plans aims to avoid stereotypes about areas such as diet</p> <p>KS3 – especially aims to reinforce the message that healthy eating does not need to be expensive and therefore only available to affluent people</p> <p>Customer profiling in KS3, KS4 and KS5 encourages ‘childrens’ toys’ rather than specific toys for boys / girls</p>

The contribution of English and Drama to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the English curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Pupils have opportunities to use language and literature to explore aspects of personal and cultural identity; issues in social and political life; and values and concerns which all human beings have in common.	<p>Texts used vary according to availability, but will always include a broad range of texts and consider context and culture as part of the study.</p> <p>The study of novels such as <i>Of Mice and Men</i>; <i>To Kill a Mockingbird</i> (USA) and at KS5, <i>The Kite Runner</i> (Afghanistan).</p> <p>KS3 –study of narrative through novels such as <i>Holes</i>, <i>The Edge</i>, <i>Kiss of Death</i> (UK plague); <i>Stone Cold</i> (homelessness)</p> <p>KS5 - <i>Equus</i> which deals with issues such as belief, mental illness and the concept of what it means to be ‘normal’ in society</p>
2	Fiction, drama and poetry reflect a wide range of genres, times and places; and refer to a wide range of human conditions, experiences and achievements. This diversity helps to extend pupils’ horizons and to develop their powers of imagination and sympathy.	<p>KS3 Drama explores both realistic and non-realistic genres to enable students to develop opinion and build empathy and explore issues from different perspectives.</p> <p>Reflected in a wide range of schemes of work</p> <p>KS3 – Thriller Novel writing (9); Poetry; through texts such as <i>War Horse</i>; <i>Flour Babies</i>; <i>Macbeth</i>; <i>Kiss of Death</i>; <i>Stone Cold</i></p> <p>KS4 –poetry – <i>Character and Voice</i></p> <p>KS5 post 1900 texts; pre-1800 texts (<i>Twelfth Night</i>, <i>Dr Faustus</i>, <i>The Pardoner’s Tale</i>)</p> <p>From 1800-1945 (eg <i>The picture of Dorian Grey</i>, the poetry of <i>Emily Dickinson</i>)</p>
3	Pupils use a variety of forms of expression in their own writing.	<p>Writing from different perspectives – newspaper articles, diary entries, poetry</p> <p>Research projects linked with topics, with students developing own ideas. Students are also encouraged to write in a pastiche manner where they write in the style of their chosen writer / genre</p>
4	Drama is used as a medium of instruction to explore cultural identity, and social and political issues.	<p>KS3 Drama explores various social issues eg <i>Bullying</i>, <i>crime</i>, <i>gender roles</i>, <i>drugs</i> etc</p> <p>KS4 Drama covers the issue of ‘<i>Outcasts</i>’ exploring those who are ostracised.</p> <p>Year 7 <i>War Horse</i> and <i>Flour Babies</i> (responsibilities) and <i>Macbeth</i></p> <p><i>An Inspector Calls</i> - responsibilities</p>
5	Poets, storytellers, writers and other visitors who work with pupils are from a diverse range of cultural and ethnic backgrounds.	The English and Drama department staff team come from diverse backgrounds and bring those experiences to their teaching of the subject

6	Pupils see languages, oral traditions and literary heritages significant to themselves and their families valued in the curriculum.	KS3 – Year 7 Poetry – John Agard (British Caribbean) KS4 – Anthology includes writers from a range of backgrounds KS5 – Kite Runner, A thousand Splendid Suns, Memoirs of a Geisha, Brick Lane – students choose from a list, the novel on which they would like to produce a close textual analysis
7	Staff have determined clear criteria for the choice of texts, rhymes and stories and have agreed appropriate strategies for dealing with any racist language and assumptions in or arising from certain of the texts and images used in class.	All key stages – the faculty follows a fixed scheme of work to ensure consistency and has an agreed policy for dealing with sensitive issues in relation to language, such as ‘nigger’ in ‘Of mice and men’
8	Pupils develop analytical skills to recognise bias in literature and the media and learn to question assumptions, stereotypical images, language and concepts.	KS3, 4 and 5 because this is one of the key aims for the study of literature. Media work at key stage 3, 4 and 5 specifically examine bias and challenge stereotypes. Drama also challenges and explores stereotypes
9	Books, resources and displays contain a variety of accents, dialects, codes, registers and languages and such variety is used accurately and appropriately in written and oral work.	KS3, 4 and 5 students are encouraged to develop their skills in the use of accents, dialects, codes etc, especially in the study of novels mentioned previously.
10	Pupils learn that switching between codes, registers and languages to suit different audiences, purposes and contexts is normal throughout the world, and develop their own skills for doing so.	Through the study of novels such as, ‘Of Mice and Men’ and ‘To Kill a Mockingbird’ Teachers work with students to support errors in spoken and written English typical of second-language learners Drama Teachers also work to develop spoken language skills
11	Pupils are aware that English has changed over time, and is continuing to change; of some of the elements, words and structures which English has in common with other languages; and of the role of English and other world languages in international affairs.	Shakespeare project in Year 8 looks at insults in Shakespearean language and how these have changed. Key Stage 5 students study pre-1800 texts which demonstrate how language is continuing to evolve: ‘Twelfth Night’, Dr Faustus and ‘The Pardoner’s Tale’. Texts will change next year.
12	Pupils explore ways in which language shapes perceptions and viewpoints, and ways in which language is used in situations where there are differences of power and status.	Eg in the study of ‘Of Mice and Men’ and ‘To kill a mockingbird’ which deals with issues of racial identity
13	There is critical attention to the ways in which certain words can have racist connotations for example, 'immigrant', 'coloured', and 'black' when used pejoratively.	KS4 in the study of ‘Of Mice and Men’ and ‘To kill a mockingbird’ which deals with issues of racial identity

The contribution of Geography to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Geography curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Pupils draw on their experience of family and community in relation to social trends, processes and changes, and reflect on their own personal experience and sense of space.	Urban and Population studies at KS3, 4 & 5 explore different areas, including students' own experiences. At KS5, Population studies explore problems with population, sustainability, migration and urban deprivation and regeneration
2	Pupils recognise differences and commonalities in humankind's relationships with the physical environment, and in measures to improve the quality of life through trade and economic development.	KS3 and KS4 units- students examine both similarities and differences of environments with which they are familiar and those that are less familiar. There is an opportunity to explore the impact of human beings of these environments. Students also look at development, sustainability, including the ability of nations to become more developed. Year 7 "Availability of Natural resources" – humans reliance and management of these resources At KS5, through the study of Tectonic activity, students also learn about the changing physical environment, the management of it and how this impacts humans. They learn to recognise the physical processes shaping our world and how human beings bring about change to the environment and learn to recognise both the physical and human changes over time.
3	Pupils recognise that all economic development takes place within a global context, and that local decisions and processes in anyone locality affect, and are affected by, decisions and processes in other localities. In studies of development, pollution, stewardship and conservation they appreciate the global and international dimensions of the issues	KS3 unit; explores the effects of globalisation on the environment and the people who live in them. Urbanisation and the Changing economic world projects investigate the emerging economies, super power and impact on the global economy as well as recent global environmental issues. Students develop higher order thinking skills and are expected to interpret data. Students look at connections between social, economic and political factors Students also study tourism, climate change and development, looking at the impact that changes and decision-making has.

4	In studies of economic development in Europe and developing countries, pupils are aware of differences in power and influence, benefits, gains and disadvantages, and of a range of theoretical perspectives.	Throughout the curriculum, comparisons between different countries responses to developments are made and can be seen particularly in the following units: Tourism World Cities GCSE and changing urban environment topics – impacts of urbanisation and migration
5	Negative images of developing countries in the media, for example images which portray developing countries as poverty-stricken and 'backward', depending passively on aid from richer countries, are challenged and corrected.	Throughout the curriculum, care is taken to avoid and challenge stereotypical views and negative portrayal of countries.
6	The study of decision-making and planning processes in relation to alternative land uses, develops pupils' understanding of moral and political concepts such as conflict of interest, justice and fairness, rights and obligations, responsibility, and democracy.	Tourism, Urbanisation Climate Change KS5 Conflict
7	Pupils recognise that migration, population movement and settlement are recurring experiences in human history, and they study both commonalities and variations in migrants' and settlers' experiences.	KS3, 4, 5 population studies
8	Pupils use a variety of source material when studying other countries.	Throughout key stages 3/4/5 students are presented with a variety of source material to support case studies such as photographs, bi-polar analyses, choropleth /OS maps, GIS, population pyramids etc.
9	Links are made with other subjects and with National Curriculum cross-curricular themes: economic and industrial understanding, environmental education and health education.	By its very nature Geography is a cross curricular subject involving aspects of History, Citizenship, English, Maths, Science, Drama, Media, Art etc. within its themes. E.g. year 8 'Hazardous Worlds' combines skills learnt in English, Drama, science, citizenship, art and media.

The contribution of History to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the History curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Pupils have sufficient knowledge to link significant events in British history to the wider context of Europe and the world	<p>Key stage 3: Since cultural, ethnic and religious diversity is a key concept for History in the revised secondary curriculum many units of work incorporate a comparative element.</p> <p>For example in Yr7, there is a study of the Normans which looks at the links between Normandy and Britain and the influence on everyday language.</p> <p>In Year 8, The study of Civil wars and the rise of Democracy is studied within the context of Britain and the world.</p> <p>KS4 Civil Rights looks at the slave trade and the impact on Britain and the world. The study of WWI and II looks at the impact of world events on Britain.</p> <p>At KS4, Medicine and Public Health studies changes in medicine from Rome to the present day from a British point of view.</p> <p>One of the KS5 units examines Britain and social change since WWII</p>
2	Pupils have opportunities through the study of local heritage and personal history to explore the history of their family, community and neighbourhood, and relate this to the wider world. They use the methods and approaches of oral history as appropriate.	<p>Year 8 look at 'Jack the Ripper' and also migration to the East End of London</p> <p>The KS4 Medicine unit looks at London-specific case studies</p>

3	<p>Pupils recognise that people involved in the same historical event or process had different experiences of views, and developed a variety of stories, versions and interpretations. They appreciate further that these different versions involve selecting and interpreting a range of oral and written sources.</p>	<p>A Key Concept of the national curriculum is Interpretation whereby students are asked to appreciate how the same event can be interpreted differently by different people. Students are assessed against this skill in each year at KS3.</p> <p>For example: Year 7 study William the Conqueror from British and Norman perspectives</p> <p>In Year 8 unit students consider the different experiences and views of the slave owners and the slaves.</p> <p>In Year 8 and KS4, students consider the different interpretations of the impact of and lessons learned from the holocaust.</p> <p>At KS5 there are source work papers for Unit 2: Britain and Change and From Kaiser to Fuhrer: Germany 1900-1945.</p>
4	<p>Primary and secondary source material selected for study for any topic represents a range of perspectives and viewpoints. It enables pupils to distinguish between fact, fiction and opinion, and to identify ways in which written and visual accounts reflect knowledge and standpoints of particular individuals or groups in particular situations, and at particular times</p>	<p>This occurs in every year group as it is not possible to teach History without the use of primary and secondary sources. The Key Concept of Evidence from the National Curriculum is assessed in each year at KS3 and both KS4 and KS5 courses have a significant source work component</p>
5	<p>Both in British history and in the history of other societies there is study of the influence of social, cultural, religious and ethnic differences within and between communities and nations.</p>	<p>Although this is not the main purpose of the study, it does flow through a number of topics. For example:</p> <p>Year 8 – How positive was the experience of post war migrants to the UK? AS – Unit 1 D5 – Civil Rights A2 Modern Britain in-depth study</p>
6	<p>Pupils develop their understanding of concepts to do with rights and obligations, the responsibilities of individuals and groups to combat injustice, and processes and principles of decision-making</p>	<p>Holocaust in Year 8. Students study the Holocaust from different points of view to develop their historical empathy.</p> <p>Students also look at Rights and Responsibilities surrounding Slavery and Civil War in Year 8. Year 8 students look at the Role of Parliament and democracy and include aspects of Citizenship</p>

7	Other societies are presented from perspectives and points of view which include those of the societies concerned	<p>This is often a challenge in history since school texts are only presented through the eyes of Britain. However, we take care to expose students to original source material from the societies they study. This is particularly emphasised at KS5, for example Nazi Germany (Kaiser to Fuhrer – unit 4)</p> <p>Year 10 also study Life in Nazi Germany</p> <p>Year 11 – Life in Stalin’s Russia</p>
8	<p>Pupils recognise that migration, movement and settlement are recurring experiences in British and world history, and they study both. Commonalities and variations in migrants’ and settlers’ experiences, and in the reactions and responses of local populations.</p>	<p>All year groups since migration, movement and settlement are recurring themes throughout the KS3 curriculum. Year 7 study William the Conqueror from British and Norman perspectives. In Year 8 unit students consider slavery and the impact on social change in Britain. Year 8 Post-War migration</p> <p>At KS5, students examine migration and social change in Britain since WWII (AS unit 2)</p>

The contribution of Mathematics to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Mathematics curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Pupils are aware that all people in all societies use mathematics in their daily lives, and that mathematics has a history which draws from many parts of the world and a variety of cultural roots. It is not implied that mathematics is distinctively Western or European.	KS3; "Shape, space and measure". This includes various examples from different cultures where possible such as geometric shapes and number patterns from Islamic and Hindu traditions such as Rangoli patterns.
2	Activities, tasks, games and problems used in mathematics reflect pupils' experiences of daily life, including cultural, linguistic and social experiences; reflect the multi-ethnic and multicultural nature of contemporary society; and reflect a diversity of cultures throughout the world.	KS3 and GCSE require a greater application of mathematical skills to daily life. Functional Skills An area for development is to reflect the multicultural nature of society in maths
3	Illustrations in books and work cards show a wide range of people engaged in mathematical activities; do not contain stereotypes; and reflect positive images of ethnic diversity.	All key stages in textbooks and other illustrated materials Borough wide Maths Challenge Posters used in classrooms and the corridors.
4	The language of mathematics is explained clearly to enable all pupils to have access to the curriculum, and is developed in collaborative group work and problem-solving. All pupils are given access to the specialist language of mathematics. Where necessary, work is made intelligible by context and through practical tasks and activities; learning is in consequence not solely dependent on competence in English.	KS3 where there is a clear focus on problem solving through group work which features in each unit in the form of rich tasks. Posters in classrooms emphasise the language of maths as well as specific tasks in units of work. A range of support staff including those specifically employed to support students at the early stages of learning English work with the faculty.
5	Mathematical games are used diagnostically for revealing mathematical competencies, and for fostering collaborative group work.	Activities and group work woven into schemes of work and practical activities in order to reinforce theoretical concepts

6	When appropriate, mathematics is used as a device for analysing and undemanding issues in social, economic and political affairs.	KS5 Statistics unit develops these skills
7	Links are made with other subjects such that teaching and learning of mathematics helps pupils to learn more about themselves and their relationships, and about the world of their everyday experience.	KS3 where work that develops mathematical skills is evident in units in a range of foundation subjects. For example in a year 7 Humanities unit, students learn to create tally charts and bar graphs. In art, students learn about Islamic patterns, based on geometric shapes

The contribution of Modern Foreign Languages to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the MFL curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	The school diversifies foreign language provision by offering more than one of the languages which may be taken as a foundation subject as key stages 3 and 4: Arabic, Bengali, Chinese (Cantonese or Mandarin), Danish, Dutch, French, German, modern Greek, Gujarati, modern Hebrew, Hindi, Italian, Japanese, Panjabi, Portuguese, Russian, Spanish, Turkish and Urdu.	<p>KS3 – French, Spanish, German</p> <p>KS4 – French, Spanish and German</p> <p>KS5 – German, French (demand driven)</p> <p>Also offer GCSE in community languages and at A level for native speakers (Arabic, Danish, Dutch, Urdu, Punjabi, Polish, Portuguese, Somali, Turkish, amongst other languages)</p>
2	Pupils are motivated to find out more about the cultural, social and historical context of the language they are studying, and of languages spoken by other pupils, and develop an open and enquiring attitude to cultures and traditions other than their own.	<p>Spanish – cultural and historical context – movies, food, culture, South America</p> <p>German – Cultural context, food, daily life etc</p> <p>French – Paris and Boulogne trips, Culture. Units on fashion and food</p>
3	There is reference to elements, words and structures which are the same or similar in different languages, and to ways in which languages affect and influence each other.	Key stages 3, 4 and 5. It is part of the pedagogy of the subject to help students recognise links between languages that are familiar to them with those that are not. Students often recognise these links themselves and are encouraged to identify them.
4	Study of a language takes account of the diversity of forms, accents and usages in different parts of the world.	Students of Spanish, German and French are taught about the different pronunciations and dialects
5	Pupils' exploration of the seven Areas of Experience stipulated in the National Curriculum (including in particular personal and social life, the world around us, the world of communications and the international world) reflect their own first-hand experience of life, and the multi-ethnic, multi-lingual and multicultural nature of society.	Key stage 3: The textbooks for languages incorporate these areas. For example, students talk about their homes and local areas and during key stage three encouraged to explore these area in more depth.
6	Materials, tasks and activities reflect the fact that speakers of the same language are not homogeneous in	Key stage 3: The materials for learning languages ensure that students recognise the enormous diversity found amongst speakers of different

	terms of religion, culture, ethnicity and nationality.	languages. Key stage 4: Lessons sometimes involve discussions about areas of controversy in relation to countries such as Spain, France, which helps students to recognise the role played by language in dealing with these controversies, such as the banning of the Muslim hijab (headscarf) in France. Issues of race, gender, poverty, equality, family cohesion in Europe and the wider world.
7	There is understanding that bilingualism and multilingualism are very widespread throughout the world.	Key stage 3, 4 and 5. A significant number of students are either bilingual or even trilingual. Numerous languages are spoken at home, our Muslim students study Arabic in the Mosque and students learn French, Spanish or German at school. Students are encouraged to recognise bilingualism as a valuable skill and students often act as interpreters at events with parents including parents' evening for younger children.
8	Pupils' home and community languages are valued. Linguistic diversity in the classroom itself, and in the school and local community, is acknowledged and encouraged.	Key stage 3, 4 and 5: Although students are encouraged to speak English in the classroom, the value of their first language is promoted through translating for parents / teachers. We also employ several staff who speak community languages and this aids communication.

The contribution of Music to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Music curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Pupils become familiar with a wide variety of musical traditions and with a diversity of genres, forms and purposes, drawn from a variety of locations and historical periods.	<p>Key stage 3: Mood and World, 12 Bar Blues, Film Music, Minimalism topics provide students with the opportunity to explore the features of music from different traditions.</p> <p>Throughout KS3, examples are drawn from a wide range of genres and eras. Eg 20th Century Music is studied in Year 8</p> <p>Key stage 4: the composition unit draws on examples from a range of styles of music and students compose using elements of these styles. Variety of genres studied – Western Classical, 20th Century ‘Art’ music; Jazz; Blues; World Music; Popular Music</p>
2	In composition and performance pupils draw on a range of musical traditions, genres and conventions.	<p>Key Stage 4: The composition unit draws on genres from the Areas of Study and includes styles such as minimalism. This ensures that students can draw upon this material in their compositions.</p> <p>Throughout KS3, examples are drawn from a wide range of cultures, genres and eras including popular culture. Eg Baroque ground bass, World Music; Film and Advertising Music</p>
3	Pupils are aware of common elements, concerns and strivings in different musical traditions and times, so developing their appreciation of common aesthetic values and meanings.	Links are made between different genres of music where possible, such as World Music, and Blues music.
4	Pupils appreciate contrasts and differences, and ways in which each work of music is related to its specific context in culture, time and place.	Key stage 3 and 4: The appreciation of similarities and differences in music is one of the key learning objectives for music. Throughout all programmes of study, specific pieces of music are explored and this always includes an exploration of the context within which that piece of work belongs.

5	The study of musical traditions shows how each has been affected, influenced and inspired by other traditions.	Key stage 3: This is discussed and students often identify this for themselves but this is an area for development in the music curriculum.
6	Pupils have opportunities to use music to explore aspects of cultural identity, both their own and that of others.	Key Stage 3 – within the curriculum, students explore how music fits into the context of the culture from which it is taken. Year 9 students have the opportunity to perform and to create a song in a style of their choice and this enables them to bring in their own cultures World Music and popular styles are covered, thus reflecting the demography of our students.
7	Visiting musicians who work with pupils are from a diverse range of cultural and ethnic backgrounds, and introduce music from a range of traditions.	Key stage 3 and 4: Students visit and have received musicians and performers from a range of backgrounds who are able to introduce their particular interests and specialisms to the students.
8	Pupils see that musical heritages significant to themselves and their families are valued, and draw on these in their own composing and performing.	World Music including that from Jamaica, India, Africa and Fusions are covered
9	The European classical tradition is not presented as intrinsically superior to non-Western forms.	Within the curriculum, music of all cultures and genres is treated equally and is considered for its intrinsic musical content rather than on superiority.
10	Pupils appreciate that in many cultures music is extremely closely related to other art forms, including theatre and dance, and to religious and ceremonial occasions.	Key Stage 3: For example, year 8 students undertake an extended project which brings together Music and the Film.
11	Care is taken to ensure that music is taught in ways which do not give offence on religious grounds to certain pupils and their parents.	Examples selected are carefully selected to appeal to the widest audience possible and not offend those from different religions. Trips and performances organised as part of the curriculum are selected carefully to take cultural and religious needs into account
12	The points in this list are reflected in posters and illustrations in classrooms and around the school, and in the content of school concerts and other performance events.	Key stage 3 and 4: Displays, posters and other materials around the department celebrate the cultural diversity of music at the school. Performances programmes are taken from a range of styles and genres

The contribution of Physical Education to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the physical education curriculum:

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Staff do not assume that interests and skills in any area of PE are predetermined by ethnic background or by gender, and do not permit themselves or pupils to be influenced by the stereotypical assumption that pupils of certain ethnic backgrounds have superior physical abilities. Pupils do not receive inappropriate encouragement for achievement in sport to the detriment of their overall educational attainment.	All year groups – departmental policy is to ensure that every student has an experience of 12 different sports with origins in a range of different cultures
2	Activities and programmes are provided which enable all pupils to develop qualities and skills relating to cooperation and sensitivity, fair play and respect, the acceptance of decisions and rules, and handling success and failure with dignity. Similarly all pupils have opportunities to benefit from healthy, skilled and free movement.	All year groups as a key attitude which is promoted throughout the PE curriculum is good sportsmanship. This is taught through all sports but especially in team sports and competitive activities such as inter-house events.
3	Activities are planned to be acceptable to pupils of all religious affiliations. This requires sensitivity to cultural norms and religious observances, and making suitable provision for pupils who are fasting or celebrating particular festivals.	All year groups as staff model sensitive behaviour for students in their response to students who fast in Ramadan for example by selecting activities which place less physical strain on the body during this period. The PE kit takes into account different religious requirements and all students are able to wear tracksuits PE is taught as single sex groups for the most part so that the sports provided can be tailored to suit the needs of the groups and also to increase the participation of girls.
4	Games are drawn from a wide range of cultures, so that pupils appreciate that games and sport are universal, and are aware of ways in which different societies and cultural traditions have influenced and affected each other.	The PE department team include staff from a range of cultures. Students enjoy learning games and sports from these different cultures
5	The same high standards of behaviour relating to name-calling and racial abuse are required in PE, including competitive fixtures, as in other areas of school life.	No one excluded and everyone is treated equally irrespective of their ability in sports. Respect for all is promoted.
6	Pupils are able to compose, choreograph, perform and appreciate a varied range of dance forms, and appreciate the ways in which dance forms in different cultures have influenced and affected each other.	Range of stimuli are used including dance from around the world including the Haka.

7	As appropriate, dance is used as a medium through which pupils are able to explore and express issues to do with personal and cultural identity, and issues in social and political affairs.	All pupils in year 7 & 8 follow a dance module. KS4 GCSE Dance explores a variety of forms.
8	Studies of health related fitness and diet are illustrated by reference to a range of different cultures.	In all year groups, the relationship between physical exercise and health is taught and explained. Topics such as diet and lifestyle are discussed. Students are encouraged to engage with their parents and discuss exercise patterns within the family through the MEND programme. These discussions often include explanations about health implications of different cooking methods. In KS 4 students plan, execute and evaluate their own personal exercise programme as part of the GCSE and BTEC programmes.
9	Discussions and evaluations of performance are constructive, and enable pupils to respect themselves and others as performers, and as active and supportive members of a group or team.	This is part of each year group's scheme of work as students are taught how to be constructively critical in a respectful way. Team building skills are developed from year 7 onwards through playing games such as netball, cricket and hockey and taking part in team-building activities. The use of ICT promotes evaluation and review of personal and peer performance. Pupils are encouraged to adopt leadership roles as officials / coaches / captains within a variety of sports

The contribution of Religious Studies and Citizenship to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Religious Studies curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Diversity of religious belief, observance and outlook amongst pupils is treated sensitively as a valuable resource: they are encouraged to reflect on their own experience and questioning, and religious observance or non-observance in their families and communities, and to learn from each other.	KS3, 4, 5. One of the key concepts of the key stage scheme as set out in the Agreed Syllabus is identity, diversity and belonging. This concept is evident in several units. Students explore similarities and differences within and between religions through lessons. Citizenship modules (Britain – a diverse society) explore the diversity in our communities and society, using students’ own beliefs and identities. The GCSE modules include one on Religion and community cohesion, examining different viewpoints. Student cover a range of faiths – topics are examined from a mainly Christian point of view, but also including Humanism, Hinduism, Judaism, Buddhism, Islam and Sikhism
2	Common elements, concerns and values in human experience and in religious traditions are emphasised, for example with regard to stages of life and the celebration of festivals, and to the moral and spiritual teachings and insights which are reflected in stories and doctrines. This is done without compromising the integrity and distinctiveness of individual faiths.	All key stages but especially in the key stage 4 GCSE specifications which deal with a range of religious and moral issues. Students enjoy discussing some of the common moral and religious principles found in Christianity and Islam such as the concept of the sanctity of life, and beliefs in the life after death, God, the problem of evil, equality, accountability. Marriage and family life / life after death

3	<p>There is awareness that Christianity and other world faiths contain a diversity of doctrinal and ethical teachings and forms of worship. Claims such as 'Christians believe ... ' or 'All Hindus ... ' are not made indiscriminately.</p>	<p>Students examine a range of religions, including different strands. At key stage four which requires students to understand that there is a great deal of difference between Christians on certain moral issues, e.g. marriage and divorce, matters of life and death such as abortion and euthanasia. It is essential for success in the examination that they reflect this diversity in their answers for the written paper. Students also compare different viewpoints and challenge stereotypes.</p> <p>KS3 – Denominations,</p> <p>All KS4 modules</p>
4	<p>Pupils recognise that all religious traditions have teachings and stories which seek to promote tolerance and justice, and to reconcile racial, ethnic and national conflicts.</p>	<p>At key stage 4, the Islam course includes a study of Jihad (within the theme of Peace & Conflict) which helps broaden students' misconceptions about this term and places the teachings within the context of the key concepts of Islam; tawhid; the oneness of God and Islam, meaning peace. The Year 8 topic of Prejudice looks at tolerance, difference and the viewpoints of different groups of people. Schemes of work also include other opportunities to examine prejudice, discrimination and community cohesion. These provide an opportunity to present a coherent set of teachings from Islam and Christianity about respecting the right of people to hold views that are different from your own.</p> <p>All KS4 topics,</p>
5	<p>Pupils are aware that religious believers do not always live up to the high expectations embodied in their own ethical and spiritual traditions, for religious belief and practice can be associated with intolerance and oppression.</p>	<p>All key stages since students follow an Agreed Syllabus that follows the structure of the Non-Statutory National Framework for RE which requires students to study not just beliefs and teachings, but also practices and ways of life. This second key concept looks at the impact of religious belief on the way people live and especially on how they make moral decisions. Students explore the practices such as fasting in Ramadan and performing the Hajj. They are able to share personal experiences and those of their families and reflect on the variations they have witnessed and experienced</p>

6	Christianity is shown to be a world faith, not limited to Europe and the West. Christian teachings and practices, and the lives of individual Christian believers, are drawn from a wide range of ethnic, cultural and national backgrounds.	All key stages. Texts and other resources are specifically chosen to reflect the diversity of Christianity in the world. In the first unit of year 7, students use a variety of research methods to explore religion in the local area. They discover some of the large number of Christian Churches. This provides an opportunity to discuss the ethnic profile of practicing Christians in the local area, the UK as a whole and the world.
7	Similarly all major faiths are shown in their world-wide contexts, not restricted to one particular country or culture: pupils study teachings and practices, and the lives of individual adherents, from a range of ethnic, cultural and national backgrounds within each religion.	Pilgrimage, Going East topics examine how different religions are practised in different parts of the world eg how Islam has adapted to the UK in terms of the call to prayer
8	Pupils visit a variety of religious groups and places of worship, and care is taken to ensure that such visits do not reinforce negative attitudes.	Visits to Neasden Hindu temple, Westminster Abbey and mosques
9	The study of a particular faith is based primarily on believers' own definitions and understandings, care being taken to avoid applying inappropriate categories and assumptions from another tradition. Dating systems such as BCE (Before the Common Era) and CE (Common Era) are used.	BCE and CE is part of the way in which RS is delivered and also through teaching of chronology in history Year 7 belief module and KS3
10	Media and popular representations of religious faiths are considered critically, and attention is paid to the effect which negative reporting can have on particular faith communities, and on the self-image of individual pupils.	Community Cohesion – religion and the media eg Bradford Sexual abuse cases, “war on terror”, issues surrounding women bishops and gay clergy that have been reported in the press

The contribution of Science to Community Cohesion at Harlington School

The table below identifies some examples of good practice in promoting Community Cohesion through the Science curriculum

	Indicator of good practice	This is evident in, for example the scheme of work for:
1	Pupils appreciate that the scientific processes of observing, hypothesising, inferring, testing and problem-solving are universal in human history and culture. They see that scientific knowledge is not the product of the West, or of any single culture, but has developed and continues to develop all over the world.	<p>This is evident in, for example the scheme of work for:</p> <p>Key stage 3 - This is a key part of the revised Science National Curriculum – cultural influence is one of the key concepts that feature throughout key stage 3</p> <p>Year 8 study of the periodic table explores how different scientists in different parts of the world contributed to the model we have today</p> <p>At KS4 students study 'Ideas in Context' where they explore how scientific advances are put into practice across the world and beyond</p> <p>At KS5 students study scientific papers written by scientists across the world</p>
2	Pupils appreciate and use scientific processes of data handling, and develop their understanding of rationality and objectivity.	<p>Data handling and analysis is integral to all key stages. Students plan and carry out their own investigations to gather data, and consider how evidence and opinion influence the use of data</p> <p>KS4 Controlled Assessments include data analysis activity and a case study about how data is used to generate theory and support evidence-based action. Students explore questions such as 'Should sun-beds be banned for under 18's?', 'Does air pollution cause asthma?', and 'Should the MMR vaccine be compulsory?'</p> <p>Activities at KS3 frequently involve handling data. For example, the year 7 task 'Is there life out there?' involves assessing planetary data and inferring whether life is likely to be found on particular planets or moons</p>

3	<p>All pupils are given access to the specialist language of science. Bilingual support is provided, as appropriate, within the mainstream classroom or laboratory. Where necessary, work is made intelligible by context and through practical tasks and activities so that learning is not wholly dependent on competence in English.</p>	<p>This has been a major part of the faculty development plan this year through work on literacy through science and work with EAL team</p> <p>Sharing of good practice in this area happens through peer observation</p> <p>All SOW are being developed to include an explicit focus on literacy and scientific language development</p> <p>Practical activities, including role play and debate are regularly used to support all students gaining access to the curriculum</p>
4	<p>Pupils work in groups as well as alone, and appreciate that science is frequently a collaborative activity, involving teamwork and joint reflection, rather than one which is typically undertaken by individuals working on their own.</p>	<p>This is a major feature of the scientific process as well as teaching and learning in science, and is reflected in all our SOW</p> <p>At KS3, activities have been designed to address the strand 'Communicating and collaborating' strand where pupils research and present their work as a group</p> <p>STEM projects such as the greenhouse emphasise the inter-disciplinary and collaborative nature of scientific endeavour, with links forged between science and art, business, maths and technology</p>

5	A wide range of investigative approaches are used, both deductive and inductive, and beyond the simple concept of 'fair testing'	<p>At KS2 the emphasis is on designing, carrying out and analysing fair tests. In KS3 and KS4 students build on these skills in planning investigations – for example, in exploring how to increase the strength of an electromagnet, and investigating the effect of surfaces on speed of a trolley</p> <p>Students also make direct observations to provide evidence for accepted theory – for example, in using a microscope to study cells and carrying out food tests to verify which food groups are present</p> <p>They use secondary data to draw conclusions and generate hypotheses – for example, in investigating whether there is a correlation between cars and air pollution, and between air pollution and incidence of asthma</p> <p>They use data to distinguish between cause and correlation – for example, between the use of sunbeds and the incidence of skin cancer</p> <p>They conduct surveys to gather data for analysis – for example, in exploring whether there is a correlation between consumption of caffeine and reaction time.</p>
6	Illustrations in books, posters and worksheets show a wide range of women and men, from a variety of ethnic backgrounds, engaged in scientific activities.	<p>All schemes of work, materials and posters.</p> <p>We use texts at KS3, 4 and 5 which provide a diverse range of case material</p> <p>Staff in the science department come from diverse backgrounds</p>
7	Materials, tasks and activities reflect the pupils' own firsthand experience of life, including cultural, linguistic and social experiences, and reflect the multi-ethnic and multi-cultural nature of British and world society.	<p>For example, food grown hydroponically in the greenhouses reflects a variety of world cuisines, including Bangladeshi culture</p> <p>STEM projects under development on sustainability, energy, food supply, and biodiversity are based in the environment in which we live, reflecting the needs of the community</p>

8	<p>Opportunities are taken to emphasise that there is no scientific basis for supposing that human beings can be divided into separate 'races'. There is reference in this respect to the physical attributes which all members of the human species have in common, and to the ways in which ideas about 'racial' differences are scientifically false, and have in the past been shaped by political and economic interests. Pupils are at the same time aware that the term 'race' has scientific use in taxonomies relating to non-human species.</p>	<p>The word 'race' used as a taxonomic tool appears in the KS5 biology curriculum. At KS3 and KS4 students are not formally introduced to this use of the word. Study of genetics at KS4 emphasises the similarities between diverse groups of people, and that genetic variation crosses ethnic boundaries. Information from the human genome project (studied at KS4 and KS5) provides strong scientific evidence which refutes a narrow understanding of 'racial' differences.</p> <p>Students are however encouraged to explore the genetic and environmental bases of conditions such as diabetes and cystic fibrosis which occur at different frequencies in different ethnic groups.</p>
9	<p>Links are made with other subjects, as appropriate, so that science is seen in its social, cultural and historical context, and pupils extend their knowledge of themselves and the world around them.</p>	<p>The science department regularly links with other departments across the school for curricular and project-based learning</p> <p>Students are taught a unit on Science and Religion at KS3</p>