



IAG and SMSC within the Curriculum 2025-2026

KS3	Art	Photography	DT	Food Tech	Child Development
Spiritual: reflecting on own beliefs and the beliefs of others; learning about themselves and the world around them; using imagination and creativity to reflect on their experiences	Creativity is at the core of the Design Dept. In year 7 and 8 all students are encouraged to engage with and be inspired by a multitude of different artists and craftspeople who have helped to shape or history, contribute to the culture, wealth and creativity of our nation. Work is underpinned by	NA	Creativity is at the core of the Design Dept. In yr 7 students are encouraged to explore the properties of different timber and the biology of trees. In yr 8 students learn about energy production and the importance of renewable energy in an age of global warming.	Creativity is at the core of the Design Dept. In yr 7 and 8 students are encouraged to explore a healthy balanced diet via the 'Eatwell' guide. They also learn practical life skills by preparing a range of different dishes from around the world.	NA

	an expansive range of skills and techniques equipping them with the resources to create and invent their own works of art.				
Moral: recognising the difference between right and wrong; understanding the consequences of their behaviour and actions; investigating moral and ethical issues and understanding the viewpoints of others	<p>All year groups follow classroom rules:</p> <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect others work • Respect others opinions • Being responsible for their own creative output 	NA	<p>All year groups follow classroom rules:</p> <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect others work • Respect others opinions • Being responsible for their own creative output 	<p>All year groups follow classroom rules:</p> <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect others work • Respect others opinions • Being responsible for their own creative output 	NA

<p>Social: using a range of social skills in different contexts; participating in a variety of communities and social settings, communicating well; engaging with fundamental British values and demonstrating the ability to positively contribute to life in modern Britain.</p>	<p>In year 7 and 8 students are taught to develop their creativity and ideas, and increase proficiency in their execution. They are equipped to develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work. Art and creativity are a fundamental part of modern life, students will develop a rigorous understanding of art and design and how art and design reflect and shape our history and</p>	<p>NA</p>	<p>In yr 7 and 8 students are invited to produce practical work linked to a live brief. A wooden toy for a 3 year old and a wooden keyring exploring soft and hard wood. As a Designer, engineer or tradesman we teach students the essential role these professions play in the development of society.</p>	<p>In yr7 and 8 students are taught the value and social benefits of confidence in the kitchen, and how a healthy balanced diet produces a well-rounded individual. Students also explore the British value of multiculturalism in the learning of different dishes.</p>	<p>NA</p>
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	contribute positively to our culture.				
<p>Cultural: understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciating the range of different cultures within school and further afield; knowledge of Britain's democratic parliamentary system; Opportunities to participate in and respond positively to: artistic, musical, sporting and cultural opportunities; showing an understand,</p>	<p>In year 7 and 8 students will be given opportunities to self reflect on their creativity through drawing and in writing. Students will develop reflective skills to produce original work, exploring their ideas and recording their experiences including self portrait, cubism and steampunk. To demonstrate skill in evaluating and analysing creative works using the language of art, craft and design. Through exploring great</p>	NA	<p>In yr 7 students explore the differences between coniferous and Deciduous trees and how some are native to Britain. In yr 8 students explore the origins of energy production and investigate the workings of the Stirling Engine, a British invention that was the precursor to the Industrial revolution. Year 8 also visit the Science museum to experience the origins of steam and combustion engines which fuelled mass-production and development of the manufacturing age.</p>	<p>Students explore food production and ethical farming in KS3 to enable informed choices in diet and an understanding of the impact of food consumption. This provides an insight into the impact on the environment locally and internationally. Students learn how to prepare a number of international dishes from different cultures.</p>	NA

acceptance and respect for diversity	artists, craft makers and designers students will understand the historical and cultural development of their art forms				
IAG: providing information linked to the real world, careers and enterprise.	Students are introduced to a range of careers and life experiences in the creative industry through the rigorous study of iconic and important artists, designers and craftspeople. Students have access to documentation of a wide range of exciting careers opportunities and pathways to broaden their cultural and social awareness and	NA	Students are introduced to a variety of Artists like Mondrian in their passive phone speaker project in year 9, Designers and engineers like Robert Sterling throughout KS3 which provide an insight into careers within Design and Technology.	Students operate within the kitchens under professional rules with regard to food hygiene and kitchen protocol. Regular links are made to how food prepared by students would be produced in a professional environment. Our KS3 curriculum is delivered by an ex-professional chef which provides a valuable experience and practical working ethos to our students.	NA

	their impact in society today.				
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KS4	Art	Photography	3D Design	Food Tech	Child Development
Spiritual: reflecting on own beliefs and the beliefs of others; learning about themselves and the world around them; using imagination and creativity to reflect on their experiences	Via investigating an array of artists, designers and craftspeople students will actively engage in the creative process of art, craft and design, students will develop as effective and independent learners, develop creative, imaginative and intuitive capabilities when exploring and making images and artefacts.	Via investigating an array of Photographers and artists that use Photography as a medium- students explore how Art and Photography is a perfect platform for expression of ideas and experiences.	Via investigating an array of Photographers and artists that use Photography as a medium- students explore how Art and Photography is a perfect platform for expression of ideas and experiences.	Students explore Food choices on ethical, religious, financial and medical grounds. Creativity is an integral part of the process of Hospitality and Catering especially when developing a menu for a specific event.	Students understand the social, cultural and biological differences people face when conceiving, gestating and raising a baby.
Moral: recognising the difference between right and wrong; understanding the consequences of their behaviour and actions; investigating moral	All year groups follow classroom rules: <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect 	All year groups follow classroom rules: <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect 	All year groups follow classroom rules: <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect 	All year groups follow classroom rules: <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect 	All year groups follow classroom rules: <ul style="list-style-type: none"> • Respect and Pride • One voice • Track the speaker • Respect

and ethical issues and understanding the viewpoints of others	<ul style="list-style-type: none"> • others work • Respect others opinions • Being responsible for their own creative output 	<ul style="list-style-type: none"> • others work • Respect others opinions • Being responsible for their own creative output 	<ul style="list-style-type: none"> • others work • Respect others opinions • Being responsible for their own creative output 	<ul style="list-style-type: none"> • others work • Respect others opinions • Being responsible for their own creative output 	<ul style="list-style-type: none"> • others work • Respect others opinions • Being responsible for their own creative output
Social: using a range of social skills in different contexts; participating in a variety of communities and social settings, communicating well; engaging with fundamental British values and demonstrating the ability to positively contribute to life in modern Britain.	Communication via Art is an integral element to the delivery of the subject at EPCS. We encourage all students to interpret the work of Artists, designers and craftspeople, developing knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures, developing their own personal responses in relation to these. British values, or any nationally derived identity can be seen in all	Communication via Art is an integral element to the delivery of the subject at EPCS. We encourage all students to interpret the work of Artists and Photographers and develop their own personal responses in relation to these. British values, or any nationally derived identity can be seen in all Art and Photography. It is our students task to identify these and comment on them visually. Evidence of this approach can be found in all our SOW and	Communication via Art is an integral element to the delivery of the subject at EPCS. We encourage all students to interpret the work of Artists and Photographers and develop their own personal responses in relation to these. British values, or any nationally derived identity can be seen in all Art and Photography. It is our students task to identify these and comment on them visually. Evidence of this approach can be found in all our SOW and	Communication via food and nutrition is an integral element to the delivery of the subject at EPCS. We encourage all students to interpret food choice and recipes to develop their own personal responses. British values, or any nationally derived identity can be seen in their national cuisine. It is our students task to identify these and comment on them in their own cooking. Evidence of this approach can be found in all our SOW and Google slides	An important element to the curriculum is exploring the impact of childbirth and responsibility for raising a child. The responsibility of enabling a child the best opportunities in a British society via early developmental choices is key to the course.

	Art and Photography. It is our students task to identify these and comment on them visually. Evidence of this approach can be found in all our SOW and Google slides presentations.	Google slides presentations.	Google slides presentations.	presentations.	
Cultural: understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciating the range of different cultures within school and further afield; knowledge of Britain's democratic parliamentary system; Opportunities to participate in and respond positively to: artistic, musical, sporting and cultural opportunities;	Art is the physical representation of cultures views, beliefs and practices. It can be used to represent the core beliefs of a society, britishness and political understanding. When culture is combined with art, it has the ability to generate empathy, stir up dialogue, induce reflection and charter new relationships and understanding. Students are encouraged to make these links with a wide range of artists, reflecting	Britishness and political understanding is at the heart of the Photography GCSE with most artists and Photographers linking to a political agenda or observation. Understanding and interpreting the artistic work of other and developing a self-analytical response to artists- and their own work is an integral element to the Art and Photography curriculum from year 7 to 13. Without a cultural	Understanding and interpreting the artistic work of others and developing a self-analytical response to artists- and their own work is an integral element to the Art and Photography curriculum from year 7 to 13. Without a cultural understanding and desire to disseminate the world- there would be no Art, culture or society. Every SOW identifies cultural, artistic, political and societal influences which students are	Understanding and interpreting the culinary techniques and produce from around the world is an integral element to curriculum from year 7 to 11. Without a cultural understanding and desire to disseminate the world- there would be no Food, Art, culture or society. Every SOW identifies cultural, artistic, political and societal influences which students are encouraged to explore and learn from.	By following the development of a child from conception to early years- this subject is an anthropological study in the equality of mankind and diversity.

showing an understand, acceptance and respect for diversity	on the artist's work critically, learning through practical experience and demonstrating knowledge and understanding of sources that inform their creative intentions. Every SOW identifies cultural, artistic, political and societal influences which students are encouraged to explore and learn from.	understanding and desire to disseminate the world- there would be no Art, culture or society. Every SOW identifies cultural, artistic, political and societal influences which students are encouraged to explore and learn from.	encouraged to explore and learn from.		
IAG: providing information linked to the real world, careers and enterprise.	From yr 7 10 13, we encourage students to pursue a future either in the Arts, or retaining an artistic understanding in all they may face in life. Art is the foundation of that which differentiates us from animals- it is Art that enables our curiosities to manifest themselves as	From yr 7 10 13, we encourage students to pursue a future either in the Arts, or retaining an artistic understanding in all they may face in life. Art is the foundation of that which differentiates us from animals- it is Art that enables our curiosities to manifest themselves as	From yr 7 10 13, we encourage students to pursue a future either in the Arts, or retaining an artistic understanding in all they may face in life. Art is the foundation of that which differentiates us from animals- it is Art that enables our curiosities to manifest themselves as	Hospitality and Catering is a vocational, professionally based course with key industry terminology and working processes. Students are repeatedly introduced to units via a professional framework like developing a menu for a specific event. In normal years we	

	expressions of our emotional and intellectual understanding. All SOW feature professional creative practitioners as the stimulus for each project. This is evidenced within SOW documents and on all our Google Drive presentations. In a normal year we would run visits to London galleries to see Artwork, Photography and sculpture in a gallery professional context.	expressions of our emotional and intellectual understanding. All SOW feature professional creative practitioners as the stimulus for each project. This is evidenced within SOW documents and on all our Google Drive presentations. In a normal year we would run visits to London galleries to see Artwork, Photography and sculpture in a gallery professional context.	expressions of our emotional and intellectual understanding. All SOW feature professional creative practitioners as the stimulus for each project. This is evidenced within SOW documents and on all our Google Drive presentations. In a normal year we would run visits to London galleries to see Artwork, Photography and sculpture in a gallery professional context.	would run a trip to a local hotel for a tour of the kitchen facilities. Our KS4 curriculum is delivered by an ex-professional chef which provides a valuable experience and practical working ethos to our students.	
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KS5	Art	Photography	DT	Food Tech	Child Development
Spiritual: reflecting on own beliefs and the beliefs of others; learning about themselves and the world around them; using	A multitude of political and cultural explorations comprise 6th form Art and Photography study at EPCS.	A multitude of political and cultural explorations comprise 6th form Art and Photography study at EPCS.	NA	NA	NA

imagination and creativity to reflect on their experiences	Deciphering and interpreting the world through artistic means is the basis of the subject. Art reveals the beauty and awe in the world around us, inspiring spiritual awareness, self awareness, creativity and imagination. Students investigate a variety of sources producing a body of work both personal and narrative based, reflecting on their own experiences and knowledge combining the practical and theoretical.	Deciphering and interpreting the world through artistic means is the basis of the subject.			
Moral: recognising the difference between right and wrong; understanding the consequences of their behaviour and actions; investigating moral	Art and morality have an intrinsic relationship, Art brings into play, expresses, purges emotions and energies. Through personal investigations	Via the dissemination and analysis of historical photographs, students understand the socio-economic changes in the	NA	NA	NA

and ethical issues and understanding the viewpoints of others	students are exposed to a variety of sources, art images and photographs to interpret and use as reference to explore their own ideas.	world over the last 100 years.			
Social: using a range of social skills in different contexts; participating in a variety of communities and social settings, communicating well; engaging with fundamental British values and demonstrating the ability to positively contribute to life in modern Britain.	A multitude of political and cultural explorations comprise 6th form Art and Photography study at EPCS. Deciphering and interpreting the world through artistic means is the basis of the subject. The fundamental British values of democracy, the rule of law, individual liberty, and mutual tolerance of those with different faiths and beliefs can be expressed in a self titled unit in year 13. Art and Design encourages collaborative work,	A multitude of political and cultural explorations comprise 6th form Art and Photography study at EPCS. Deciphering and interpreting the world through artistic means is the basis of the subject. Within the documentary unit 'community' students are invited to record their own surroundings and community as a photographic document.	NA	NA	NA

	respect for each other and responsible behaviour. Pupils are encouraged to peer mentor and peer evaluate, demonstrating respect and tolerance for each other and each other's work, sharing their ideas and opinions respectfully.				
Cultural: understanding and appreciating the wide range of cultural influences that have shaped their own heritage and those of others; understanding and appreciating the range of different cultures within school and further afield; knowledge of Britain's democratic	A multitude of political and cultural explorations comprise 6th form Art and Photography study at EPCS. Deciphering and interpreting the world through artistic means is the basis of the subject. All artworks are, to some extent, the products of their	A multitude of political and cultural explorations comprise 6th form Art and Photography study at EPCS. Deciphering and interpreting the world through artistic means is the basis of the subject. Within the documentary unit 'community'	NA	NA	NA

parliamentary system; Opportunities to participate in and respond positively to: artistic, musical, sporting and cultural opportunities; showing an understand, acceptance and respect for diversity	culture, and they reflect prevailing assumptions and beliefs. Students are encouraged to explore examples of these within their work in writing and in the production of artworks, understanding their historical significance and impact on the culture of that time.	students are invited to record their own surroundings and community as a photographic document.			
IAG: providing information linked to the real world, careers and enterprise.	From yr 7 10 13, we encourage students to pursue a future either in the Arts, or retaining an artistic understanding in all they may face in life. Art is the foundation of that which differentiates us from animals- it is Art that enables our curiosities to manifest themselves as expressions of our emotional and intellectual understanding.	As an ex-professional Photographer working within the editorial, music and advertising industry I inject elements of a professional brief within the A level syllabus. We also have a part-time technician still working within the industry as a Graphic Designer. In a normal year we would run visits to London galleries twice per year to see Artwork,	NA	NA	NA

	<p>All SOW feature professional creative practitioners as the stimulus for each project. This is evidenced within SOW documents and on all our Google Drive presentations. In a normal year we would run visits to London galleries to see Artwork, Photography and sculpture in a gallery professional context.</p>	<p>Photography and sculpture in a gallery/ professional context. Every project within A level Photography is linked to a variety of notable photographers or Artists.</p>			
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