



References to cultural understanding in the key stage 3 and key stage 4 programmes of study

Art and design

Art and design	References to cultural understanding in the KS3 PoS
The importance of art and design	Pupils learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they are made.
Key concepts	Cultural understanding <ul style="list-style-type: none">• Through the study of a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform creating and making.• Recognising the role of the artist, craftsperson and designer in a range of cultures, times and contexts.
Key processes	Understand and evaluate <p>Pupils should be able to:</p> <ul style="list-style-type: none">• appreciate how codes and conventions are used to convey ideas and meanings in and between different cultures and contexts
Range and content	The study of art and design should include: <ul style="list-style-type: none">• study of a range of artefacts from contemporary, historical, personal and cultural contexts
Curriculum opportunities	The curriculum should provide opportunities for pupils to: <ul style="list-style-type: none">• respond to the school's location and local cultural influences

Citizenship

Citizenship	References to cultural understanding in the KS3 PoS
<p>The importance of citizenship</p>	<p>Citizenship encourages respect for different national, religious and ethnic identities. It also equips pupils to be able to critically engage with and explore diverse beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world. Citizenship addresses issues relating to social justice, human rights and global community, and encourages pupils to challenge injustice, inequalities and discrimination.</p>
<p>Key concepts</p>	<p>Democracy and justice</p> <ul style="list-style-type: none"> • Understanding that justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society. <p>Identities and diversity: Living together in the UK</p> <ul style="list-style-type: none"> • Appreciating that people living together in the UK have individual, group and national identities, which can change over time and are informed by a person's understanding of what it means to be a citizen. • Understanding connections between the diverse national, regional, ethnic and religious cultures and communities in the UK. • Understanding connections between the UK and the rest of Europe and the wider world. <p>Critical thinking</p> <ul style="list-style-type: none"> • Developing own views, taking account of a range of cultural, ethical and moral contexts and views other than their own.
<p>Range and content</p>	<p>The study of citizenship should include:</p> <ul style="list-style-type: none"> • the shared values and changing nature of UK society, including the diversity of beliefs, cultures, identities and traditions • reasons for migration to, from and within the UK and the impact of movement and settlement on places and communities • the UK's role and interconnections with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community and the political, economic, environmental and social implications of this
<p>Curriculum opportunities</p>	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • take into account a range of contexts, such as school, local, regional, national, European, international and global, as they are relevant to different topics

Citizenship	References to cultural understanding in the KS4 PoS
The importance of citizenship	Citizenship encourages respect for different national, religious and ethnic identities. It also equips students to be able to critically engage with and explore diverse values, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society is changing in the UK, Europe and the wider world. Citizenship addresses issues relating to social justice, human rights and global community, and encourages students to challenge injustice, inequalities and discrimination.
Key concepts	<p>Identities and diversity: Living together in the UK</p> <ul style="list-style-type: none"> • Appreciating that people living together in the UK have individual, group and national identities, which can change over time and are informed by a person's understanding of what it means to be a citizen. • Understanding connections between the diverse cultures and communities in the UK. • Understanding connections between the UK and the rest of Europe and the wider world. <p>Critical thinking</p> <ul style="list-style-type: none"> • Developing own views, taking account of a range of cultural, ethical and moral contexts and views other than their own.
Range and content	<p>The study of citizenship should include:</p> <ul style="list-style-type: none"> • the origins and implications of diversity in the UK, including the shared values, diversity of beliefs, cultures, identities and traditions, and the changing nature of UK society • the impact of migration to, from and within the UK, on settlement, places and communities • the UK's role and interconnections with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community and the political, economic, environmental and social implications of this
Curriculum opportunities	<p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues

Design and technology

Design and technology	References to cultural understanding in the KS3 PoS
The importance of design and technology	Pupils combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues.
Key concepts	<p>Cultural understanding</p> <ul style="list-style-type: none"> • Understanding that designing and making reflects and influences culture and society. • Investigating factors that have led to approaches to design and design decisions in different societies.

English

English	References to cultural understanding in the KS3 PoS
The importance of English	Literature in English is rich and influential. It reflects the experience of people from many countries and times and contributes to our sense of cultural identity.
Key concepts	<p>Cultural understanding</p> <ul style="list-style-type: none"> • Exploring how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions. • Understanding how English varies locally and globally, and how these variations relate to identity and cultural diversity.
Range and content	<p>Language structure and variation</p> <p>The study of English should include, across speaking and listening, reading and writing:</p> <ul style="list-style-type: none"> • the significance of standard English as the main language of public communication nationally and globally <p>Reading</p> <p>The texts chosen should be:</p> <ul style="list-style-type: none"> • challenging, using language imaginatively to create new meanings and effects, encouraging pupils to try such writing for themselves <p>The range of literature studied should include:</p> <ul style="list-style-type: none"> • texts that enable pupils to appreciate the qualities and distinctiveness of texts from different cultures and traditions

English (cont)	References to cultural understanding in the KS3 PoS
Curriculum opportunities	<p>Writing</p> <p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • move beyond their current situation and take on different roles and viewpoints

English	References to cultural understanding in the KS4 PoS
The importance of English	Literature in English is rich and influential. It reflects the experience of people from many countries and times and contributes to our sense of cultural identity.
Key concepts	<p>Cultural understanding</p> <ul style="list-style-type: none"> • Exploring how texts from different cultures and traditions influence values, assumptions and sense of identity. • Understanding how spoken and written language evolves in response to changes in society and technology and how this process relates to identity and cultural diversity.
Range and content	<p>Language structure and variation</p> <p>The study of English should include, across speaking and listening, reading and writing:</p> <ul style="list-style-type: none"> • spoken language variation and attitudes to use of standard and non-standard forms • the ways in which language reflects identity through regional, social and personal variation and diversity • the development of English, including development over time, current influences, borrowings from other languages, origins of words and the impact of technology on spoken and written communication • the importance and influence of English as a global language <p>Reading</p> <p>The texts chosen should:</p> <ul style="list-style-type: none"> • be interesting and engaging, allowing students to explore their present situation, or move beyond to experience different times, cultures, viewpoints and situations

Range and content (cont)	<p>Reading (cont)</p> <p>The range of literature studied should include:</p> <ul style="list-style-type: none"> • texts that enable students to make connections in experiences across time and literary traditions • texts that enable students to analyse the values and assumptions of writing from different cultures and traditions, relating and connecting them to their own experience
Curriculum opportunities	<p>Writing</p> <p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none"> • use writing as a means of reflecting and exploring a range of views and perspectives on the world

Geography

Geography	References to cultural understanding in the KS3 PoS
The importance of geography	<p>It explains how places and landscapes are formed, how people and environment interact, and how a diverse range of economies and societies are interconnected.</p> <p>Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.</p>
Key concepts	<p>Interdependence</p> <ul style="list-style-type: none"> • Exploring the social, economic, environmental and political connections between places. <p>Cultural understanding and diversity</p> <ul style="list-style-type: none"> • Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies. • Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and develop their own values and attitudes about such issues.
Range and content	<p>The study of geography should include:</p> <ul style="list-style-type: none"> • a range of types of study, including studies based on a place or region, a theme, an issue or problem • the consideration of different parts of the world in their wider settings and contexts. Selections should show different types of environment and levels of economic development, and in some cases have cultural, economic or political relevance to the lives of pupils

History

History	References to cultural understanding in the KS3 PoS
<p>The importance of history</p>	<p>It helps pupils develop their own identity through an understanding of history at personal, local, national and international levels.</p> <p>Pupils find out about the history of their community, Britain, Europe and the world.</p> <p>History encourages mutual understanding of the historic origins of our ethnic and cultural diversity.</p>
<p>Key concepts</p>	<p>Cultural, ethnic and religious diversity</p> <ul style="list-style-type: none"> • Understanding the diverse experiences and the range of ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world. <p>Interpretation</p> <ul style="list-style-type: none"> • Analysing how and why the past has been interpreted and represented in different ways through historians' debates and through a range of media.
<p>Range and content</p>	<p>All pupils should be taught:</p> <p>Aspects of British history including:</p> <ul style="list-style-type: none"> • the changing relationships through time of the peoples of England, Ireland, Scotland and Wales • the impact through time of the movement and settlement of diverse peoples to, from and within the British Isles • the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion, culture – which have driven these changes • the development of trade, colonisation, industrialisation, technology and the British Empire, its impact on different people in Britain and overseas, and the nature and effects of the slave trade <p>Aspects of European and world history including:</p> <ul style="list-style-type: none"> • the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies • the changing nature of conflict between countries and peoples, its lasting impact on national, ethnic, racial, cultural or religious groups, including the nature and impact of the two world wars and the Holocaust, and the role of international institutions in resolving conflicts

History (cont)	References to cultural understanding in the KS3 PoS
Curriculum opportunities	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today • examine history from a variety of perspectives, including political, religious, social, cultural, aesthetic, economic, technological and scientific • investigate aspects of personal, family or local history and how they relate to a broader historical context

Information and communication technology

ICT	References to cultural understanding in the KS3 PoS
The importance of ICT	ICT enables rapid access to ideas and experiences from a wide range of people, communities and cultures, and allows pupils to collaborate and exchange information on a wide scale.
Key concepts	<p>Communication and collaboration</p> <ul style="list-style-type: none"> • Exploring the ways that ICT can be used to communicate, collaborate and share ideas easily on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.
Range and content	<p>The study of ICT should include:</p> <ul style="list-style-type: none"> • the impact of ICT on individuals, communities and society, including the social, economic, legal and ethical implications of the use of ICT
Curriculum opportunities	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • share their views and experiences of ICT, considering the range of its uses and its significance to individuals, communities and society

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Mathematics

Mathematics	References to cultural understanding in the KS3 PoS
The importance of mathematics	The subject transcends cultural boundaries and its importance is universally recognised.
Key concepts	Appreciation of mathematics <ul style="list-style-type: none"> Gaining a sense of the history of mathematics and exploring how the mathematics of different cultures is present in modern mathematics.

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Modern foreign languages

MFL	References to cultural understanding in the KS3 PoS
The importance of MFL	Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society.
Key concepts	Intercultural understanding <ul style="list-style-type: none"> Appreciating the richness and diversity of other cultures. Recognising that there are different ways of seeing the world, and developing an international outlook.
Range and content	The study of languages should include: <ul style="list-style-type: none"> comparing pupils' own experiences and perspectives with those of people in countries and communities where the target language is spoken
Curriculum opportunities	The curriculum should provide opportunities for pupils to: <ul style="list-style-type: none"> communicate in the target language individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes

Music

Music	References to cultural understanding in the KS3 PoS
The importance of music	As an integral part of culture, past and present, music helps pupils understand themselves, relate to others, and develop their cultural understanding, forging important links between the home, school and the wider world.
Key concepts	<p>Cultural understanding</p> <ul style="list-style-type: none"> • Understanding musical traditions and the part music plays in national and global culture and personal identity. • Exploring how ideas, experiences and emotions are conveyed in a range of music from different times and cultures.
Range and content	<p>The study of music should include:</p> <ul style="list-style-type: none"> • a range of live and recorded music from different times and cultures • a range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension • the consideration of contextual influences that affect the way music is created, performed and heard

Physical education

PE	References to cultural understanding in the KS3 PoS
The importance of PE	PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility.

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Science

Science	References to cultural understanding in the KS3 PoS
The importance of science	They trace the development of science worldwide and recognise its cultural significance. They learn to question and discuss issues that may affect their own lives, the directions of societies and the future of the world.
Key concepts	<p>Cultural understanding</p> <ul style="list-style-type: none"> Recognising that modern science has its roots in many different societies and cultures and draws on a variety of valid approaches to scientific practice.
Curriculum opportunities	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> study science in local, national and global contexts and appreciate the connections between these

Economic well-being

Economic well-being	References to cultural understanding in the KS3 PoS
The importance of EWB	It expands pupils' horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high.
Range and content	<p>The study of economic well-being should include:</p> <ul style="list-style-type: none"> the finances of local and national government and the economic implications of the world as a global community

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Range and content	<p>The study of economic well-being should include:</p> <ul style="list-style-type: none"> the finances of local and national government and the economic implications of the world as a global community

Personal well-being

Personal well-being	References to cultural understanding in the KS3 PoS
The importance of personal well-being	<p>As they explore similarities and differences between people and discuss social and moral dilemmas they learn to deal with challenges and accommodate diversity in all its forms.</p> <p>Personal well-being helps young people explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.</p>
Key concepts	<p>Personal identities</p> <ul style="list-style-type: none"> Understanding that identity is affected by a range of factors including a positive sense of self. <p>Diversity</p> <ul style="list-style-type: none"> Appreciating that there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation. Understanding that prejudice, racism and discrimination must be challenged at every level in our lives.
Key processes	<p>Critical reflection</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> reflect critically on their own and others' values <p>Developing relationships and working with others</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> value differences between people and demonstrate empathy and a willingness to learn about people different from themselves challenge prejudice and discrimination assertively
Range and content	<p>The study of personal well-being should include:</p> <ul style="list-style-type: none"> the similarities, differences and diversity among people of different races, cultures, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

Personal well-being	References to cultural understanding in the KS4 PoS
The importance of personal well-being	<p>As they explore similarities and differences between people and discuss social and moral dilemmas they learn to deal with challenges and accommodate diversity in all its forms.</p> <p>Personal well-being helps young people explore this complexity and reflect on and clarify their own values and attitudes.</p>
Key concepts	<p>Personal identities</p> <ul style="list-style-type: none"> Understanding that identity is affected by a range of factors including a positive sense of self. <p>Diversity</p> <ul style="list-style-type: none"> Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation. Understanding that prejudice, racism and discrimination must be challenged at every level in our lives.
Key processes	<p>Critical reflection</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> reflect critically on their own and others' values and change their behaviour accordingly <p>Developing relationships and working with others</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> demonstrate respect and acceptance for, and value differences between, people and challenge offensive behaviour, prejudice and discrimination assertively and safely
Range and content	<p>The study of personal well-being should include:</p> <ul style="list-style-type: none"> the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse

Religious education

RE	References to cultural understanding in the KS3 PoS
<p>The importance of RE</p>	<p>It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to questions such as these.</p> <p>It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as pupils' awareness of the influence of religion on individuals, families, communities and cultures.</p> <p>RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.</p> <p>It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.</p>
<p>Key concepts</p>	<p>Beliefs, teachings and sources</p> <ul style="list-style-type: none"> • Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. • Understanding and responding critically to beliefs, values and attitudes. <p>Practices and ways of life</p> <ul style="list-style-type: none"> • Exploring the impact of religions and beliefs on how people live their lives. • Understanding that religious practices are diverse, change over time and are influenced by cultures. <p>Expressing meaning</p> <ul style="list-style-type: none"> • Appreciating that individuals and cultures express their beliefs and values through many different forms. <p>Identity and belonging</p> <ul style="list-style-type: none"> • Understanding how individuals develop a sense of identity and belonging through faith or belief. • Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. <p>Values and commitments</p> <ul style="list-style-type: none"> • Evaluating their own and others' values in order to make informed, rational and imaginative choices.

RE (cont)	References to cultural understanding in the KS3 PoS
Key processes	<p>Learning about religion</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity • explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions • interpret a range of sources, texts, authorities, and forms of religious and spiritual expression from a variety of contexts • analyse religious beliefs, arguments and ideas <p>Learning from religion</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • reflect on the relationship between beliefs, teachings, world issues and ultimate questions • evaluate beliefs, commitments and the impact of religion in the contemporary world • express insights into the significance and value of religion and other world views on human relationships personally, locally and globally • express their own beliefs and ideas, using a variety of forms of expression, including reasoned arguments
Range and content	<p>The study of RE should include:</p> <ul style="list-style-type: none"> • Christianity • at least two other principal religions • a religious community of local significance, where appropriate • a secular world view, where appropriate <p>All of the above can be taught through the following themes:</p> <ul style="list-style-type: none"> • authority: different sources of authority and how they inform believers' lives • religion and science: issues of truth, explanation, meaning and purpose • ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil • rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship

Range and content (cont)	<ul style="list-style-type: none"> • global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment • interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs
Curriculum opportunities	<p>The curriculum should provide opportunities for pupils to:</p> <ul style="list-style-type: none"> • encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues, where possible • visit places of major religious significance, where possible • discuss, question and evaluate important issues in religion and philosophy, including ultimate questions and ethical issues • reflect upon and carefully evaluate their own and others' beliefs and values using reasoned, balanced arguments

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The importance of RE	<p>It develops students' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.</p> <p>It enhances students' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.</p> <p>RE encourages students to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.</p>

RE (cont)	References to cultural understanding in the KS4 PoS
Key concepts	<p>Beliefs, teachings and sources</p> <ul style="list-style-type: none"> Analysing teachings, sources, authorities and ways of life in order to understand religions and beliefs in historical and cultural context. Understanding and analysing beliefs, values and attitudes as related to the human quest for meaning. <p>Practices and ways of life</p> <ul style="list-style-type: none"> Explaining and evaluating the impact of religions and beliefs on how people live their lives. Analysing the ways in which the impact of religions and beliefs can vary according to context. <p>Expressing meaning</p> <ul style="list-style-type: none"> Interpreting and evaluating many different sources and forms of religious, spiritual, moral and cultural expression. <p>Identity and belonging</p> <ul style="list-style-type: none"> Explaining and analysing viewpoints on issues connecting personal and communal identity. <p>Values and commitments</p> <ul style="list-style-type: none"> Evaluating own and others' values in order to make informed, rational and imaginative choices.
Key processes	<p>Learning about religion</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> investigate and interpret significant issues, in the light of their own identities, experiences and commitments use and evaluate the rich, varied forms of creative expression in religious life <p>Learning from religion</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> reflect critically on their opinions in the light of their learning about religions, beliefs and questions evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives
RE	References to cultural understanding in the KS4 PoS
Range and content	<p>The study of RE should include:</p> <ul style="list-style-type: none"> opportunities to study a range of philosophical and ethical issues that are of relevance to young people's experience or aspirations and that make reference to some religious and philosophical traditions

Curriculum opportunities	<p>The curriculum should provide opportunities for students to:</p> <ul style="list-style-type: none">• visit places of worship, inter-faith centres or other centres, observing or taking part in worship or rituals, as appropriate• encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues, where possible• evaluate concepts, practices and issues, paying attention to beliefs and experience, using reasoned, balanced arguments
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